

The Development of Text Book to Write Story Based on Character Education in Contextual Learning

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Abstract: *The purpose of this study was to develop text book to write story based on character education in contextual learning for students of The Postgraduate Elementary School Education (PGSD) Study Program in Central Java. This research uses research and development design model of Borg and Gall (2003), in four stages: exploration, product development, testing the effectiveness of the product, and dissemination. This study was conducted in six PGSD Study Program in Central Java: University of Sebelas Maret (UNS) Surakarta, University of Semarang State (UNNES) Semarang; University of Muria (UM) Kudus, University of Kristen Satya Wacana (UKSW) Salatiga, Institute of Teacher Training and Education Science of PGRI Semarang, and Surakarta Muhammadiyah of University (UMS) Surakarta. The research was conducted twice: January-February 2015 for the exploration phase and from April to June 2015 for the development and testing of the effectiveness of the product. This research resulted in several findings: (1) the exploration phase to produce a needs analysis to prototype a text book to write story based on character education; (2) the development stage to produce a text book to write story based on character education through preliminary field testing; (3) the stage of testing the effectiveness of a text book carried out in the main field testing and the results showed that the price t count = 6.627; and manual t count = 6.597 ($p = 0:05$; t -table = 1.671). H_0 is rejected and significant research. This means that an effective text book compiled significantly.*

Keywords: *text book, writing stories, character, contextual, development.*

1. INTRODUCTION

The ability to write the proficiency of the last mastered by the learner after listening skills, speaking, and reading. Compared with the previous three language skills, ability to write more difficult to master (Slamet, 2014: 3). This is due in writing a person required to master the various elements in the language and outside language is used as the content of the writing. Elements inside and outside the well established language so as to produce a coherent and cohesive writing so that the messages contained in the article can be delivered properly.

Implementation is integrated into the learning writing Indonesian language learning at PGSD program in Central Java (UNS, UMK, SWCU, UNNES, IKIP PGRI, and UMS). Learning to write is given almost in every semester of lectures integrated into Indonesian. In the five agencies, reference books used in the teaching of writing includes writing stories is a lecturer-made book or books used lecturer. The lecturers and students feel the urgent need to write a text book writing stories for pegangaan the lecture.

Related to the activity of thinking, writing has been implicated as an activity that is personalized for a particular purpose. Related to a process that aims, the results of that process will be a product that has the essence of writing as desired. To that end, the process involves cognitive activity and specific skills that require special skills to produce work based on the expected goals. Thus, the skills can be acquired and developed through learning that includes process and outcome. The development of writing skills mastered through deepening the theory and needs to be balanced with exercise. As revealed Sabarti (1991: 213) that writing is a productive activity continuity. Meaningful exercise required for effective assessment. It serves so that the exercise is not just repeating the same activities or replicas with minimal repairs.

Event writing children's stories is one of the activities of writing. Slamet (2014: 127-128) identifies characteristics of children's stories include: (1) the background known to the child, (2) forward and form a single plot, (3) characterizations may take the form of human or animal involved in a series of stories and characters depicted actors concretely, (5) the theme of everyday life, (6) the content of the

story should be appropriate level of child's age and attention, (7) story is not about politics but give priority to moral education, character formation, and exemplary, and (8) the appropriate language with the child's developmental level. Feature stories the child is part of a story intrinsic element generally consisting of: theme, plot (plot), the characterizations (character), background (setting), the angle of view (point of view), and mandate.

Product writing children's stories is associated with character education. Ristiyani (2015: iii) suggested that one way of shaping the personality of a person (child) is through the things that are imaginative and fun. Storytelling can be an alternative way of parents and teachers in stimulating each child's brain power. For example, a person's honesty, usually having to do with the properties that are relatively fixed. Character meaningful character, temperament, also means moral, morals or manners. This story writing activities associated with the values embodied in the character education. Winarni (2014: 45-46) split the three components of character education that can be applied in learning to write the story, namely: (1). Religious, composed of values; (a) in deep relationship with God, (b) adherence to religion, (c) goodwill and sincerity, (d) good deeds, (e) in retaliation for good and bad deeds. (2). Independence, consisting of values; (a) self-esteem, (b) discipline, (c) work ethic (a willingness to change, desire to pursue their love of science, technology and the arts), (d) a sense of responsibility, (e) the courage and spirit, (f) openness, (g) restraint. (3). Morality, consists of values; (A) love and affection, (b) together, (c) solidarity, (d) mutual help, (e) tolerance, (f) respect and (g) eligibility (propriety), (h) shame, (i) the honesty and (j) acknowledgments, apologies (a sense of knowing oneself).

