

Evaluating the Alignment of the Textbook *Easy Steps to Chinese* with BSKAP Standards for Mandarin Language Education in Indonesia

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Abstract

This study aims to evaluate the suitability of the textbook *Easy Steps to Chinese*, published in China, for Mandarin language education in Indonesia, focusing on its alignment with the standards established by the *Badan Standar, Kurikulum, dan Asesmen Pendidikan (BSKAP)* (Agency for Standards, Curriculum, and Educational Assessment) and the Merdeka Curriculum. Using a qualitative content analysis method, the research examines the textbook's material, presentation, design, and graphics to assess its effectiveness and relevance in the Indonesian context. The findings indicate that although the textbook provides a well-structured approach with comprehensive teaching materials, it faces challenges in terms of cultural relevance and illustrations that are less suitable for the Indonesian environment. Teachers play a critical role in addressing these gaps by supplementing the textbook with additional materials and cultural adaptations to align with local pedagogical needs and the competency standards of the Merdeka Curriculum. Theoretically, this study highlights the significance of culturally contextualized teaching resources in language acquisition. With proper modifications, *Easy Steps to Chinese* can serve as an effective resource for Mandarin instruction in Indonesia, though further adjustments are needed to fully align it with the Indonesian educational framework.

Keywords: *Textbooks, Easy Steps to Chinese, BSKAP Standards, Mandarin Language Teaching.*

Introduction

Textbooks are one of the important components in learning. Textbooks serve as a guide in implementing materials in the learning process. As stated in the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 039/H/P/2022 Concerning Guidelines for

Assessment of Educational Books, that: "Educational standards are the main reference in developing educational curricula. In order for the curriculum to be implemented properly, educational books are needed, especially textbooks. Therefore, the position of educational books is very important as one of the links in the curriculum implementation chain". The Indonesian Education Standards, Curriculum, and Assessment Agency (BSKAP) has established definite guidelines to ensure that educational materials are aligned with the national education framework, with a particular emphasis on the new Merdeka Curriculum. This curriculum aims to encourage holistic development of students through competency-based education and character building that is aligned with the basic values of Pancasila.

In the development of education in Indonesia, the integration of international educational resources plays a crucial role in improving language competence among students. In the midst of this educational reform, the spread of foreign language education, especially Mandarin, has increased significantly due to its increasing relevance in the global and regional context. Mandarin, as one of the most widely spoken languages in the world, is now an essential part of the Indonesian education curriculum from elementary to higher education. However, until now, Mandarin language textbooks used at elementary, middle and high school levels are still dominated by textbooks published in China. According to Sutami (2007), "Textbooks circulating on the market do not meet the needs of Indonesian children. Schools leave the choice and determination of textbooks to the teachers concerned. In general, the textbooks used are published by the PRC, Taiwan, and Singapore. These books are intended for students who already speak Mandarin to some extent (Singapore), or the language is indeed their mother tongue (PRC, Taiwan) ... On the other hand, Indonesian children are 'blind' to Han characters. The selection of such books is clearly inappropriate. Which books are chosen depends on the quality of the teacher" (Sutami, 2007:6).

Based on the Confucius Institute Annual Development Report 2023, it was stated that within a period of one year, 100 textbooks had been published. However, what happened was that there was still a lack of teaching materials that were in accordance with Mandarin learning outside of China. In the "10th International Mandarin Teaching Seminar" held by the World Association of Mandarin Language Teachers in 2010, as well as the "International Academic Conference on the Development of Mandarin as a Foreign Language Teaching Materials and Learning Resources" organized by Nanjing University and Columbia University, special discussions were held on various problems in compiling Mandarin teaching materials, especially those intended for elementary and secondary schools (Sutandi & Limuria, 2019). Therefore, it is clear that teaching materials are one of the important elements in learning that receive great attention and continue to be developed by various institutions in various countries. The goal is that Mandarin learning in each country can be adjusted to local needs. The same thing also applies in Indonesia.

