Indonesian Textbook Based on Character Education Through Active Learning for the Elementary School Students

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ABSTRAK

Fenomena kurang berhasilnya pembelajaran bahasa Indonesia di kelas V sekolah dasar dominan pada rendahnya tingkat kemampuan berbahasa produktif. Keterbatasan sumber belajar seperti buku teks menjadi salah satu penyebab munculnya permasalahan tersebut. Penelitian ini bertujuan untuk mengembangkan buku teks bahasa Indonesia bermuatan pendidikan karakter melalui model Active Learning dengan memanfaatkan sastra sebagai sumber belajar. Jenis penelitian yang digunakan adalah penelitian pengembangan dengan tahapan: eksplorasi, pengembangan model, dan pengujian model. Subjek penelitian ini adalah siswa kelas V SD pada tahap eksplorasi sebanyak 30 siswa, pada tahap pengembangan sebanyak 56 siswa, dan pada tahap pengujian sebanyak 165 siswa. Pengumpulan data dilakukan melalui studi dokumentasi, observasi, wawancara, dan angket. Teknik analisis data dilakukan secara kualitatif menggunakan model interaktif pada tahap eksplorasi dan pengembangan produk. Adapun analisis statistik menggunakan independent sample t-test pada tahap uji model. Pengujian diawali dengan uji prasyarat analisis dan uji hipotesis. Hasil penelitian pada tahap eksplorasi menunjukkan bahwa buku ajar yang digunakan belum sesuai dengan kebutuhan siswa SD dan guru, kemudian dilakukan analisis kebutuhan dan pengembangan prototipe buku teks. Pada tahapan pengujian efektivitas dengan uji coba lapangan utama menunjukkan ada perbedaan antara kelompok eksperimen dan kontrol. Simpulan penelitian bahwa buku teks bahasa Indonesia dinyatakan efektif meningkatkan keterampilan berbahasa siswa di SD. Penggunaan buku teks direkomendasikan untuk mendukung pembelajaran bahasa yang efektif.

ABSTRACT

The lack of success in learning Indonesian in fifth-grade elementary schools is dominant in the low productive language skills. The limitations of learning resources such as textbooks are one of the causes of the emergence of these problems. This study aims to develop Indonesian language textbooks containing character education through the Active Learning model by utilizing literature as a learning resource. The type of research used is development research with the following stages: exploration, model development, and model testing. The subjects of this research were the fifth-grade elementary school students at the exploration stage, as many as 30 students. At the development stage, as many as 56 students and as many as 165 students at the testing stage. Data was collected through documentation studies, observations, interviews, and questionnaires. The data analysis technique was conducted qualitatively using an interactive model at the exploration and product development stages. The statistical analysis used an independent sample t-test at the model test stage. The test begins with prerequisite analysis and hypothesis testing. The research results at the exploration stage showed that the textbooks used were not by the needs of elementary school students and teachers, then a needs analysis and development of a textbook prototype were carried out. At the stage of testing the effectiveness with the main field trial, it showed a difference between the experimental and control groups. The study concludes that Indonesian language textbooks are stated to improve student's language skills in elementary school. The use of textbooks is recommended to support effective language learning.

