The Development of Thematic Integrative Character-Education Based Children Poetry-Writing Textbook

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Abstract

This research was aimed to (1) describe the need of the teacher and the students toward the poetry-writing textbook; (2) designing the textbook prototype; (3) develop the textbook prototype into well-developed textbook; (4) find out the feasibility of the poem-writing textbook; and (5) find out the effectiveness of poem-writing textbook application. Method which was used was Research and Development. There were four stages of this research namely exploration stage, designing the product prototype stage, development stage, and effectiveness test stage. Exploration stage found out that poetry-writing textbook was highly needed. Designing product prototype stage produce the early form of the poetry-writing textbook based on the result of the exploration stage. In development stage, the prototype was validated by the experts and tried out in limited field testing and extensive field testing in which the result was statistically analyzed using non-independent t-test. The result showed that the textbook was stated feasible. Experiment research was done to know the effectiveness of the textbook (statistical test using non-independent t-test). It was found out that $t_{operation} > t_{table}$. Thus the hypothesis was accepted (H_o was refused). The result of effectiveness test showed that thematic integrative character-education based children poetry-writing textbook was stated effective.

KEYWORDS:character education, thematicintegrative,poetry,textbook, writing.

A. Introduction

Basically, writing skill does not only express feelings and thoughts, but also knowledge, ideas, insights, inner/living experiences, and a wide range of understanding in written language. Writing skill is not an activity that is simple and does not need to be studied, but it is very important to master. Writing activity is a form of the last manifestation of language competence that language learners need to master after listening, speaking, and reading competences (Nurgiyantoro, 2013: 422).

Writing is the process of delivering thought, imagination, and feelings in the form of meaningful symbols/sign/writing. In writing activity, there are activities of composing, arranging, describing symbols or signs in the form of collection of letters that form words, collection of words that form a group of words or sentences, collection of sentences that form paragraphs, and collection of paragraphs that form a complete and meaningful discourse or essay (Dalman, 2014:3). Writing skill is complex and sometimes difficult to teach because writing does not only require the mastery of grammar and linguistics aspect, but also the conceptual elements and other considerations (Heaton, 1988:135).

Writing ability is not a talent but a skill that can be owned through exercise, because no matter how large one's talent for writing, if the talent is not trained it will not develop (Leo, 2010:6). Nadia (2004: 20) states that the writing talent contributes approximately 5%; effort, practice and hard work as much as 90%; while the luck factor of 5%. Furthermore, the willingness followed by the effort of continuous writing contributes as much as 100%. Therefore, the skill of writing does not just rely on the talent itself, but also the need of perseverance, training, and continuous hard work.

Expressing thoughts and feelings imaginatively and arranging them through the use of all the power of language by focusing on physical structure and literary structure is called poetry (Waluyo, 2010:20). Tirtawirya (1980: 8) explains that an implicit disclosure fainted with the implied meaning, in which the words leaning on the connotative meaning, is exactly what is meant by poetry. Poetry is an aesthetic work which utilizes typical means of language. Poetry is a personal expression. It means that poetry is a surge of feeling or as a product of the imagination of a poet who works on perceptions. Poetry is also called the language of feelings. It means that the language in poetry is the poet personal figure which is functioned to describe, shape, and express ideas, feelings, views, and attitude of the poet (Suminto, 2010:24-25).

Thematic learning is an approach in learning that deliberately links some good aspects inside a field of study or among several fields of study (Fogarty, 1991:19). In their daily, students are familiar to see and learn all the events that occur in their surroundings as a unified thing (holistic), they do not see it partially (fragmentary). Providing education which emphasis on learning which separates one field of study with other subject areas will result in the student's incomplete understanding, especially for students in primary education (Halimah, et.al, 2007:3).