The adoption of textbooks such as Easy Steps to Chinese, first published in China in 2006, raises questions about its compatibility with the rigorous standards set by BSKAP and its effectiveness in the context of teaching Chinese in Indonesia. This study aims to explore the suitability of Easy Steps to Chinese for Indonesian students, examining

whether its content and pedagogical approach meet BSKAP standards. The core of this study focuses on one critical area: the alignment of the textbook's content with the competencies outlined in BSKAP. Furthermore, given the textbook's foreign origins and its widespread use at various levels of education in Indonesia, this study will also explore the challenges and opportunities presented by its integration into the local curriculum. This study is expected to provide insightful contributions to the discussion on the globalization of educational resources and their adaptation to meet national education standards and goals in Indonesia.

Method

In this study, the research approach used is a qualitative approach. The research method used in this study is a descriptive approach, which aims to describe the results of the study without drawing more general conclusions. This method is used to describe the suitability of books with national standards based on aspects of presentation, content, language, and graphics, as well as to assess the quality of teaching materials from aspects of selection, gradation, presentation, and repetition. There are two sources of data in this study, namely primary data sources and secondary data sources. In this study, the primary data sources are the Mandarin language textbook *Easy Steps to Chinese* published by Beijing Language and Culture University Press, and documents related to the suitability of books with national standards seen from aspects of presentation, content, language, and graphics and, the quality of teaching materials seen from aspects of selection, gradation, presentation, repetition. In this study, the secondary data sources are various books and journals that are relevant to this study. The instrument in this study is the researcher himself. The researcher collects the required data, technical stages are needed in data collection. The data collection techniques that the researcher uses in this study are literature studies and documentation studies. The researcher conducted a literature study by studying the suitability of books with the BSKAP national standards in terms of presentation, content, language, and graphics as well as the quality of teaching materials in terms of selection, gradation, presentation, and repetition. In this case, namely the Mandarin language textbook *Easy Steps to Chinese* published by Beijing Language and Culture University Press and other sources that discuss textbooks, curriculum and the quality of teaching materials. The documentation study in this study involved collecting data from various library sources including the 2022 BSKAP document from the Ministry of Education and Culture, followed by reading, reviewing, recording, and processing data to produce findings.

Result

Indonesian BSKAP Standard

BSKAP (Curriculum Standards and Education Assessment Agency) plays a significant role in the Indonesian education landscape, particularly in the implementation of the Merdeka Curriculum which aims to improve the quality of education through a flexible and competency-based approach. The Merdeka Curriculum, introduced in

response to the country's growing educational needs, emphasizes the importance of character development and essential knowledge for students, in line with the Pancasila learner profile (Palangda, 2023; Pratiwi, 2023). This curriculum is not just a set of guidelines but a comprehensive framework that aims to transform educational practices and outcomes at various school levels. One of the important initiatives under the Merdeka Curriculum is the Pancasila Student Profile Strengthening Project (P5), which is designed to foster students' competencies and character traits that reflect the values of Pancasila, Indonesia's basic philosophical theory (Palangda, 2023). The project is structured as a project-based co-curricular activity, which aims to integrate character education with academic learning, thereby encouraging holistic student development (Palangda, 2023). However, the implementation of this curriculum faces challenges, especially related to the understanding and implementation by educators. Misunderstandings regarding the idealism of the curriculum have been reported, indicating the need for better training and resources for teachers to facilitate this educational shift effectively (Putri, 2023; Husna, 2023).

In addition, BSKAP is responsible for setting standards for teaching materials, including textbooks, which are critical to supporting the curriculum. BSKAP itself has set criteria for textbook eligibility to ensure that educational resources meet the quality standards required for the advancement of education in Indonesia. This standardization is important because high-quality teaching materials contribute significantly to student learning outcomes and the overall effectiveness of education (Azzahra, 2023). Overall, BSKAP's role in the Indonesian education system is diverse, encompassing curriculum development, teacher training, and standardization of educational resources. The successful implementation of the Merdeka Curriculum and initiatives such as the Pancasila Student Profile Strengthening Project relies on effective collaboration between these elements, ensuring educators are well-equipped to foster an environment conducive to student growth and learning.