Effective interaction between students and teachers is an important way for success in learning, as proposed by Lazanov (1978: 189). Contextual approach is the concept of learning that helps teachers in linking between what is taught in the real world. In this case the teacher encourages students to connect between science (knowledge) has to be applied in 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 for themselves and not just menstransfer knowledge from his teacher.

Nurhadi (2004: 13) to formulate a contextual approach is the concept of learning at the time the teacher brings the real world into the classroom and encourage students to make connections between the knowledge possessed by the application in everyday life. Thus, the learning outcomes expected to be more meaningful for students. The learning process takes place naturally in the form of activities pesrta students work and experience, instead of transferring knowledge from the teacher to the learner. Learning strategies more important than the result.

Application of contextual approach in teaching writing stories hinted authentic assessment, ie assessment linking real life students in measuring cognitive, affective, and psychomotor. Basic assessment can be performance, presentation generated, records learning progress, activity during the study, interviews, and so on. Hence authentic assessment emphasizes the learning process, the data collected should be obtained from the concrete activities undertaken learners during the learning process.

Instructional materials teaching to write story based on character education in contextual approach in PGSD Program has seven essential components above, namely constructivism, community learning, inquiry, modeling, questioning, reflection, and authentic assessment. The application of the teaching materials can further realize PGSD student competence in listening, speaking, reading, and writing.

The phenomenon of less successful teaching of writing in the most dominant PGSD can be said now is the low level of students' writing ability. This is due, among others, the limitations of the textbook as a reference. The raw material to be learned in learning to write inadequate. Books lectures existing or commonly used yet fully support the success of students' writing (Slamet, 2008: 2). Another problem encountered is still the conventional learning process. Learning is dominated by professors and lecturers lacked adequate teaching materials as well as presented is not in accordance with the interests and conditions of the students causing the level of mastery of language becomes low (Slamet, 2004: 8). This happens because one of them teaching materials that presented less in accordance with the existing context.

Modern educational paradigm has changed some principles of learning. Initially learning direction pressing repeatedly the importance of exercise to cultivate the habit now developed and turned into a nature konstruktivistis learning, ie learning that emphasizes the importance of the role to construct

cognitive information (Roesmiati, 2005: 90). Orientation learning is teacher-oriented people are now left with the change to a student-oriented learning, one of them with the implementation of the new paradigm, ie contextual learning. Siswanto (2014: 4) states that a person who knows a lot will do much bias. Indeed, many authors whose knowledge would be easy to obtain and ideas for writing stories.

At present, the subject matter writing (stories) that are relevant to the lectures have been published and sold in bookstores of the authors include: Wahyudi Siswanto, Maya Ristiyani, Eliawati Nasin, Arswendo Atmowiloto, Amantono, Kartini Kartono, Liothe Winanjaya, and Mitchell Diana. However, of all the material which they set in the book have not been prepared in a systematic and well organized. Book compiled must meet standards: (1) in accordance with the standards of competence and basic competences defined by BSNP; (2) covering a span of up to about 2005; (3) includes the author's capital, metropolis, and the author of the regions; (4) in accordance with the principles of multiculturalism; (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).