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1. INTRODUCTION

Indonesian language learning in elementary schools aims to provide students with language skills. Language and communication are essential factors to support students' lives, especially in self-development both cognitively, skills, and attitudes (Alfulaila et al., 2019; Fauyan, 2019; Fuad et al., 2020). Thus, language skills are things that must be mastered by students in order to reach the stages of development at every level of education from the basic to the next level (Hien, 2021; Lorena & Sadiku, 2015; A. A. Putri & Suparno, 2020). Language skills include receptive and productive skills (Miralpeix & Muñoz, 2018; Musaddat et al., 2021; Uccelli et al., 2019; Winarni et al., 2021). Receptive language skills play a role in helping to understand information conveyed by others through spoken and written language, for example listening and reading (Miralpeix & Muñoz, 2018). Productive language skills play a role in helping convey information or ideas both orally and in writing, for example speaking and writing (Fitriana & Aziez, 2021; Rudi & Mujianto, 2021). The four language skills have an important role as the scope of language learning in elementary school. The initial research study was conducted to determine the level of attainment of language skills of fifth grade elementary school students in Surakarta City. The results of the study found that the lack of language skills in the dominant students was caused by the low level of productive language skills in students. Analysis of the results of the pretest on writing productive skills obtained an average score of 60.12 and for speaking skills obtained an average score of 65.22. This result shows that the students' productive language skills are still not encouraging. This phenomenon is in accordance with previous research which showed that elementary school students were still weak in writing and speaking (Dewi, 2020; Ismuwardani et al., 2019; Kurniaman et al., 2018; Widyari et al., 2018). In fact, productive language skills of writing and speaking greatly support the process and success of student learning not only in Indonesian subjects, but also in other subjects (Herbein et al., 2018; Kamariah et al., 2018; Wijekumar et al., 2016).

The findings of observations carried out in 10 elementary schools in five sub-districts in Surakarta City showed that the causes of the lack of success in learning Indonesian in fifth grade elementary school students, among others, were the limitations of textbooks as references for teachers and students. Textbooks are learning tools that are used to support a good teaching program in schools (Sheen & Luximon, 2021; Wuryani & Yamtinah, 2018). Textbooks contain special material in certain fields that can be used as a reference for teachers and students in learning (Bancong & Song, 2018; Ernawati, 2018). Therefore, the use of textbooks is not the only one, but is used in conjunction with other learning resources such as textbooks, modules, and textbooks (Hanifa, 2018; Kilic, 2013; Weng et al., 2018). Thus, the limitation of textbooks as a support for student learning is still limited and needs to be developed. Meanwhile, learning resources are not just books. Learning resources are broader, which includes all resources that can be utilized by students and teachers in the entire learning process (Purwowidodo, 2017; Puspitarini & Hanif, 2019; Suryawati et al., 2020). Literary works can contribute to learning, among others, providing encouragement to practice interactive reading and being a model and inspiration for writing (Hendrick et al., 2019; Imelda & Astuti, 2019). Echoff mentions that reading provides a model when children write. The results of his research show that children's writing is a reflection of the characteristics and style of the text they read (Azis, 2019). This advantage can be used as a strengthening of character education through the cultivation of character values through literature (Fatah et al., 2018; Hasanah & Deiniatur, 2020; Juanda, 2019).

Improving the quality of character in future generations needs to be prepared by instilling good values through the implementation of strengthening character education (Astuti et al., 2020; Pratama et al., 2021; Putri et al., 2020). Character education is important to do to equip students to live independently (Indah Septiani et al., 2020; Tanti et al., 2021; Wuryani & Yamtinah, 2018). Character education is classified into 5 main values: human behavior towards God, oneself, fellow human beings, the environment, and the nation (Puspoko Jati et al., 2019). The noble values contained in the customs and culture of our ethnic group have been studied and summarized into one.These studies have identified points of noble values that are internalized in the nation's generation through character education. The values that become references in strengthening character education include religious, honest, disciplined, hard work, creative, independent, friendly or communicative, peaceful, caring, and responsible (Yanzi, 2019; Zurqoni et al., 2018).

Based on the problems, it is necessary to develop a textbook. The active learning model was chosen as the model that underlies the development and use of the book. The findings of previous studies also state that teaching materials are essential for students to have (Darmaji et al., 2019; Mastroleo et al., 2020; Pratono et al., 2018). Other research findings also state that the module can help students learn independently (Liu et al., 2021; Majid et al., 2012; Neppala et al., 2018). This has the consideration that active learning can help students to test their feelings, values, and behavior (Devi et al., 2016). Active learning is a method to educate or invite students to actively participate in the classroom (Kurniawan, 2017; Tuma et al., 2021). The implementation of active learning is reviewed at the program level, material, various

student abilities, class level, and discussions that are needed by students to increase mastery of concepts (Bartholomew et al., 2018; Sinnayah et al., 2019). Through the application of active learning strategies, students can express in four language skill domains: listening, speaking, reading, and writing. Thus, the use of active learning can improve receptive and productive language skills (Delfi & Zulhendri, 2019; Sujanti, 2020). This study aims to develop Indonesian language textbooks containing character education through the Active Learning model by utilizing literature as a learning resource.

