Developing Play Writing Technique Textbook Based on Character Education in Contextual Learning

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Abstract

The aim of the research was to play writing technique textbook based on character education in contextual learning for students of Elementary School Teachers Training in Surakarta, Central Java. This research used Research and Development model proposed by Borg and Gall which has four stages: exploration, product development, product effectiveness testing, and dissemination. This research was done in three Elementary School Teachers Trainings in Surakarta, Central Java (UNS Surakarta, UMS Sukoharjo, and UNWIDHA Klaten). The result of this research were: (1) exploration stage revealed the need of prototype textbook of playwriting technique; (2) developing stage produced a playwriting technique textbook through preliminary field testing; and (3) product effectiveness testing stage showed that the product was effective since t-test (8.82) was higher than t-table (1.66).

BACKGROUND

Writing skill is one of the language skills which is last mastered by the learner after listening, speaking, and reading skills. Compared to the previous three language skills, writing skill is more complex or complicated (Javed, Juan, and Nazli, 2013: 130). This is due to in writing skill it is required to master the various elements in the language and outside the language to be used as writingcontent. Elements inside and outside the language are well established so as to produce a coherent and cohesive writing so that the messages contained in the article can be delivered properly. This is in line with the opinion of Elbow (2007: 321) who said that as a skill, writing is a complex ability.

The ability to write is not a talent, but a skill that can be acquired through the exercise (Leo, 2010: 6). However great the talent someone has to write, if the talent has never been trained then it will not develop. Nadia (2004: 20) states that the writing talent contributesonly approximately 5%, while effort, practice and hard work contributes 90%, and the luck factor is 5%. Furthermore, the willingness and followed by continues writing effort contribute as much as 100%. In line with Leo and Nadia, Wagiran and Doyin (2010: 2) argues that writing is used in the language skills to communicate indirectly. Writing skill is not found naturally, but must go through a process of learning and practicing.

Through writing, one can increase intelligence, develop the power of initiative and creativity, build the courage, and encourage the willingness and ability to collect information (Suparno, 2004: 12). Thus, wtiting skill is a complex language skills which involves cognitive activity and a certain abilities in the process of producing text. In this case, the students need to be provided with the ability to write in order to be able to produce texts (play script). The process of producing texts (play sript) can be developed through the stages that are tailored to the characteristics of the desired article.

Story (playwright) should be talking about human life (child-adult) with the aspects which are arround and affect them. Playwright organization must be supported by a number of pillars which form the basis of a story building. A story root will be

interesting if all elements of the story are placed in balance inside the structure, so there is no part that feels less or exaggerated (Rampan, 2003: 89).

A story is actually started from a theme. The design of the story that author wants to build has to be based on a mandate, namely the moral valluethat needs to be conveyed to the reader. However, this mandate should be enlisted in an interesting manner so that learners do not feel reading the discourse of moral or religious sermon. Generally, a theme which is expressed openly and frankly would not interest the reader.

The second pillar is a character. Character can be divided into two, namely the main character (protagonist) and opposing character (antagonist). The main character is usually accompanied by side characters which generally participate and become an integrated part of the story. As round figures, the main character gets the most special portion compared to side characters. The physical condition as well as his character is described in full, as everyday people. In addition, the figures presented are often flat, the figure displayed one-sided (good or bad) so as to give adore or hate response from readers to the characters that appear as a hero or as a hated antagonist.

The third pillar is asetting. Events in the story can be built to attract if the placement of the foreground and background time performed in a right place. Setting shows the uniqueness of stories so as to establish specific figures with certain characters that exist only on the specific area. Thus, it appears thatthe setting strengthens the character and turn events fostered in the story flow, making a specific and unique story.

Flow is the fourth pillar. Story flowdemands the author's ability to attract the readers. Simply put, story flow can be considered as a series of events that happen in the story. Flow can be fostered in a straight line, the story is built in a chronological order. The incidents are directly related to one another until the story ends. Flow can also be constructed with a flashback or advanced flow (foreshadowing). Flashback is an exposure of some information or events that happened in the past, retold in the present situation, while the foreshadowing is a form in which telling certain events that occur later.

A story may not be attractive without the events and conflicts. Events that occur pose a particular conflict, such as the conflict withinthe character himself (person-against-self); conflict between a characterand other character (person-against-person); and the conflict between acharacter and the society (person-against-society). With the right flow, synchronous events with conflict generally convince readers and that is what brings them pleasure, fear, sadness, anger, and so on.

The fifth pillar is the style. The style determines the success of a story (a play). Dialogues which are alive; suspense that stores confidentiality; complex problems which are solved but full of challenges, new experiences with humanitynuance, and so forth are the elements of style that makes the audience spellbound (Rampan, 2003: 90-94).

In association with moral education, drama is very beneficial for learners to form a complete Indonesian human being, in supporting the implementation of character education. Without being realized by children, from their 'friendship' with drama, they are influenced by values, moral values, or positive practices contained in the drama.