Integrative learning is a learning approach which deliberately links some aspects on several integrated fields of study (Fogarty, 1991:76). With this integrative model, students will acquire knowledge and skills as a whole, so that learning becomes meaningful for students. It means, students will learn and understand concepts that they learn through direct and real experience which links among integrated fields of study.

Education without culture orientation will become bare and miss the noble values. While on the other hand, culture as a source of value without the existence of supporters who are aware and educated, will eventually fade. Cultural management should not be removed from the framework of education. Therefore, both education and culture, each of which has an arduous task, to bear a duty to build a solid, intact, and sturdy national identity. In conjunction with the aim of general education which forms a fully functioning person, the teaching of literature is useful for forming language skills, enriching knowledge, supporting the development of the soul, as well as helping to build characters (Moody, 1971:7).

According to Indonesian Dictionary (2011: 198) character is associated with personality. Character is defined as the inner nature of man that affect all thoughts and behavior, character, and personality. Thus, character is a form of behavior that is performed in accordance to the rules of morals and manners.

Character education is an education for shaping one's personality through character building. The results could be seen in someone's real action; good behavior, honesty, responsibility, respectful to others, hard work and so on (Lickona, 2013: 17). Pala (2011: 25) revealed that character education is a national movement of creating a

school that encourages ethical, responsible and caring young people by modeling and teaching good characters through an emphasis on universal values.

Rutland (2009: 1) argues that a character will be embedded well only if it is always sharpened. Character, if it is implanted as early as possible to the students, it will take root until their adulthood. Thus, character education is a conscious, planned, continuous, as well as full of responsible effort to change behavior and develop potentials through teaching and training of manners, morals, or ethics which builds a specific personality that drives and differentiates ones from other people. Indonesian Ministry of Education described 18 cultural values and national characters which must be possessed by the Indonesian next generations.

The general objective of this study was to produce a thematic integrative character-education based poetry-writing textbook for the fourth grade students of elementary school in Surakarta. The specific objectives are to: (1) describe the needs of teachers and students toward poetry-writing textbook, (2) set the early prototype of the textbook, (3) develop the textbook prototype into poetry-writing textbook, (4) find the feasibility of poetry-writing textbook model based on the stakeholders' feedback, and (5)find the effectiveness of the application of poetry-writing textbook model.

B. Research Method

According Supeno Janali et al. (2007: 14) method in research and development (R & D) includes four steps: (1) prototyping (the starting material); (2) developing prototype into a textbook; (3) experimenting the developed product; and (4) disseminating the product. The steps are in accordance with that proposed by Gall (2003), Nana Saodah (2006), and Sugiyono (2009). Since this research was a multiyear research, the first year of this research limited the research into experimenting the product. This study also includes preliminary research in a form of product offering to the stakeholders.

The R & D study population was all fourth grade students in four elementary school in Surakarta. Samples for each class were 30 students, so there were 120 students. Data collection techniques consisted of: (1) test; in the form of pretest and posttest; (2) observation; which was done during experimentation in the classroom by researchers; (3) interview; done to teachers and students; and (4) Focus Group Discussion. The data analysis technique was Anova One Way technique through analyzing the comparison of the experimental class (Mangkubumen Kulon 16 State Elementary School) and Controlled Class (Kleco 02 State Elementary School; Djamiatul Islam Elementary School; Christian Elementary School Manahan).

The research procedure consisted of four major stages which includes: (1) exploration study; (2) designing the product prototype; (3) developing the product prototype into a well-designed textbook; and (4) experimenting the product.

1. Exploration Study

The exploration study was done in 2013 to 2014. This exploration includes two steps: (1) literature study; and (2) need analysis which was done during July and August 2014. The literature study was conducted in several libraries and offices to examine the availability of books of children poetry-writing, while need analysis were done in several primary education institutions and some publishers to find out the stakeholders need of

the proposed product. Based on the literature study and need analysis, then the initial product of Children Poetry-Writing textbook as a prototype textbook was designed.

