

Developing Poetry Study Textbook for Elementary Schoolteacher Training Based on Character Education in Contextual Learning

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Abstract

The purpose of this study was to develop an Indonesian language learning textbook for Elementary School based on moral education in contextual learning for students of Elementary School Teachers Training Program in Surakarta, Central Java. This study used Research and Development model proposed by Borg and Gall which consists of four stages: exploration, product development, product effectiveness testing, and dissemination. The research was conducted on three Elementary School Teachers Training Programs in Surakarta, Central Java (UNS, UMS, and UNWIDHA). This research resulted in several findings: (1) the exploration phase produced a needs analysis of the prototype textbook; (2) the development stage produced a poetry study textbook through preliminary field testing; and (3) the stage of effectiveness testing of the textbook (main field testing) showed that T obtained (8.50) consulted with the t table (with $N = 85$, $\alpha = 0.05$) which was 1.66 resulted that t -obtained was higher than t -table, it could be concluded that the hypothesis was accepted and the research was stated significant. This meant that the Poetry Study textbook was declared effective.

KEYWORD: textbook, poetry study, character education, contextual learning, research and development

BACKGROUND

Textbooks are books that contain certain specific materials used to guide teaching and learning in schools and colleges (Richards & Rodgers, 2002: 550). In general, textbooks also referred to teaching material, subject matter, instructional materials (Dick, et al., 2005: 241), teaching materials (Tomlinson, 2012: 143) and learning books (MONE, 2006: 3). It stressed that the meaning of a text book is everything that is used to facilitate learning in the learning process. This definition divides textbooks in two types: instructional materials and teaching materials. Rifai (2010: 1) states that textbooks present a subject in depth that contains didactic and pedagogic elements.

Based on some of these definitions, it is concluded that textbook is a book in a particular field of study, which becomes the standard book, compiled by experts in the field, equipped with means of appropriate teaching and easily understood by the users in schools / colleges as a mean of supporting teaching material. Textbooks are different from learning books because textbooks are complementing learning books since learning books translating syllabus and basic competencies or standard competencies.

Position of textbooks in learning is as enrichment books in which it is lower than the learning book directly used in teaching. Although the position is not similar to learning book, the textbook is enriched, scientific insight, as well as scientific nature (Rifai, 2010: 15). Textbooks are not formal because it is not required as a learning

book. Even so, the textbook is critical to deepen and broaden students' knowledge and competence, especially in terms of learning to write.

Textbooks are expected to contribute in presenting learning materials that must be learned, both verbal and written. In addition, it helps to train communication and interaction, train the ability on grammar, vocabulary, and pronunciation. Cunningsworth (2010: 15) argues that through the textbooks students practice using language well, lead their individual learning, and encourage teachers who are less experienced to have confidence.

Textbooks have many functions, both for students and lecturers. The function of textbooks viewed from the content and presentation, is as a guidance for students to learn and for lecturers to teach on certain subjects. Textbooks are usually used together with other learning sources such as workbooks, teacher's reference books or supporting books (Tomlinson & Masuhara, 2008: 14).

Poetry is literature product with a compressed, shortened, and rhythmic language with coherent sound and metaphor/imaginative choice of words (Waluyo, 2005: 1). One branch of literature that uses words as a medium of ideas, to reveal illusion and imagination is called poetry (Son, 2010: 118). Poetry is a literary form that uses sound repetition as his trademark. Repetition of words that produce rhyme, rhythm, and musicality. The restriction is related to the physical structure only.

Poetry also expresses the thoughts that evoke feelings, stimulate the imagination of the senses in a rhythmic arrangement (Pradopo, 1995: 7). Poetry as a literary work can be studied from various aspects, such as the structure and its elements, since poetry is a structure composed by a variety of elements of poetry (Pradopo, 1995: 3). Poetry is also a reflection of human life that is poured by a poet in his work.

Analysis or assessment is an integral part of a research for this outlining activities, i.e. separating something into smaller parts in an entity. This can be done by identifying, comparing, finding a relationship based on certain parameters as an attempt to test or prove the truth. Likewise the activities of reviewing the poem, which can be done by identifying, comparing, finding elements both physical and mental elements, and understanding its intact meaning.

Elements of poetry consists of physical elements and mental elements (Waluyo, 2002: 17). Physical Elements of poetry are elements that build the outer structure of poetry include: diction, imaging, concrete words, figurative language, verification, and typography. These elements do not stand alone, but rather support each other. To understand it, the poem should be analyzed or assessed. The poetry reviewer releases decisive elements of his study, whether analyzing the intrinsic elements, extrinsic elements, or a combination of both elements. Whatever the object of study selected by the researchers, do not forget to associate it with intrinsic elements of poetry because intrinsic elements of a poem are the ones which become the binding structure of a poetry. Intrinsic elements of poetry include: theme, mood, tone and atmosphere, and the mandate. The poems which are studied in this research contains character education.