Mandarin Language Education in Indonesia

Mandarin language education in Indonesia has grown rapidly in recent years, along with the increasing need for mastery of this language in global and local contexts. Mandarin is now taught at various levels of education, from elementary school to college, with the aim of preparing students to face the challenges of an increasingly competitive workforce (Sutami (2016) and Novitasari & Riani, 2017). At the elementary school level, the Mandarin curriculum focuses on introducing the basics of the language, including vocabulary, grammar, and listening and speaking skills. Research shows that the use of innovative learning media, such as learning videos on the YouTube platform, has proven effective in improving students' speaking skills (Trihardini, 2022). In addition, e-learning is also adopted as a learning method to overcome the limitations of traditional teaching, providing a more interactive and interesting alternative for students (Hari et al., 2015). At a more advanced level, vocabulary mastery becomes the main focus in learning Mandarin. The Hanyu Shuiping Kaoshi (HSK) test, used to measure Mandarin language proficiency

for non-native speakers, is divided into six levels, and mastery of vocabulary appropriate to each level is important (Thamrin, 2022; Azizah, 2023).

Research shows that students who follow a structured learning program can achieve good results in the HSK exam, with a significant pass rate (Thamrin, 2022). However, challenges remain, especially in terms of students' difficulties in mastering vocabulary and grammar, which are often caused by ineffective teaching methods (Santoso & Ginting, 2023). Various teaching methods have also been applied to improve students' understanding of Mandarin. For example, the Total Physical Response (TPR) method and the audiolingual method have been used to help students practice correct pronunciation and intonation (Suhardi & Thamrin, 2022; Fitria et al., 2022). Research shows that these methods can increase students' motivation and confidence in learning the language (Fitria et al., 2022). In addition, the development of digital-based textbooks is also one solution to attract students' interest in learning, considering that conventional textbooks are often considered less interesting (Kurniasari & Anggraeni, 2020). Overall, Mandarin education in Indonesia shows great potential for development, but requires attention in terms of developing teaching materials, teacher training, and utilizing technology to achieve optimal results in learning this language.

Mandarin Language Textbook

Mandarin textbooks in Indonesia play an important role in developing students' language skills, especially amidst the increasing demand for mastery of this language in a global context. Various studies have shown that developing textbooks that are appropriate to students' needs and the applicable curriculum is very important to improve learning effectiveness (Agustin et al., 2021) Kurniasari & Anggraeni, 2020). One approach adopted in developing textbooks is the contextual approach, where the material is presented by linking Mandarin to students' daily situations. Textbooks developed with this approach are equipped with pinyin and Indonesian translations, making it easier for students to understand Mandarin characters (汉字, *hànzì*) (Agustin et al., 2021).

Research shows that textbooks based on this contextual approach are suitable for use in Mandarin learning activities at the high school level, because they can help students relate learning to their real experiences (Agustin et al., 2021). On the other hand, the development of digital textbooks is also increasingly popular, especially in today's digital era. Digital textbooks designed for grade X students in high school, for example, use PDF format that can be accessed via mobile devices. This book includes vocabulary explanations, example sentences, dialogues, grammar, and practice questions, and is equipped with attractive illustrations (Kurniasari & Anggraeni, 2020). The use of this digital textbook is expected to increase students' interest in learning, considering that attractive learning media can reduce boredom in the learning process (Kurniasari & Anggraeni, 2020). Su (2011), who studied the conditions of the use of Mandarin language teaching materials in Jakarta and their influence on learning, concluded that in 1999-2007 there was an increase in the number of Mandarin language teaching materials in Indonesia. According to him, there were 87 teaching materials made by Indonesians, and 22 Indonesian publishers published

various types of teaching materials with attractive content designs. However, the survey results show that many publishers still pay less attention to the quality of teaching materials and there are errors in the text, vocabulary, grammar, and exercises, which indicate weak scientific standards (cited in Sutandi & Limuria, 2019).