2. Designing the product prototype

In designing the product prototype stage, things that were used to design the product were compiled, ranging from the problems, objectives, criteria of achievement, and field activities to be carried out. Therefore, the literature materials related to poetry-writing for children were collected. Then the product was arranged and designed into the early product of Thematic Integrative Character-Education Based Children Poetry-Writing Textbook.

3. Developing the product prototype into a well-designed textbook

At this stage the initial product of Thematic Integrative Character-Education Based Children Poetry-Writing Textbook was developed. The development was carried through several stages including expert judgment, revision, limited field testing, revision, extensive field testing, and revision. In order to validate the textbook, several testing instruments needed to be developed. Pretest and posttest instrument were set to measure the feasibility of the prototype in extensive field testing, while assessment questionnaire about the textbook eligibility was drafted to be used in the expert judgment.

An early form of the textbook (prototype) was validated and developed into a qualified product in accordance with the views of the experts and acceptance of the users. There are two kinds of validation, namely: (1) validation of products, means validation which is related to the physical form of the product; for example, instructions, legibility, systematics, the display images quality, color composition, delivery of a material, and appeal; and also (2) the instructional validation; which means that the validation is related to the suitability of the contents with the demands of the material quality and educational aspects which includes for example: the depth and breadth of the materials, the accuracy of the sequence, the possibility of teacher-student interaction, and the evaluation given. This validation was followed by the revision of the textbook.

Validation of the prototype to be developed into a textbook was done through three stages: (1) expert validation (expert judgment) and improvements: prototype reviewed by the experts then was improved by the researchers; (2) limited field testing followed by improvement: field testing was carried out to 15 students which was led by the teacher; (3) extensive field testing followed by improvement: trials were carried out in 4 primary schools and was also followed by revision. After completing the main trial and revision, the prototype then could be stated to be feasible.

3 trial classes were used in extensive field testing (approximately 90 students), the results of pretest and posttest were analyzed using Non-independent t-test. Value of $t_{obtained}$ were then consulted with the value of t_{table}. When the $t_{obtained} > t_{table}$, then the hypothesis is accepted (Ho is rejected). After the extensive testing and revision has been done, then the prototype had stated feasible. The textbook then should be tested through experimentation to find out the effectiveness of the product.

4. Experimenting the product

At this stage, Thematic Integrative Character-Education Based Children Poetry-Writing textbook then was tested to know its effectiveness through experimental research.

Experimentation was conducted in the experiment class (Mangkubumen Kulon 16 Surakarta State Elementary School) and the controlled classes (Kleco 02 Elementary School, Djamiatul Islam Elementary School, and Manahan Christian Elementary School). Experiments conducted on odd semester of 2015, in 4 Elementary Schools in Surakarta which consisted of eight (8) meetings. Experiment was carried out by the fourth grade teachers in the 4 Elementary Schools in Surakarta.

C. Discussion

In the exploration stage, the researchers did a literature study and need analysis to find out the need of children poetry-writing textbook for the fourth grade students of elementary schools. From the literature study it was found out that there was no children poetry-writing textbook available, moreover the one which use thematic integrative approach and based on character education. Knowing the fact that there was limited availability of children poetry-writing textbook, the researcher believed that such a textbook was needed. The finding was also supported by the result of the need analysis done in the several elementary schools in Surakarta. Data gathered through observation, interview and focus group discussion found out that there was no certain children poetry-writing textbook which implement thematic integrative approach and based on character education that ever been applied in teaching and learning process in elementary schools. Teachers and students also showed their need of thematic integrative character-education based children poetry-writing textbook.

Based on the result of the exploration study, the thematic integrative character-education based children poetry-writing textbook was designed. In designing the product, things that were used to design the product were compiled, ranging from the problem, objectives, criteria of achievement, and field activities to be carried out. In addition, the literature materials related to poetry writing for children were collected. Then the product was arranged and designed into the early product of Thematic Integrative Character-Education Based Children Poetry-Writing Textbook.