2. METHOD

This study uses a research and development (R&D) model. Research and development leads to a series of research processes aimed at producing a valid product. The stages of research and development are carried out through: exploration stage, model development stage, model testing stage (Sukmadinata, 2011). The exploration stage was carried out on the implementation of Indonesian language learning for students with the aim of analyzing students' needs for Indonesian language learning textbooks that were able to optimally increase students' productive language competencies to produce book prototypes. The process of the development stage is carried out by testing the prototype of the textbook in the field through preliminary field trials and main field trials. Meanwhile, before conducting a limited and extensive trial, the prototype was first reviewed by experts. Assessment by experts aims to find the feasibility of textbooks developed from an expert perspective. After the limited test and extensive test were carried out, the model effectiveness test phase was carried out. Model testing is done by conducting quasi-experimental research with a non-equivalent before-after design model.

The research subjects involved in the exploration stage were 30 fifth grade elementary school students and 5 elementary school teachers. At the preliminary field trial stage, it was carried out on fifth grade students at SDN 15 Surakarta. The main field trial was conducted on fifth grade students at SDN 2 Kleco and SDN 2 Sumber Surakarta. Meanwhile, the testing phase involved 165 fifth grade elementary school students in Surakarta City. The experimental class used was 90 students of class V SDN 15 Surakarta while the control class was 75 students of class V SDN 5 Kleco Surakarta. Data collection techniques used consisted of interviews, observations, tests, and documentation. In-depth interviews were conducted to determine the responses of teachers and students to the implementation of the textbooks developed during the trial process. Interviews were also conducted during an exploratory study to find problems in learning productive language in elementary schools. Observations were made on the Indonesian language learning process in the classroom to determine the implementation of the latest Indonesian language learning, problems that arise, obstacles in language learning, and are used to determine the practicality of testing textbooks in class. Document analysis was carried out on the lesson plans and syllabus to find and map the competence and scope of learning productive language skills in fifth grade elementary school. The test is used when testing the effectiveness of the textbook. The test uses a test instrument for students' productive language competence, including writing and speaking skills.

The data collected in this study were then analyzed qualitatively and quantitatively. Data analysis at the exploration stage and development stage was carried out qualitatively using an interactive analysis model consisting of condensation, data presentation, and drawing conclusions (Miles et al., 2014). In the data condensation stage, the process of selecting, narrowing, simplifying, summarizing, and transforming research data is carried out. The presentation of data is done descriptively and in tabular form separately based on the research problem to convey the information obtained at each stage of research development (exploration, development, and product testing). Interpretation of research data with its explanation then becomes a reference for drawing conclusions. Meanwhile, at the model effectiveness test stage, quantitative analysis was carried out, including requirements testing (normality test, homogeneity test, and balance test) and model effectiveness test (independent t test).

3. RESULT AND DISCUSSION

Result

The results of this study are presented by referring to research questions at the exploration stage, development stage, and testing stage. The results at the exploration stage through needs analysis found that it was necessary to develop Indonesian Language Productive Skills textbooks to support students' productive language skills and it was necessary to apply active learning procedures as a solution. Character education is also integrated in the Indonesian language learning process. Based on the findings at the exploration stage which included needs analysis, a textbook prototype was developed with the scope presented in Table 1.

