

Developing Indonesian Instructional Materials for Lower Grade Students of Elementary Schools throughout Bali: An Ethno pedagogic Study

Relin
IHDN

I Wayan Rasna
Ganesha University of Education Singaraja, Indonesia

Abstract---This second-year research focuses on the development of an integrated theme-based students' book for learning the Indonesian language with character education content from local wisdom. This research was designed using Research and Development (RD) following a procedure from Borg and Gall. The procedure consisted of preliminary study, planning, learning materials development, expert judgment, and small-scale trial. The third-year research will be continued with book draft revision, a larger scale trial in the Province of Bali, and revision after the trial. Data were gathered through document study, questionnaire, and observation. The data were analyzed using both quantitative and qualitative descriptions. Results of data analysis show a development of an integrated theme-based course book. The book draft improved in terms of layout, coloring, and pictures that suit the children's interest. The children's responses indicated that they understood well the learning materials contained in the book. The children could also show social competence well like when apologizing and making an excuse. They showed a good character as helping other people. A balance among cognitive, affective and psychomotor aspects are required for character education. It is suggested that a theme-based book for young children should balance the academic and non-academic aspects.

Keywords---learning materials, local wisdom, social reconstruction.

Introduction

People started to talk about local wisdom in the 1980s when local culture values of Indonesian communities almost vanished due to modernization (Sudrajat, 2013). This is shown by bad expressions produced by young children (Lickona, 2012), as the reflection about the contamination of education which has produced children with bad behavior (Muin, 2011; Sandika, 2014). This condition, aroused the idea to use local wisdom which has proven to be capable of regulating life because they are based on religious beliefs (Purna, 2010). Belief has a strong power for regulating human behaviors (Geertz, 2000). Hence, local wisdom is used as the reference by the community to regulate life (Ahmad, 2010). This wisdom runs parallel with Balinese local wisdom, Tri Hita Karana (Suhardana, 2006). So do not let new knowledge and western knowledge supplants local wisdom (Chocsin, 2002). Knowledge of local spirit will lead to intellectuals with a good personality. To reach this goal, education needs facilities such as coursebooks which have undergone a process of improvement (Rasna, 2016). This is because there is a concern that the quality of education in developing countries has continued to deteriorate in the last ten years (Fuller in Suryadi & Tillar, 2003). One way to overcome this is to prepare materials that are familiar to the students (Arsini, 2015: 2) since a coursebook has to be presented in a joyful way to optimize learning (Uno, 2009 & Ahmad, 2010).

This shows that valid materials have an effect on the cognitive and affective aspects of the students (Lubana, et al, 2013). In addition, good learning materials can arouse students' interest (Kristanti et al., 2012; Chotijah, 2012; Rkem 2011; Cui, 2013 and Westhoff, 2009). The importance of a coursebook based on the character has been confirmed by the results of research that show that students who learn through character education-based learning show a better progress in character compared to those of the students in the control group (Tannir & Hroub, 2013).

Aim of Study

This study was aimed at answering the following questions:

- 1) What did the development of a primary draft into a thematic book for the first and second graders of elementary schools which integrates Indonesian language teaching and character education look like?
- 2) How was the students' response, both academically and men academically through language and behavior, to the use of the thematic book for the first and second graders of elementary which integrates Indonesian language teaching and character education?

Research Method

Population, Sample, and Sampling

To answer problem 1), i.e., what was the development of a primary draft into a thematic book for the first and second graders of elementary schools which integrates Indonesian language teaching and character education look like?, Drs. I Ketut Wiana, M.Ag, an expert in Hinduism and Balinese culture was selected as an informant. He is an academician with a lot of experience, a Majelis Parisada Hindu member and a resource person in various seminars, nationally and internationally. In developing the materials, Indonesian language teachers who taught using the thematic book which integrates Balinese local wisdom into it. In relation to this, the sampled population was determined. The population consisted of the first and second-grade classroom teachers in Bali Province of 23 schools, 46 teachers, 23 headmasters or mistresses, 115 first graders and 115-second graders. The total sample was 299.

The sample for North Bali was represented by Buleleng, that for South Bali, Badung and Denpasar, East Bali, Klungkung, and West Bali, Tabanan. To answer problem 2), i.e., how was the students' response, both academically and men academically through language and behavior, to the use of the thematic book for the first and second graders of elementary which integrates Indonesian language teaching and character education? 115 first graders and 115-second graders were used as the sample. The data on problem 1), ie. the development of the primary draft into the thematic and integrated book draft with character education content fo the first and second graders were collected by the direct drafting of the book, document study, interview with teachers, students observation, expert validation, test, and observation. The data on problem 2), i.e., the students' response both academically and nonacademically were collected through test and observation. The analysis of the response to the draft was collected through interview and questionnaire. At the validation stage 1 (one) content expert and 1 (one) expert in instructional design validation and instructional media. At the trial stage, the first and second-grade teachers and the first and second graders were involved.

Development Process

The development process followed the procedure from [Borg & Ball \(1989\)](#) which consists of 1) research and information collecting, 2) planning, 3) develop preliminary form of product, 4) preliminary testing, 5) main product revision, 6) main field testing, 7) revision of coursebook (operational field testing), 8)trail in the field (operational field testing), 9) final product revision, and 10) dissemination and distribution.