Mandarin language textbooks in Indonesia, especially those in accordance with the provisions of the Curriculum Standards and Education Assessment Agency (BSKAP), are an important component in the development of this language education. With the increasing interest in Mandarin, it is important for the textbooks used to meet the standards set by BSKAP in order to support an effective and efficient learning process (Hari et al., 2015; Trihardini, 2022). One important aspect in developing textbooks is the suitability of the material to the applicable curriculum. Textbooks must include vocabulary, grammar, and speaking skills that are relevant to the Hanyu Shuiping Kaoshi (HSK) standards, which is an internationally recognized Mandarin language proficiency test (Trihardini et al., 2020; Thamrin, 2022). Research shows that textbooks designed with HSK compliance in mind can help students prepare for exams and improve their overall language skills (Thamrin, 2022). Textbook development should also consider the use of innovative learning media. For example, the use of e-learning platforms and learning videos, as proposed in research by Hari et al., can help overcome the limitations of traditional teaching and improve students' listening and speaking skills (Hari et al., 2015; Trihardini, 2022).

In addition, digital-based textbooks can provide wider and more interesting access for students, thereby increasing their interest in learning Mandarin (Darmanto et al., 2015). In this context, it is also important to analyze existing textbooks. Research by Sintia shows that the "Mei Hua" textbook has met the established standards and is considered suitable for teaching Mandarin in elementary schools, considering aspects of relevance, systematicity, and attractiveness (Sintia, 2024). This shows that evaluation and development of textbooks must be carried out continuously to ensure that the material taught remains relevant and interesting for students. Overall, Mandarin textbooks in Indonesia must continue to adapt to curriculum developments and student needs. By following the provisions of BSKAP and utilizing innovative technology and learning methods, it is hoped that Mandarin education in Indonesia can achieve optimal results.

Evaluation of Foreign Language Textbooks

Mandarin language textbooks in Indonesia, especially those in accordance with the provisions of the Curriculum Standards and Education Assessment Agency (BSKAP), are an important component in the development of this language education. With the increasing interest in Mandarin, it is important for the textbooks used to meet the standards set by BSKAP in order to support an effective and efficient learning process (Hari et al., 2015; Trihardini, 2022). One important aspect in developing textbooks is the suitability of the material to the applicable curriculum. Textbooks must include vocabulary, grammar, and speaking skills that are relevant to the Hanyu Shuiping Kaoshi (HSK)

standards, which is an internationally recognized Mandarin language proficiency test (Trihardini et al., 2020; Thamrin, 2022).

Research shows that textbooks designed with HSK compliance in mind can help students prepare for the exam and improve their overall language skills (Thamrin, 2022). Textbook development must also consider the use of innovative learning media. For example, the use of e-learning platforms and learning videos, as proposed in the study by Hari et al., can help overcome the limitations of traditional teaching and improve students' listening and speaking skills (Hari et al., 2015; Trihardini, 2022). In addition, digital-based textbooks can provide wider and more interesting access for students, thereby increasing their interest in learning Mandarin (Darmanto et al., 2015). In this context, it is also important to analyze existing textbooks. Research by Sintia shows that the "Mei Hua" textbook has met the established standards and is considered appropriate for teaching Mandarin in elementary schools, considering aspects of relevance, systematicity, and attractiveness (Sintia, 2024). This shows that evaluation and development of textbooks must be carried out continuously to ensure that the material taught remains relevant and interesting to students. Overall, Mandarin textbooks in Indonesia must continue to adapt to curriculum developments and student needs. By following the BSKAP regulations and utilizing innovative technology and learning methods, it is hoped that Mandarin language education in Indonesia can achieve optimal results.

Discussion

The difference in the selection of Mandarin language textbooks in each school is due to the different learning objectives of each school. However, because of the importance of textbooks in the Mandarin language learning process, educators must be selective in determining the quality of Mandarin language teaching materials that are in accordance with student needs and in accordance with national standards formulated by BSKAP. One of the textbooks that. However, a good textbook is one that continues to innovate and develop according to student needs in learning a foreign language, so adjustments are needed in various aspects. This study aims to analyze the content of the Easy Steps to Chinese book from the perspective of BSKAP.