Drama as a work of art has value of form, value of sensuous, value of knowledge, and value of life. However, in an effort to achieve an aesthetic of art, we should not sacrifice the moral aspect. On one hand, there must be a moral aspect in every piece of drama. On the other hand, the moral aspect of the play must be

conveyed to the appreciators (children, students, audience). With drama, 'community' can be educated, directed, and influenced. Morals and art should be hand in hand in order to form the moral character of the next generation (Sumaryadi, 1987: 7-8).

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 are actively developing the potential of him to have the spiritual power of religion, self-control, personality, intelligence, and character. Education, generally means the effort to develop manners (inner strength, character), mind (intellect) and children. These elements should not be separated, so that we can advance the perfection of life, the life of the children we educate in harmony to their world (Dewantara, 2013: 14).

Definition of a character education conceptually includes the following: (a) conscious effort to prepare students to become fully human who has the noble character in all their present and future role; (b) efforts of formation, development, enhancement, and maintenance of learners' behavior to enable them to perform the duties of their life in harmonious balance (mental and physical, material, spiritual, individual and social); (c) educational efforts to shape students to be acomplete personwho has noble character through guidance, habituation, teaching and training as well as through modeling (Zuriah, 2004: 20).

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

Zuriah (2007: 19) argues that moral education aims to develop students' character. According Cahyoto (uk: 9), the purpose of moral education can be returned to the people's expectations of the school that required students to have skill and ability to think, be useful members of society, and have 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. Objective of moral education is to make learners to bevirtuous man, both in interacting to God and fellow human beings and also 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 environment is centered on three main components which are known as three education centers; namely moral educationin the family, moral education in schools, and moral education in society (Darajat, 1982: 47).

Moral education in the family is done since the early childhood. Education is conducted through the behavior of his family. At the time the children have started to imitate, then the character is imitatedthroughsampling or modeling.

School as a place to socialize for the childen is a place for personal, moral, social, and all aspects of personality to develop. Everything related to education and teaching in schools can bring the students to the good morality, the developed soul, and the developed talent in the students. The teacher is the role that will be imitated by the students.

Religious education, obtained by the children from family and school, will then be taken and developed in the community. The children will also be affected by the

state of the people around them and alsothe place where they socialize and interact. Depraved society can influence the moral development of the children.

Contextual approach is the concept of learning that helps teachers in linking between what is taught and the real world (Nurhadi, 2004: 13). In this case the teacher encourages students to connect knowledge that they haveand applyit in the real life. With such a concept, learning outcomes expected to be more meaningful for students. The learning process takes place naturally. Students work and experience by themselves and not just accept knowledge from their teacher.

The phenomenon of less successful result of learning writing inElementary Teachers TrainingProgram can be caused mostly by the low level of students' writing ability. One of the reason is the limitations inthe reference textbooks. The material to be learned is inadequate. The existing or commonly used booksare not fully support the success of students' writingyet (Slamet, 2008: 2). Other issues encountered is the learning process that still tends to be lecturer centered. Learning is dominated by the lecturers while the lecturers are lack of adequate teaching materials and presented not in accordance with the interests and conditions of the students, causing low language mastery level (Slamet, 2004: 8). This happens one of the reason is becausethe teaching materials are presented not in accordance with the context.

Paradigm of modern education has changed some principles of learning. Originally, learning process are focused on repetitive exercises (drill) to cultivate the habit; however, it is now developed and turned into a nature constructivism learning, ie learning that emphasizes the importance of the cognitive role for constructing information (Roesmiati, 2005: 90). Teacher-oriented learning is now abandoned by switching to a student-oriented learning, one of the aplication is through the implementation of contextual learning. Siswanto (2014: 4) states that a person who knows more are able to do more. Indeed, many authors who have a lot of knowledge will be easier to obtain and put ideas in writing (in this case playwright).

At present, textbooks onplay writing which are relevant to the lecturing subject have been published and sold in several bookstores. However, the materials are not systematic and well-organized. Books arrangement needto meet several standards, they are: (1) in accordance to the standard competence and basic competence defined by BSNP; (2) covers a range of up to about 2005; (3) includes the authorsfrom the capital city, metropolitan and region; (4) in accordance to multiculturalismprinciple; (5) easy to understand and improve the motivation to learn to write; and (6) the book is compiled using a contextual approach (Djanali, 2007: 21).

Textbooks which contain certain specific materials are used to guide learning and teaching in schools (Richards & Rodgers, 2002: 550). Textbooks are usually used together with other learning resources such as workbooks, reference books or supportingtexts (Tomlinson & Masuhara, 2008: 14). In order to fulfill the need of such textbooks, a research and development (R & D) needs to be done in the Elementary School Teachers Training Program in Surakarta Region, Central Java. Preliminary studies was done, and followed by developing textbook prototype, then continued to develop the prototype into a textbook through an expert assessment, field trials, as well as the effectiveness test.