For the purposes of fulfillment of textbooks, the research and development carried out at the Studies Program PGSD in Central Java. Having conducted preliminary studies, and compiled prototype textbook "Story Writing Techniques" for PGSD character based on contextual learning. The prototype, then developed into a textbook through expert assessment, field trials and test the effectiveness for the next stage through experimentation and dissemination ,

Based on the background of the problem and study the theory of the above, it can be argued that the problem of this research is formulated as follows: (1) How is the quality of text books to write story for the students of PGSD in Central Java?; (2) How does the level of need of text books to write story for students of PGSD in Central Java?; (3) How is the process of developing the prototype into a text book to write story for students of PGSD in Central Java?; and (4) How is the effectiveness of text book to write story for students of PGSD in Central Java?

2. METHODS

The method used is a method of research and development. This method is used to produce a text book, which is developing the text books to write story based on charater education in contextual learning to PGSD Program in Central Java Province. This research conducted in 2015. The study was conducted in the fourth semester students of PGSD Program in Central Java Province.

This research procedure simplifies and summarizes the concept Gall et al. (2003: 569), which consists of 10 phases into four stages, namely (1) the stage of preparation of the prototype, including: (a) literature, (b) exploratory study, (c) the identification of needs, (d) the analysis of the needs of the textbook (e) a description of the findings, (f) the design prototype, and (g) prototype workshop; (2) the development of a prototype into a textbook, include (a) the assessment of experts, (b) limited testing and revision, (c) extensive testing and revision, and (d) product new textbooks; (3) the testing phase, which tested the effectiveness of textbooks that have been developed; and (4) dissemination stages: scientific publication and dissemination.

Source of research data in the form of (1) the event, (2) key informants and informants, and (3) document. Data collection techniques: (1) interviews; (2) observation; (3) Focus Group Discussion (FGD); and (4) test. Instruments used include instruments: sheet of interviews, questionnaires, observation sheets, and test the ability to write story.

The data analysis was performed on the stage of development of the statistical t-test Non-independent in field trials (pramilitary field testing), while at the stage of testing the effectiveness analysis (main field testing) with Independent t-test statistics. Phase dissemination is done in two ways: the article published in an international journal and a book titled "Story Writing Technique" is printed and registered (ISBN) for distributed or marketed. Analysis of the data is quantitative and qualitative.

3. RESULTS AND DISCUSSION

Based on observations, interviews on studies explored in the field (January - February 2015) can be reported that the quality of teaching materials in the field has not been adequate. This is due to the fact, books writing (writing stories), old text books that are not embodied in a separate lecture material that should be shared by the students. Textbooks for the PGSD Program used already exist,

but the book did not answer their problems because of the complete lack of theoretical contents, is still common, and there are no examples. Therefore, the students do not have a reference book of lectures and textbooks adequate enrichment. Set of teaching materials lecture delivered in lectures by professors. There are several study programs that have been using LCD media or presentation program.

From the results of a questionnaire distributed to lectures and students of PGSD Program in Central Java Province data showed that textbook writing includes writing stories used in PGSD still fused with book learning Indonesian language skills. In other words that the textbook writing (stories) are not sufficient. Therefore, the lectures expect the publication of textbooks write the story to enrich the learning material to write.

Textbooks are books that contain certain specific materials science used to guide teaching and learning at school or college (Richards & Schmidt, 2002: 550). Understanding shows that textbooks are printed instructional materials in the form of books published and is designed as a basic teaching materials in the learning process in the classroom. Textbooks are usually used together with other learning resources such as workbooks, reference books or texts teacher support (Tomlinson & Masuhara, 2008: 14).

In general, the textbook called teaching materials, subject matter, Instructional materials (Dick, et al., 2005: 241), teaching materials (Tomlinson, 2012: 143) and textbooks (MONE, 2006: 3). This emphasizes the meaning of the text book is everything that could be used to facilitate learning in the learning process (Tomlinson, 2012: 143). According to this definition, the term implies textbooks or instructional materials teaching materials. Teaching materials referring to the physical source of teaching material or the book itself. Teaching materials refers to the substance or content of the book in the form of topic, theme, exercises, and explanation.

Referring to the description above, the textbook in this research is the textbook writing stories for students of PGSD. The book prepared following character-based curriculum and contextual learning that the book called Textbook to Technique Write Story Character Based in Contextual Learning.