Based on the formulation of the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 039/H/P/2022 concerning Guidelines for the Assessment of Educational Books, there are 4 aspects that are the standards for the eligibility of a textbook. Aspects of the assessment of educational books include aspects of material, presentation, design, and graphics. The assessment criteria for educational books refer to the quality standards for educational books set by the Minister.

1. Material Aspect: Material assessment includes the suitability of the book's contents with national education standards, including scientific truth, relevance to the curriculum, and the ability to accommodate developments in science and technology. In addition, the material must be in accordance with the context and

environment of the students and have harmony between sections to facilitate student understanding.

2. Presentation Aspect: The presentation of the book is evaluated from the way the contents of the book are delivered so that they are easy to understand, interesting, and communicative. Books must be presented according to the age of the students or target readers, and use appropriate language to facilitate understanding.
3. Design Aspect: The design of the book, including illustrations, page layout, and cover, is evaluated to ensure that the visual aspects are attractive, proportional, and in accordance with aesthetics. This design is also adjusted to the age of the reader's development to ensure visual comfort and learning appeal.
4. Graphic Aspect: In the graphic aspect, the quality of the book's print, binding, and neatness are the main focuses. E-books are also assessed based on readability on various devices, light file size, and ease of distribution to users.

Table 1. Components, Assessment Aspects, and Score

No	Components	Assessment Aspects	Score			
			1	2	3	4
1	Material Standards	Not contrary to Pancasila values				v
		Not discriminatory based on ethnicity, religion, race, and/or inter-group				v
		Does not contain pornographic elements				v
		Does not contain elements of violence				v
		Does not contain hate speech				v
2	Presentation Standards	The appropriateness of the delivery of the contents of the book according to the level of development of the age of the students and/or target readers			v	
		The appropriateness of the use of appropriate and communicative language according to the level of language proficiency of the students and/or target readers				v
		Grammar	v			
		Questions, assignments, and student exercises				v
		Table of Contents				v

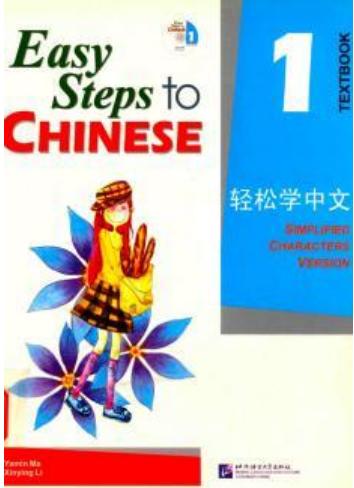
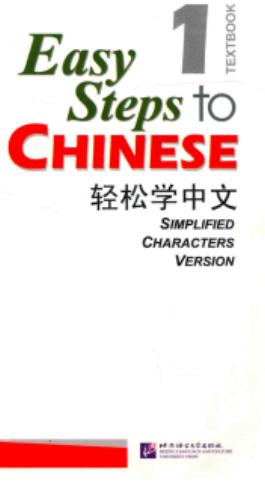
		Glossary			
3	Design Standards	Use of illustrations		v	
		Design of contents page		v	
		Book cover design			v
4	Graphic Standards	Print quality		v	
		Binding quality		v	
		Comb/clean cut quality		v	
		Type and size of chapter title font			v
		Type and size of font in translated text chapters		v	

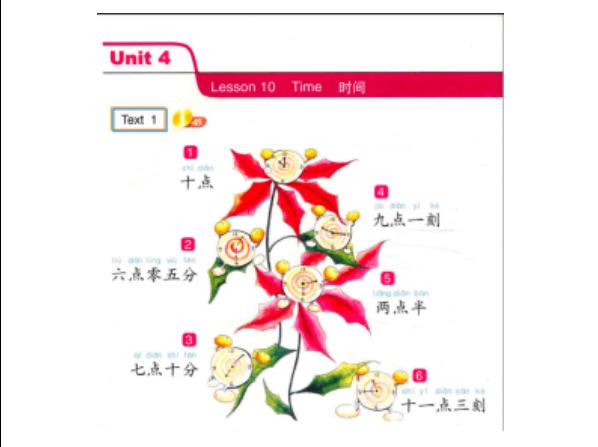
Table 2 Indicator, Page, and Description