Table 1. Scope of the Developed Textbook Model

Chapter	Concept	Description
I	Speaking skills in elementary school	This section discusses the concept of speaking as a language skill, the purpose of speaking, the various arts of speaking, speaking as communication, and learning to speak and assessing speaking skills in elementary schools.
II	Writing skills in elementary school	The second part discusses the concept of writing skills, the purpose of writing, writing as a productive language skill, stages of writing, types of writing, learning and writing assessment in elementary school.
III	Character education in elementary school	The discussion covers the concept of character education, the objectives of character education, values in character education, strategies and applications of character education, its implementation in an integrative way in learning Indonesian language and literature in elementary schools.
IV	Active Learning (Active Learning)	This section discusses the active learning model, the characteristics of active learning, the stages of active learning, the things that must be considered in active learning, the implementation and evaluation of active learning in learning Indonesian in elementary schools.
V	Literature as a source of learning language skills in elementary school	The fifth section discusses the concept of literature, literary language, the characteristics of good literature, the concept of children's literature, children's literature as the basis for developing writing skills, the use of children's literature as the development of language skills in elementary school.

The development of the prototype into a textbook model for Indonesian productive language skills was followed by a revision of the prototype based on expert judgment. The expert assessment recommended the need for improvement in the material aspects, namely the implementation and evaluation of writing and speaking learning in elementary schools. Improvements were made and continued in a limited field test which showed the results of the implementation of learning using textbooks by the teacher could run well. The teacher involves students in writing and appreciation of poetry. Character values that appear in learning include the values of tolerance and love for the homeland. The main field trial was conducted on fifth grade students at SDN 2 Kleco and SDN 2 Sumber Surakarta. The results obtained that the implementation of learning is better than the limited test. Teachers implement the character values of multiculturalism in learning, such as mutual respect, helping each other, being communicative, and friendly. The findings at the development stage are obtaining a decent textbook product. The effectiveness test was taken through a quasi-experimental starting with a pretest to the experimental and control groups. In the experimental class there were 90 respondents who came from 5th grade students of SD Negeri 15 Surakarta. Measurements of pretest and posttest abilities in both groups are presented in Table 2.

Table 2. Description of the pretest and posttest data for the experimental and control groups

Statistics	Pretest		Postest	
	Experiment	Control	Experiment	Control
Mean	68.81	63.81	77.68	72.78
Mode	67	63	75	70
Median	68	63	77	73
Variance	11.89	12.70	23.97	13.36
Standard Deviation	3.45	3.65	4.90	3.67
Highest Score	77	72	88	80
Lowest Score	59	54	68	65
Range	18	12	20	15

As shown in table 2, it is known that the prerequisite analysis test shows that the data are normally distributed, both groups are homogeneous and have a balanced initial ability. Therefore, the hypothesis was then tested with an independent sample t-test with the result that there was a difference in productive language skills between the experimental and control groups. The experimental group using textbooks had better results in productive language skills than the control group.

The effectiveness of the product as the final output of this study was obtained after testing the prerequisites and testing the hypothesis. Prerequisite tests include normality test, homogeneity test and balance test. The normality test in this study was carried out using the Liliefors test with the acquisition of a pre-test - post-test score in the experimental class obtained a maximum Lo of 0.0910. Based on the critical L table for the Lilliefors test, Lt = 0.0934 is obtained. Normality test results in the control class obtained a maximum Lo of 0.0927. Based on the critical L table for the Lilliefors test, Lt = 0.0961 is obtained. Based on the comparison above, it can be concluded that Lo is lower than Lt. Thus, it can be concluded that the two groups came from a normally distributed population. The homogeneity of variance test was conducted to test the similarity of variance between the pre-test and post-test scores in the experimental group and the control group. Bartlett test on experimental and control group data obtained b = 3.84 > 0.70. Thus, it was concluded that the variance of the pre-test – post-test scores of the experimental class and the control class was homogeneous. The balance test using the t test was obtained tcount = -0.0037 < ttable = 1.645, so it was concluded that there was a similarity in the average initial ability between the experimental group and the control group.

Product testing has been carried out with the aim of knowing the effectiveness of the textbook through testing the effect of using the textbook model. Based on statistical analysis with independent t-test technique, the t-count is 0.17. While the critical area (ca): t (0.05: 173) is 1.64 so that ca {t <-1.64 or t> 1.64} and t = 0.17 is smaller than ca so it can be concluded that there are there is a significant difference between students' productive Indonesian language skills between those taught using the developed textbook model and those taught using old textbooks. In other words, the developed textbook model can improve students' productive language skills. After going through all the stages of research and development, the output in the form of an effective textbook is obtained.