Indonesian regulation No. 20 of 2003 on the national education system Article I states that education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners actively develop the potential of him

to have a spiritual power of religion, self-control, personality, intelligence, and character. Education, generally means the effort to realizing the manner (inner strength, character), mind (intellect) and children development. In education, these parts should not be separated, so that we can advance the perfection of life, i.e the living life of the children we educate is in harmony with their surroundings (Dewantara, 2013: 14).

Definition of a conceptual character education includes the following: (a) conscious effort to prepare students to become fully noble character in all their present and future role; (b) effortful formation, development, enhancement, maintenance of learners to enable them to perform the duties of their life in harmonious balance (inner and outer, material, spiritual, individual and social); (c) educational efforts to shape students to be complete figures which have noble characters through guidance, habituation, teaching and training as well as the ideals of noble character (Zuriah, 2004: 20).

Definition of operational moral education is an effort to equip students with the guidance, teaching, and growth and development practice of himself as a provision of his future, in order to have a clean conscience, good behavior, and keeping decency in implementing the obligations towards God and fellow beings. Thus, the whole person is formed which is reflected in the form of greeting behavior, actions, attitudes, thoughts, feelings, and works based on religious values and moral and nation norms (Zuriah, 2004: 20).

Zuriah (2007: 19) argues that moral education aims to develop students' character. According to Cahyoto (uk:9), the purpose of moral education can be returned to the people's expectations of the school that required students to have the skills and ability to think, to be useful members of society, and has the commendable ability as members of society. Daulay (2004: 220) explains that the goal of moral education is to develop values, attitudes, and behaviors of students who exudes noble character. Objective of moral education make learners to be virtuous man, in interacting to God, fellow human beings and the natural environment.

Implementation of character education has similarities with the implementation of the religion, for which the foundation is the values of life. Therefore, moral education is centered on three main components which are known as three education centers, namely family moral education, school moral education, and social moral education (Darajat, 1982: 47).

Moral education in the family is done since the early childhood. This moral education is done through the family behaviour. When children start imitating, the moral education is started by giving example or role model.

School as a place for children to socialize is a place for personal, moral, and social growth in which all aspects of personality can be developed. Everything related to teaching and education in schools can bring the students into good soul and morality, and also the development of the students' talents. The educators themselves are the ones who will be imitated by the students.

Moral education obtained by the children from the family and the school will then be taken and developed in the community. Children will also be affected by the state of the people around him or their place to socialize and interact. Depraved society can influence the moral development of the children.

The paradigm of modern education has changed some principles of learning. Learning direction which originally focused on the importance of repetitive exercise (drill) to cultivate the habit is now developed and turned into a constructivism learning, i.e. learning that emphasizes on the importance of the cognitive role for constructing information (Roesmiati, 2005: 90). Teacher-oriented learning orientation is now abandoned by switching to a student-oriented learning, one of them is by implementing the new paradigm, i.e. contextual learning. Siswanto (2014: 4) states that a person who knows a lot will be able to do more.

At present, the learning materials which are relevant for poetry lecture have been published and sold in bookstores. However, the materials in the book are not systematically arranged and well-organized. Books must be arranged based on several standards: (1) in accordance with the standards of competence and basic competences defined by National Education Standards Agency; (2) covering a range of time up to around 2005; (3) including the capital, metropolitan and regional writers; (4) in accordance with the principle of multiculturalism; (5) easy to be understood and enhance learning motivation; and (6) being compiled using a contextual approach (Djanali, 2007: 21).

According to the Ministry of Education (2002: 5) contextual learning is learning by associating the material being taught to the real world of learners and encourages students to make connections between the knowledge possessed to the knowledge in everyday life. Thus, we can conclude that contextual learning is a concept that helps teachers learn to associate what is taught with real-world situations and encouraged learners make connections between the knowledge possessed with its application in everyday life.

In the contextual learning model, the teacher presents a real-world situation into the classroom. In addition, students are encouraged to make connections between knowledge possessed with the application in their lives as members of the family and society (Nurhadi, 2003: 4). With the concept, the learning outcomes are expected to be more meaningful for students. The learning process takes place naturally in the form of student works and experiences, not transferring knowledge through lecturing. Learning strategies are more important than the result.

Contextual learning involves seven components for effective learning, namely (1) constructivism, (2) questioning, (3) inquiry, (4) learning community, (5) modeling, (6) reflection; and (7) authentic assessment. The seven contextual learning components above can be explained in such detail below.