Indicator	Page	Description
Book Information	3	Includes the book title, author and editor, edition, copyright, ISBN number, place and year of publication.
Introduction	5	Explains the purpose of using the book and also the series of easy step to Chinese books, the purpose of this book is to develop communicative skills: listening, speaking, reading and writing.
Bibliography	-	-
Table of Contents	9	Completely explains the book information for its chapter layout.
Audio Material	1	Audio is available for each chapter.
List Transliteration	-	-

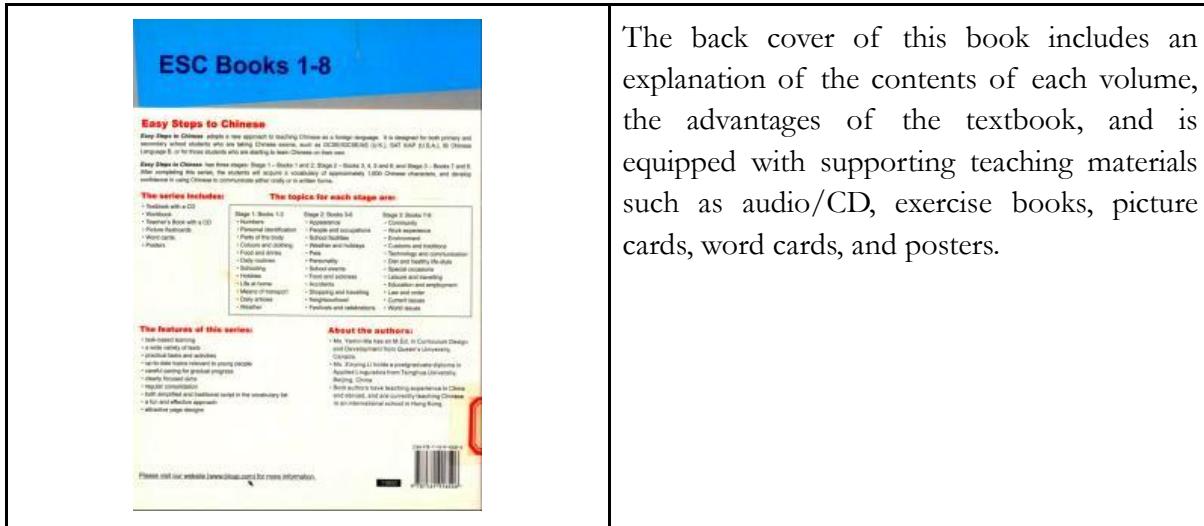
Barcode	-	-
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Table 3 Figure and Description

Figure	Description
	<p>The book cover design looks clear and attractive with the use of contrasting colors such as red, blue, and yellow. The placement of the book title, logo, and publisher name are arranged harmoniously.</p>
	<p>The text "Easy Steps" uses the Riccione Serial Xbold Italic font in green, "Chinese" uses the Marta Bold font in red, and "Simplified Characters Version" uses the With the Waves Regular font in black. (Fonts were checked using the Font Squirrel website: https://www.fontsquirrel.com/matcherator)</p>