Discussion

Problems found through the exploration stage such as the unavailability of Indonesian language textbooks that are integrated with character education, lack of action to empower language skills as student productivity, teachers do not understand productive language material, and teachers have not used innovative learning models. Based on these problems, development was carried out by starting with a prototype Indonesian language textbook containing character education with an active learning model. The preparation of the prototype is based on the findings of the analysis of the needs of teachers and students in productive language learning in elementary schools. The feasibility of the prototype was reached through a limited test stage and an extensive test (Parappilly et al., 2021; Syakur & Azis, 2020). In the effectiveness test stage, quasi-experimental research was carried out by comparing the experimental and control groups. Thus, the development process is carried out by starting with needs analysis, development and revision, and testing the effectiveness of the product through experimental tests. This process as an integral part of research and development in order to obtain a valid product (Liu et al., 2021; Noroozi & Mulder, 2017; Puspoko Jati et al., 2019).

The use of Indonesian textbooks provides a change in the situation from the previous teaching. Learning is oriented towards more participatory student activities (Bancong & Song, 2018; Hanifa, 2018; Wijaya et al., 2021). Learning begins with a classical discussion that leads to a particular theme. The theme is chosen on the values that will be implemented, such as the value of tolerance, love for the homeland, help, and friendship (Astuti et al., 2020; Pratama et al., 2021; Supriyadi et al., 2019). Productive activities are seen when students discuss agreed themes and individually express ideas in the form of poetry and short stories. After writing, it is continued by reading the script in front of the class and other students giving appreciation and responses. This method stimulates students' language skills not only in writing, but in speaking, such as conveying arguments and practicing responding to contextual responses (Halimatuzzuhrotulani, 2020; Ozturk & Doganay, 2019). The application of active learning in practice has an influence on productive language skills through their active involvement. As previous research reported that the application of active learning according to program level, material, student type, class type, and discussion was needed to improve material understanding, in this case productive language skills (Bartholomew et al., 2018; Sinnayah et al., 2019). Through the application of active learning strategies, students can express four domains of language skills; listening, speaking, reading, and writing (Sabilla & Suyatno, 2021; Widiasmara & Wachidah, 2022). Thus, the application of active learning in Indonesian language learning by using Indonesian productive language skills textbooks is effective in improving students' productive language skills. This finding is not different from the results reported by previous researchers that the use of textbooks is recommended to support effective language learning (Bancong & Song, 2018; Kilic, 2013; Weng et al., 2018).

The findings of previous studies also state that teaching materials can facilitate students ' learning (Liu et al., 2021; Neppala et al., 2018; Noroozi & Mulder, 2017). Other research findings also state that

teaching materials can improve student learning outcomes (Asrial et al., 2020; Irwansyah et al., 2017; Perdana et al., 2017). The results of this study have implications for elementary schools in Surakarta City in an effort to improve students' productive language skills through the development of textbooks. This research has limitations in textbook products which only refer to productive language skills in elementary school, namely writing and speaking skills. Further research can develop similar products by leading to the improvement of other language skills such as receptive language skills. In addition, the number of research subjects is still limited to one area of Surakarta City, so that further research is expected to expand the study of the use of textbooks to improve students' language skills in elementary school. This study recommends teachers to be able to improve professionalism in terms of productive Indonesian language teaching through the use of literature and active learning. Literature has strategic character values for strengthening character education in elementary schools, supported by active learning applications that are very supportive to familiarize students with productive languages, such as creative writing and speaking by telling the contents of the stories they have read.

4. CONCLUSION

The conclusion of the research at the exploration stage was that the Indonesian language learning resource books used were not in accordance with the needs of teachers and students. The model development stage has produced a textbook for learning Indonesian productive language skills with an insight into character education through preliminary field trials and main field trials. The test phase of the effectiveness of the developed textbook was carried out through a quasi-experimental test by comparing the experimental and control groups. The conclusion of the study is that Indonesian language textbooks are effective in improving students' language skills in elementary school.

5. ACKNOWLEDGE

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