To find out the feasibility of the product and form a well-designed product, prototype testing was done through three stages, they were: (1) expert validation (Expert judgment) followed by revision: prototype was reviewed by the experts continued by evaluation-based improvement by researchers; (2) limited field testing followed by revision: carried out to 15 students; (3) extensive field testing followed by revision; carried out in 4 elementary schools and is also called the main trial. When the main testing and revision had been completed, the prototype was then become a textbook.

In the expert judgment stage, the product was validated by several expert who had language literature expertise. Questionnaire was used to guide the experts to validate the prototype. From the expert judgment process, there were several evaluations given by the experts, they were: (1) the material needed to be adapted to the curriculum; (2) the language used should be aesthetically pleasing; (3) examples of poetry served as needed and based on character education; and (4) prototype is tailored to the criteria of textbook development. Based on the evaluation given by the experts, revision was made toward the product. The revised product then was used in the limited field testing.

In the limited field testing, the product was applied to a small group of students consisted of 15 people. Observation, interview and focused group discussion were done to gain the teacher and students' impression toward the proposed product. The students

and teacher' criticisms or suggestions toward the prototype then were used to improve the initial draft of the textbook. The revised product from the limited field testing was used in the extensive field testing.

3 classes were used for extensive field testing (approximately 90 students). Pretest and posttest were made to gain the data from this stage. The results of pretest and posttest were analyzed using non-independent t-test. $t_{operation}$ (6.28) was then consulted to t_{table} (with N=120, α=0.05) which achieved score of 1.67. It was found out that $t_{operation}$ (6.28) > t_{table} (1.67). It could be stated that the $t_{obtained}$ > t_{table}, then the hypothesis was accepted (Ho was rejected). After the extensive testing and revision had been done, then the prototype had significantly become a textbook and could be stated feasible.

The textbook that had been validated and stated feasible then tested its effectiveness through experimental research. Experimentation was conducted in the experimental class (Mangkubumen Kulon 16 State Elementary School Surakarta) and the controlled classes in Kleco 02 Elementary School, Djamiatul Islam Elementary School, and Christian Elementary School Manahan Surakarta. Experiment was conducted on Odd Semester of 2015, at 4 Elementary Schools in Surakarta which included eight (8) meetings. Experiment was carried out by the fourth grade teachers in their own schools.

The effectiveness test of the poetry writing textbook was done by using a simple experiment to 120 students. The effectiveness test result was counted statistically using non-independent t-test. $t_{obtained}$ value (25.18) was then consulted to the t_{table} value (with N = 120, α = 0.05) which was obtained 1.67. Thus, t_{test} (25.18)> t_{table} (1.67), which means the hypothesis was accepted (Ho was rejected). The test results concluded that the students' ability in poetry writing using the developed textbook was better than those who did not use the textbook. This difference was significant, which could be concluded that the application of Thematic Integrative Character-Education Based Children Poetry-Writing textbook is more effective than learning without the textbook. It could also be stated that Thematic Integrative Character-Education Based Children Poetry-Writing textbook (the final design) was effective for learning Indonesian language and literature in elementary school so that it can be used as a textbook.

D. Conclusion

Teacher and students' need of a poetry-writing textbooks was known through the findings of the exploratory study. Teachers and students needed textbooks which were complete and easy to understand so that the learning objectives could be achieved. A textbook prototype than be developed based on the exploratory study and validated by the experts which then was revised to be tested. Limited field testing and extensive field testing were done to gain information to develop the prototype into a well-designed product which later was stated feasible. The effectiveness test results shown that the students' ability in writing poetry using the developed textbook was better than students who did not use the textbook. This difference was significant, suggesting that the application of Thematic Integrative Character-Education Based Children Poetry-Writing textbook is more effective than learning without text books. It could be concluded that the textbook was effective to improve the students' ability in poetry writing.

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