 <p>Text 2</p> <p>Illustration showing hand gestures for numbers 1-10. Each number is accompanied by a hand icon and its corresponding Chinese character and pinyin. The numbers are: 一 (yī), 二 (èr), 三 (sān), 四 (sì), 五 (wǔ), 六 (liù), 七 (qī), 八 (bā), 九 (jiǔ), and 十 (shí).</p>	<p>The image does not match the shape of a human finger in general.</p>
 <p>Unit 2</p> <p>Lesson 6 Telephone Numbers 电话号码</p> <p>Text 1</p> <p>Illustration for Text 1 in Unit 2. It shows a man in a blue shirt and red shorts interacting with a girl in a yellow dress. The man is holding a phone and asking for a phone number, with a speech bubble saying: 你家的电话号码是多少? (What is your family's phone number?). The girl is responding with: 二六三八 一九〇七。 (2638 1907).</p>	<p>The image does not fit the context of the environment because it shows an unusual interaction in a public space, where a man who is depicted as an older man is interacting with a girl who looks younger, to ask for a phone number.</p>
 <p>Unit 4</p> <p>Lesson 10 Time 时间</p> <p>Text 1</p> <p>Illustration for Text 1 in Unit 4. It features a large red flower with a clock face in its center. The flower has six petals, each labeled with a time: 1. 十点 (10 o'clock), 2. 六点零五分 (6:05), 3. 七点十分 (7:10), 4. 九点一刻 (9:15), 5. 两点半 (2:30), 6. 十一点三刻 (11:45).</p>	<p>The image is less suitable for explaining the direction of the clock hands because it is difficult to see clearly. It would be better if the material on explaining the clock uses a picture of a watch or a wall clock.</p>

	<p>This image is not suitable for explaining clockwise direction because it is difficult to see clearly. It is best to explain material about clockwise direction using pictures of watches or wall clocks.</p>
	<p>The illustration is not appropriate to the environmental context because it shows dangerous actions. The girl and boy are depicted lying on the tiles of the house while conversing.</p>
	<p>This image is not appropriate to the environmental context because it shows an unusual interaction in a public space, where an adult man is depicted interacting with a girl on public transportation while asking about her favorite clothes, without any clear context as to whether the two figures are family or people. foreign.</p>
	<p>This picture is not suitable to be used to explain body parts because it is difficult to see clearly. It is better for material with explanations of body parts to be explained with pictures that are more clearly visible.</p>



Based on the table above, here is a description and analysis for each aspect of the Easy Steps to Chinese book assessment:

1. Material Standards

This book meets the main requirements for learning materials that do not conflict with Pancasila values, are non-discriminatory, and are free from negative elements such as pornography, violence, and hate speech. This shows that this book has content that is ethically and morally appropriate from the BSKAP perspective, making it suitable for use in learning Mandarin in Indonesia. In terms of the suitability of the material to the development of the student's age, this book is also worthy because the content presented is appropriate for the age range from Elementary School to Middle School. The presentation of the material is not too difficult or too easy, so that the learning process is effective. In addition, the use of appropriate and communicative language makes it easy for beginner learners to access the material.

2. Presentation Standards

The presentation of the material in this book already includes supporting elements such as vocabulary, reading texts, student assignments and exercises, and a table of contents. The presence of these elements helps students understand the material systematically and facilitates the independent learning process. Presentation of assignments and exercises that are in accordance with the material in the unit being studied allows students to practice their understanding directly after studying the material, making it more effective in strengthening understanding.

3. Design Standards

In terms of design, this book uses relevant illustrations and is accompanied by colored pictures, a good layout of the contents page, and an attractive cover design. Appropriate illustrations clarify important concepts, make the material more interesting, and increase visual appeal for students. A neat and orderly page design provides comfort for students in following the material, reduces confusion, and facilitates their understanding.

4. Graphic Standards

The back cover of this book includes an explanation of the contents of each volume, the advantages of the textbook, and is equipped with supporting teaching materials such as audio/CD, exercise books, picture cards, word cards, and posters.

The graphic quality of this book is considered quite good, with adequate print quality. The type and size of the letters in the chapter titles and translated texts are adjusted to make it easier to read, showing attention to aspects of readability and visual comfort. Graphic aspects such as good binding, clean cuts, and the right font size are very important for the durability of the book and its comfort of use in the long term. However, if there are aspects that are not yet fully optimal, improvements in the quality of the graphics can improve the overall quality of this book.