RESEARCH METHOD

Method of research and development (R and D) was used to develop the textbook of writing playwriting technique based on moral education in contextual learning for Elementary School Teachers Training Programin Surakarta, Central Java. The research was conducted in 2016 to the seventh semester students of Elementary

School Teachers Training Programin Surakarta, Central Java. This research procedure simplified and summarized the concept of Gall et al. (2003: 569), which consists of 10 stages into 4 stages, namely (1) preparation of the prototype, (2) developing the prototype into a textbook, (3) testing the effectiveness of the product, and (4) dissemination: scientific publications and dissemination.

Source of research data was in the form of (1) event, (2) key informants, and (3) documents. Data collection techniques were: (1) interview; (2) observation; (3) Focus Group Discussion (FGD); and (4) test. Instruments used includes: interview sheets, questionnaires, observation sheets, test sheets. The data analysis conducted during the development stage used a t-test statistics Non-independent test done in preliminary field testing, while data gathered through the effectiveness testing were analyzed using paired t-test statistics.

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 writing textbooks were old textbooks which were not embodied in a specific lecturing material that shared to the students. Textbooks used by Elementary School Teachers Training Programwere already exist, but the book did not answer the students' problems because of the lack of theoretical contents, too general, and lack of practices / examples. Therefore, the students did not have a proper reference book and adequate enrichment source. The teaching materials were delivered in lectures by professors. Writing textbooks used in Elementary School Teachers Training Program still in onewith the other language skills learning materials.

Referring to the above description, textbook which is made in this research is the playwriting textbook for students of Elementary School Teachers Training Program. The book are arranged to follow the curriculum and based on character education in contextual learning, so that the book called "Play Writing Techniques"textbook. The textbooks and other supporting materials is designed as an instrument of learning and to determine the learning activities in the classroom that is effective and efficient. Textbook serves as the primary source of learning, complementary materials, aspirations, and the activity of the classroom, as well as the curriculum itself (Lizt, 2005: 56).

Before the contextual approach was introduced to the world of learning, real world education used several terms that have associated meaning with the students' lifecontext. That terms, among others, are problem-based learning, student-centered learning, student active learning, and discovery-inquirystrategies. With the concept,the learning outcomes are expected to be more meaningful for the students. The learning process takes place naturally in the form of students work and experience, not transfering knowledge from lecturers to 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) finding, (3) exercise to asks, (4) community learning, (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.

The development procedure was the steps taken in preparing textbook (Djanali, 2007: 16).It included: (a) planning; (b) exploratory studies; (c) the development of prototypes and (d) testing the effectiveness of the product. Validation of the prototype was developed through three stages, namely: (1) expert judgment and revision, (2) preliminary field testing conducted to 40 students and led by two lecturers; (3) evaluating the effectiveness through main field testing: experiment test conducted to 90 students of experiment class and 90 students of control class. Upon completion of the field testing and revision, the prototype can be stated to be a textbook. Experimental tests used experimental class (90 students of Elementary School Teachers Training Program of UNS) and control class (90 students of Elementary School Teachers Training Programof UMS). Prior to the data analysis to compare the effectiveness of the textbook, research data had to meet statistical requirements, which included: Lilliefors normality test technique and homogeneity of variance test technique by Bartlette. The research data which were subjected to both test requirements (normality and homogeneity of variance) was the data or enhancement value of the pretest to posttest score for the experimental class and enhancement value of the pretest to posttest score for control group. Normality test results using Lilliefors technique for the experimental group gained Lo = .0776 which was smaller than Lt = 0.0930 with the real level of 0.05 with N = 90, so that it could be concluded that the study data from the experiment class was stated normal, whereas, normality test results for the control group, obtained Lo = 0.0753 which was also smaller than Lt = 0.0930 so that the research data of the control group was also stated to be normal.

Meanwhile, the results of statistical requirements testing wasinline with homogeneity of variance measured using Bartlette techniques, it was obtained CT2 of 0.29 which was higher than the CO2 of 3.84 with df = 1, and the real level of 0.05, so it can be declared thatboth score variance in the experimental group and the control group was homogeneous.

Based on the results of inferential data analysis for the sake of hypothesis testing as described above, it is proved that students of Elementary School Teachers Training Program are learning to write a play script based on context using teaching materialin a form ofPlay WritingTechnique Textbook, the result of the students' ability to writeplayscript was better than that those who did not use textbooks. It had a significant meaning that in order to improve playwriting abilities among students ofElementary School Teachers Training Program, learning should be contextual and usedPlay Writing Technique 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 students' quality of writing was not standardized yet and the playwriting technique textbook was not availableyet. The need of a textbook is urgent; (2) development of a prototype into a textbook was based on an expert testing and a field testing. The results of preliminary field testing recommended the content and scope of the 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 testing the effectiveness of textbooks using t-test technique showed that the hypothesis was accepted, H0 was rejected, and the research was significant. Thus, Play Writing Technique Textbook based on character education was effective to improve the playwriting ability of students of Elementary School Teachers Training Program in Surakarta, Central Java; and (4) dissemination was done through printing the book with ISBN and distributed in several bookstores. In

addition, the book was also published through scientific meetings and international journals.

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