Constructivism is a cornerstone of contextual learning, in which the process of building a new structure of students' knowledge is based on experience. The philosophy of constructivism learning is taking an active process of constructing something (Paul Suparno, 1997: 62). In line with these opinions, Rusman states that constructivism is knowledge built by students little by little by which the results are extended in a limited context. Thus, constructivism emphasizes the importance of students building their own knowledge by taking active action in the learning process. The process of teaching and learning that occurs is not a teacher centered but student centered.

Inquiry is a learning process that is based on search and discovery through a systematic process of thinking. The expected effects of the use of inquiry are that students gain a better understanding of the science generated from the productivity of

creative thinking and acquire skills in analyzing information (Joyce, & Calhoun, 2000: 198). Students are required to discover new things in the learning. The knowledge and skills acquired are expected not as a given result but an inquiry result.

Questioning shows that the knowledge of a person is always based on asking (Komalasari, 2011: 12). Questioning is the base of contextual learning strategy, the beginning of knowledge, the heart and important aspects of learning sincethroughquestioning, teachers can guide students to find the learned material. In a productive learning, questioning activities are aimed to dig up information, to check student understanding, to raise the students' response, to evoke a sense of knowing, to focus on learning objects, and to refresh the knowledge of students.

Learning community is aimed to make students famier to participate in exploiting the findings of his study (Rusman, 2011: 195). There is a growing number of schools that use the term "comradeship system" nowadays. This system is considered as a system that can encourage teamwork, i.e. students who are smarter help students who are less intelligent, and both get benefit. With the expected learning community the knowledge acquired by the students will be more varied.

Modeling is a specific learning skills or knowledge in which there are models that can be imitated by learners (Komalasari, 2011: 12). Modeling is the process of learning by demonstrating something as an example that can be emulated by every student. It can be shaped by giving an example of the learning concept or activities. Modeling activity is not limited only from teachers, but teachers can also take advantage of other people or students who are considered to have more ability in certain fields compared to other students.

Reflection is a way of thinking on what has just learned and what has been done before (Triyanto, 2007: 113). Reflexology is a strategy to think about what they have learned in the past. Reflection is also a process that has been studied through reordering events that have passed (Johnson, 2002: 187). Students are given the opportunity to reflect and interpret his own experience so that he can conclude about their learning experiences he had gone through.

Authentic assessment is one of the assessment tools applied in contextual learning. In an authentic assessment, teachers are required to gather information about the learning progress of the students (Nurhadi, 2003: 288). This assessment is done continuously during the activity. Therefore, the emphasis is directed to a process of learning not only learning outcomes. Assessment is not only done by teachers / lecturers but could also by the other learners or someone else. Assessment done in poetry review subject is done by the lecturer and the emphasis is directed to the process and learning outcomes.

RESEARCH METHOD

The research method used in this study was Research and development (R & D) in order to develop the Indonesian learning textbook based on moral education in contextual learning for Elementary School Teacher Training Program in Surakarta, Central Java. The research is development research conducted in 2016 to the fifth semester students of Elementary School Teacher Training Program in Surakarta, Central Java. This research procedure simplifies and summarizes the concept of Gall et al. (2003: 569), which consists of 10 stages into 4 stages, namely (1) Prototype

Preparation Stage, (2) Prototype Development Stage, (3) Product Effectiveness Testing Stage, and (4) dissemination stage.

Source of research data is in the form of (1) the event, (2) the key informants, and (3) document. Data collection techniques: (1) interview, (2) observation, (3) Focus Group Discussion (FGD), and (4) test. Instruments used include: sheet of interviews, questionnaires, observation sheets, and test on poetry review capability. The data analysis was conducted during the development stage with a Non-independent t-test statistics in primary field testing, while the effectiveness testing (main field testing) was done through paired t-test statistics (Koenker, 1984).

RESULT AND DISCUSSION

Based on observations, interviews, and questionnaires on exploratory study (April-June 2016) it could be reported that the quality of teaching materials in the field had not been adequate. This was due to the fact that the poetry study book, the old textbook which needed to be owned by the students, was not embodied in the teaching material. Textbook used for Elementary School Teacher Training Program students were already exist, but the book did not answer their problems because of incomplete detailed content of the theory, too general, and the unavailability of examples and exercises. Therefore, the students did not have a reference book and adequate enrichment textbooks. The teaching materials were delivered in lectures by professors. Teaching poetry materials were less detailed and still infused in the Elementary Indonesian language textbooks.

Referring to the prior explanation, the textbook meant in this research was the study of poetry textbook for students of Elementary School Teacher Training. The book was arranged to follow the curriculum and based on character education in contextual learning which is called "The Study of Poetry". Textbooks and other supporting materials is designed as an instrument of learning and to determine the learning activities in the classroom that effective and swift. Textbook serves as the primary source of learning, complementary materials, aspirations, and the activity of the classroom, and the curriculum itself (Lizt, 2005: 56).