Overall, the Easy Steps to Chinese book has advantages in presenting the material and the completeness of the teaching materials. However, some illustrations need to be adjusted to be more relevant and in accordance with the local educational and cultural context, especially in Indonesia. In terms of presentation, the images that show numbers using the shape of the fingers seem less appropriate because the finger illustrations do not depict the shape of the human hand in general. This can confuse students in understanding the actual number signals. Illustrations showing an adult man interacting with a girl in a public space without a clear context (such as family relationships or teacher-students) can provide examples that are less relevant to students in the culture and social norms that exist in Indonesia. This needs to be considered to adjust the content to the context of a more general and acceptable learning environment. This textbook also does not have a section specifically explaining Mandarin grammar or sentence patterns studied in the unit. So, there are still very few example sentences, limited to texts or conversations available in the lesson unit. Then in terms of presentation and design, the images used to explain the direction of the clock hands and body parts, especially the five senses, look less clear. To explain material such as the direction of the clock hands, it is better to use images of watches or wall clocks that are more familiar and easier to understand. Likewise for the five senses, simpler and clearer images will help students identify body parts better. Although there are many interesting-colored illustrations, some images showing interactions between adult men and girls, as well as children lying on roof tiles, are considered less appropriate for the educational context. Designs that are more relevant to common situations and safe for children are expected to replace these illustrations to maintain compliance with educational and safety standards.

Overall, the Easy Steps to Chinese book has advantages in presenting materials and completeness of teaching materials. However, some illustrations need to be adjusted to be more relevant and appropriate to the local educational and cultural context. However, some illustrations and contexts need to be adjusted to be more relevant to Indonesian students. Teachers can use supporting materials, such as presentation slides (PPT), to add explanations and provide appropriate local contexts, so that teaching materials are easier for students to understand.

The pedagogical approach used in Easy Steps to Chinese needs to be evaluated whether it is in accordance with the BSKAP process standards for effective teaching, here teachers play an important role in adjusting this approach by providing additional explanations and presenting materials in stages. This approach allows students to

understand the material better, reduces the possibility of misunderstanding, and increases the effectiveness of learning.

Integrating Easy Steps to Chinese, as a textbook published overseas, brings its own challenges. One challenge is that the content and illustrations are not fully in line with the socio-cultural context of Indonesia. However, the opportunity is that this book can introduce Indonesian students to authentic materials used in the country of origin of the language. To overcome this challenge, teachers must be selective in choosing materials from the book that are most in line with BSKAP standards, and complement them with relevant additional materials.

The effectiveness of Easy Steps to Chinese in helping Indonesian students master Mandarin also depends on the adaptation made by the teacher. Teachers who provide additional explanations, especially on difficult concepts or illustrations that are less appropriate, can improve student understanding. With the right pedagogical approach, teachers can ensure that this book remains an effective tool in learning Mandarin.

To improve the suitability of Easy Steps to Chinese with educational standards in Indonesia, several modifications can be made, such as replacing illustrations that are less in line with local culture and adding additional explanations. Teachers can use supporting media, such as images and videos, that are in line with the Indonesian context to complement the less relevant parts of this book.

Conclusion

In conclusion, the Easy Steps to Chinese book has advantages in presenting materials and completeness of teaching materials that support Mandarin learning for beginner students. However, as a textbook published in China, some aspects of the content and design need to be adjusted to local educational and cultural standards in Indonesia to be more relevant. Although this book has a good structure and materials that cover basic communication skills, such as listening, speaking, reading, and writing, there are some challenges in terms of illustrations and contexts that are less appropriate to the Indonesian environment. The use of this book in the Indonesian education system requires active involvement from teachers to complement the material with additional explanations and relevant supporting materials, such as presentations or images that are appropriate to the local culture. This is important to ensure that students understand the material well without causing misunderstandings. Teachers also need to be selective in choosing materials that are in accordance with the BSKAP standards and the Merdeka Curriculum, which are currently being implemented in schools. Overall, Easy Steps to Chinese can be an effective tool for teaching Mandarin in Indonesia as long as appropriate modifications and adaptations are made. With these adjustments, the book can support Indonesian students' mastery of Mandarin optimally, meet national competency standards, and comply with effective pedagogical principles.

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