In accordance with its function textbook provides benefits for teachers and students. Textbooks helps teachers to: (1) implement the curriculum, (2) the handle in determining teaching methods, (3) provide opportunities for learners to repeat a lesson or provide new material, gan (4) provide continuity in class even if the teacher successive dressing (Tiarani, 2011: 3). Textbooks and other support materials designed as an instrument of learning and to determine the learning activities in the classroom that effectively and quickly. Textbook serves as the primary source of learning, complementary materials, inspiration and class activities, and the curriculum itself (Lizt, 2005: 56).

In accordance with its function textbook provides benefits for teachers and students. Textbook contains material on the subject or discipline knowledge contained in the curriculum. The contents of the book must fit or support learning in school. Can also stated that textbooks enrich textbooks used in schools (Trihartati, 2010: 17). Meanwhile, Sabarti, Maidar, and Sakura (2006: 2) revealed that the contents of textbooks are included: (1) Introduction; (2) Table of contents; (3) Body divided into chapters or sections; (4) Bibliography; (5) Glossary; and (6) Indexes.

Text books are distinguished with textbooks because textbooks are very closely related to the curriculum, syllabus, competency standards, and basic competence. Can also be said that the textbook was published books to support the curriculum and syllabus and issued by the government, in this case is the Center of the Ministry of Education and Culture of Books. Textbook is printed in the form of electronic books (Pusbuk, 2010). Text books were developed in this study is the book to supplement textbooks that have been published by the government. Can be expressed also this text is a companion book (books enrichment).

Observations and interviews with lectures and students in the PGSD Prtogram in Central Java Province, data showed that the book wrote the story used in the PGSD inadequate. Therefore, lectures expect their text books to enrich student learning materials. When the lecturer of Indonesian subjects were interviewed, they revealed that the teaching materials are given inadequate writing. Fill the teaching material given by lecturer at one university is different from other universities. This resulted in that the students can not master well as teaching materials was packed from various sources and delivered lectures. The introduction of teaching materials, which target broad enough (much), can not be adequate because the average student does not master the problem and they just make a note of a

given lectures. Of course, the process of writing a note that is not possible finish. Without a sufficient references, professors tend to give an interesting study material for students and at least provide the burden of learning again.

In improving the teaching of writing a story used the contextual approach. Contextual learning (Elaine, 2002: 10) is carried out in the context of learning, both linguistic context and nonlinguistic context. Meanwhile, according to the Ministry of National Education, (2002: 5) contextual learning is learning to associate the material taught in the real world of students and encourage them to make connections between the knowledge possessed by the knowledge in everyday life.

Before the contextual approach was introduced to the world of learning, the real world of education is to use a term that has a meaning related to the context of student life. The term among others, problem based learning, student centered learning, student active learning, and discovery inquiry strategy.

Contextual approach is a concept study in which a teacher presents a real-world situations into the classroom. In addition, students are encouraged to make connections between the knowledge possessed by the application in their lives as members of the family and society (Nurhadi, 2003: 4). With the concept of the learning outcomes expected to be more meaningful for students. The learning process takes place naturally in the form of activities students work and experience, instead of submitting the knowledge of lecturers to students. Learning strategies more important than the result (Nurhadi and Agus Gerrard Senduk, 2003: 6).

In this contextual approach involves seven major components effective learning (Wina Sanjaya, 2007: 262-267), namely (1) constructivism, (2) finding, (3) exercise asks, (4) the community study, (5) modeling, (6) reflection, and (7) authentic assessment. Constructivism is the foundation of contextual learning, the process of building a new knowledge in the structure of students based on experience. The philosophy of constructivism learning taking an active process of constructing something (Paul Suparno, 1997: 62).

As mentioned before, given teaching materials for learning include the theory and practice of writing stories including writing children's stories. Weakness in providing theoretical material to write stories is the time available for a limited learning and writing is a skill that requires a lot latihan regularly. Therefore, writing is writing a complex story. In addition, the basic competencies and competency standards related to writing stories is very important to master. It also can not be realized because of the approach is still theoretical learning and understanding only priority topics and memorize it.