Textbook contains materials on knowledge or the discipline of subjects included in the curriculum. The contents of the book must fit or support learning in school. It can also be stated as the enrichment textbooks used in schools (Trihartati, 2010: 17). Meanwhile, Sabarti, Maidar, and Sakura (2006; 2) revealed that the contents of textbooks are includes: (1) Preview; (2) Table of contents; (3) the body of which is divided into chapters or sections; (4) Bibliography; (5) Glossary; and (6) Index. Textbooks are distinguished by the other learning materials because the textbook is very closely related to the curriculum, syllabus, standard of competence and basic competence.

Before the contextual approach was introduced to the world of learning, real world education had used several terms that have associated meaning with the student life context. That term, among others, are problem-based learning, student-centered learning, student-active learning, and discovery-inquiry strategies. With the concept, the learning outcomes are expected to be more meaningful for students. The learning process takes place naturally in the form of students' work and experience, not only spoonfeeding them materials from the lecturers to the students. Learning strategies are more important than the result (Nurhadi and Senduk, 2003: 6).

Within this contextual approach there are involved seven major components of effective teaching (Sanjaya, 2007: 262-267), namely (1) constructivism, (2) inquiry, (3) questioning, (4) learning community, (5) modeling, (6) reflection, and (7) authentic assessment. Constructivism is a cornerstone of contextual learning, the process of building a new structure of students' knowledge based on experience. The philosophy of constructivism learning is taking an active process of constructing something (Suparno, 1997: 62).

The development procedure is the steps to be taken in preparing the product, namely textbooks (Djanali, 2007: 16). It includes: (a) planning; (B) exploratory studies; (C) the development of prototypes and testing the effectiveness of the prototype, and (d) final products. Validation or prototypes testing was done through three stages, namely: (1) expert validation (expert judgment) and revision, (2) preliminary field testing conducted on 40 students and led by two lecturers; (3) evaluating the effectiveness through main field testing: experimental testing conducted on 85 students of the experimental group and 85 students of the control group. Upon completion of the field testing and revision, the prototype could be stated to be a textbook. Experimental testing used an experimental class (85 students of Elementary School Teachers Training Program of UNS) and control class (85 students of Elementary School Teachers Training Program of UMS). Prior to the data analysis to find out the effectiveness of the textbooks, it is necessary to test the data statistical requirements, which include: Lilliefors' normality test and Bartlett's homogeneity of variance test. The research data which were subjected to both requirements test (normality and homogeneity of variance) were the enhancement score from pretest to posttest from both the experimental class and control class. Normality test results using Lilliefors technique for the experimental group obtained $L_o = .0610$ which was smaller than $L_t = 0.0961$ on the real level of 0.05 with $N = 85$. It could be concluded that the data was normal. Normality test result for the control group, obtained $L_o = 0.0753$ which was also smaller than $L_t = 0.0961$, so the research data in the control group was stated to be normal.

Meanwhile, the results of statistical requirements testing in respect to homogeneity of variance of Bartlett, showed χ_t^2 at 13.28 which was much larger than χ_o^2 3.84 with $df = 1$, and the real level of 0.05, so it can be declared that the second variance value in the experimental group and the control group was homogeneous.

Hypothesis testing was done to prove the effectiveness of textbooks produced using t-test techniques. T obtained (8.5) was then consulted with the t-table (with $N = 85$, $\alpha = 0.05$) which was 1.66. Thus, $t\text{-test} (8,5) > t\text{-table} (1.66)$, the hypothesis was accepted (H_o rejected). It could be concluded that Poetry Study Textbook was tested effective for learning Poetry Study in Elementary School Teacher Training Program, so it could be used as teaching material.

Based on the results of inferential data analysis for the sake of hypothesis testing as described above, it is proved that Elementary School Teacher Training Program students in learning poetry study using Study Poetry Textbook showed that the result was much better than those who did not use the textbook, although both were using contextual-based learning. It has a significant conclusion, that in order to improve the ability in poetry study among students of Elementary School Teacher Training Program, learning should be contextual and using Poetry Study Textbook.

CONCLUSION

Based on the analysis and the research results it could be concluded: (1) the exploration stage as a preliminary study found that the quality of the Indonesian language textbooks had not been a standard and study poetry textbook was not yet available. The need of such a textbook was categorized as urgent; (2) development of a prototype into a text book was based on expert testing and field testing. The results of preliminary field testing recommended the content and scope of textbook material to be sharpened. The book should also be revised in terms of the feasibility of the content, text readability, and layout; (3) the results of effectiveness testing of the textbooks using t-test showed that the hypothesis was accepted and the research was significant. Thus, the Study Poetry textbook based on moral education was effective to improve the students' poetry study ability of Elementary School Teachers Training Program in Surakarta, Central Java. (4) Dissemination was done by printing the book using ISBN and distributed in bookstores. In addition, the book was also published through scientific meetings and international journals.

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