The procedure is the development of the operational measures to be taken in preparing the product, namely textbooks (Djanali, 2007: 16) which includes: (a) planning; (b) exploratory studies; (c) the development of a prototype, and testing the effectiveness (d) product. Validation or testing prototypes to be developed into the book through three stages, namely: (1) validation expert (expert judgment) and revision: the prototype has been examined by experts and then proceed to the revision by investigators; (2) field testing preliminary field test conducted for 76 students and led by two lecturers; (3) test the effectiveness of the playing field testing: testing experimentation conducted on 115 experimental group and 120 control group. After completing the main field test and it is always followed by a revision of the prototype could otherwise become a text book. As said before, that the experimental tests using an experimental class in grade UNS PGSD Program (semesters) 4 A, B, and C as many as 115 people. Before performing data analysis to compare the effectiveness of new textbooks used in UNS PGSD Program with used books or books lecturer in UNNES PGSD Program artificial and UM PGSD classes (semesters) 4 A and B are all of 120 people as a class comparison, it is important to perform : (1) analysis of variance homogeneity; and (2) analysis of samples of normal distribution. The data must be tested with normality distribution of samples is: (a) the data capabilities experimental class students write stories (UNS PGSD); (b) the ability to write stories of data control class students (UNNES PGSD and UM PGSD). Results of data normality test pretest-posttest experimental groups according to the Kolmogorov-Smirnov test for pretest is sig. = 0.77 and posttest scores sig. = 0.66, while the results of the data normality test pretest-posttest control group using the Kolmogorov-Smirnov for pretest is sig. = 0.176 and post-test scores sig. = 0.200. all the tests is greater than 0.05 (normal = sig.> 0.05) so that the data concluded pretest-posttest experimental group and the control group with normal distribution.

Techniques used to test the homogeneity test variants Lavene Statistics. Assessment criteria is that if the value of sig. > 0.05 then the data is categorized homogeneous. Figures Statistics Lavene the

smaller the value, the greater the homogeneity. The test results showed that the pre-test scores is sig. = 0760.> 0.05, meaning variants of the experimental group and the control group in the pretest homogeneous. Posttest scores homogeneity test results are sig. = 0443> 0.05, meaning variants of the experimental group and the control group in the posttest homogeneous.

Testing the hypothesis in testing the effectiveness of this text with paired t-test was done using the formula of Koenker (1984) The t-test to compare between null t-test with a t-test value table at N = 84 and p = 0:05, namely 1,671 , if $t_0 < 1.671 = H_0 = \text{not significant}$ and if $t_0 > 1.671 = H_0 \text{ rejected} = \text{significantly}$. Results of t-test calculations manually is $t = 6.597$ ($p = 0.05$). This calculated value is greater than t-table ($t_0 = 6.597 > t\text{-table} = 1.671$, $N = 84$, ($p = 0.05$). Thus H_0 is rejected and significant research. The results of this manual t-test to confirm the results of t-test using SPSS namely t count = 6.267. Both the t-test results confirms that the text book to write story based on character education is effective. this means that the text book to write story developed in this study is more effective than existing textbooks.

4. CONCLUSION

Based on the analysis and the research results can be summarized as follows: (1) the exploration stage as a preliminary study found that the quality of writing has not been a standard text books and textbooks writing the story is not yet available. Thus, the need for text book to write story based on character education is categorized urgent; (2) the development of the prototype into a text book is based on expert testing and field testing. Recommending preliminary results of field testing the contents and scope of text book material sharpened. The book also had to be revised in terms of the feasibility of the content, text readability, and layout; (3) The results of testing the effectiveness of text books by t-test using SPSS is t count = 6.597 ($p = 0.05$ $N = 84$, t-table = 1,671), H_0 is rejected and significant research. Thus, text book to write story based on character education effective to improve student writing stories in PGSD Program in Central Java Province. (4) Dissemination done by the book printed and distributed in bookstores. In addition, the book also published by international journals and national seminars.

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