Data Analysis

The data on the preliminary draft development into the first draft with character education content and Balinese local wisdom and the references were sorted out and described as written texts with narrative, descriptive and expository genres. The texts were illustrated with pictures. Based on the pictures, the students were asked to tell the contents of spoken language as an aspect of speaking skill. The sorting and selection of words were done to introduce the teaching of vocabulary. The selection of structures was done for grammar teaching. The texts were used for the teaching of listening, speaking, reading, and writing skills. The texts were also described in detail in accordance with subtopics for character education based on KI, KD, and indicators of teaching objectives. Based on this, then the technique of analysis used was qualitative analysis for processing observation data, expert's comments, and materials users' responses. In addition, the descriptive statistical analysis technique was used to process data from the closed

questionnaire, and data from the test result, teaching materials validation and responses from the users through a closed questionnaire using a Likert scale with the formula:

$$\text{Percentage} = \frac{\sum \text{answers} \times \text{weight of each option}}{n \times \text{the highest weight}} \times 100\%$$

\sum = total and n = number of all items

To compute the total percentage of the subjects' responses the formula: Percentage : F: N was used, in which F = the total number of all percentages and N = the number of subjects.

Results and Analysis

Development of preliminary draft into draft 1 (Thematic book which is integrated in terms of Indonesian language teaching and character education content with local wisdom perspective)

To develop the preliminary draft into the first draft (integrated thematic book) in terms of Indonesian language with character education content with local wisdom perspective, there has to be a clear context among themes, subthemes, KI, KD, Indicators, local wisdom subthemes, and References for local wisdoms for Indonesian language teaching for the first and second graders for the development of the first draft to the first draft. This is needed to see systematic and logical relationships among one and other materials based on the logical framework and local wisdom. Based on this, then the themes/subthemes are presented here first.

Table 1
Theme/Subtheme, Core Competency (KI), Basic Competency (KD), Indicator, Local Wisdom Subtheme and References for Local Wisdom for Indonesian Language Teaching

Cls/Smt	Theme/Local Wisdom Theme	KI	KD	Indicator	Local wisdom subtheme	References for Local Wisdom
1/1	Theme 1: My new friends and I	1. Accepting and follow the teachings of one's religion 2. Having honest, disciplined, responsible, concerned, and self-confident in interacting with family members, friends, and teachers	1.1 accepting God's grace (gift) in the form of Indonesian language known as the national language and medium of instruction amidst the variety of local languages	*identifying ways to introduce oneself *introducing oneself by mentioning full name *introducing oneself by mentioning the nickname *introducing a friend's name	<i>Purusa</i> and <i>Pradana</i>	Theme: Bhagawad Gita III. 42 and Kath Upanishad 1.3.34 Subtheme: Bhagawad Gita XIII.23

The themes /Subthemes, KI, KD, Indicators, Subthemes, Wisdom, and References of local wisdom for the Indonesian Language for first and second graders developed became the design of the thematic book of Indonesian Language teaching with local wisdom perspective. The outlines of Indonesian Language teaching with character education content and Balinese local wisdom perspective for each of the first and second graders contain the design of Book I with the theme: Diriku (myself) and Subtheme Aku dan Temanku (My new Friend and I), each consisting of KI, KD, and Indicators. Based on this design, the outlines of Indonesian Language Lesson, themes, subthemes, KI and KD, was written as the first draft.

Student's response

Academically, the students' response was seen in their verbal ability and nonverbal ability to the materials presented. The verbal response consists of the students' ability to answer the teacher's questions using the teaching materials. Their nonverbal response consists of their behavior in relation to requesting, invitation, teacher's request to the students, for example, to be silent, polite, respecting others, as a balance in the teaching taxonomy, which does not only stress on the cognitive aspect, but also the effective and psychomotor aspects in the framework of the implementation of character education that has to start earlier in life. In this light, the students' academic response can be seen from the students' professional competence in understanding the materials, in which they got 4 (good). This was attributable to 1) the themes were relevant to their cognitive development; 2) the choice of words taught to fit the students' age; 3) the language of the materials suit their age, and environment, both socioculturally (ethno-pedagogy) and natural environment (eco-pedagogy). The match of the teaching materials in terms of ethno-pedagogy has a positive impact not only on the cognitive aspect (conceptual understanding) since the materials presented are really present and close to the students, and to their effect, since their sensitivity will develop toward the closest environmental norms such as their family environments. An example is the children respect their parents since they are given an example by their parents (their fathers / mothers). The example and model from the parents is a small example of the ethnic-pedagogy. While the example from eco-pedagogy is the model given by the parents: 1) to respect parents, 2) attention to plants at home like growing and watering herbal medical plants; 3) care for domestic animals. This model has an effect on the effective and the psychomotor aspects of the child.

The result of the observation of the implementation of the teaching and learning process shows that the process took place conducive. This was shown by the enthusiastic response was given by the students by raising their hands to answer every question given by the teacher. This was also true when they were asked to answer using correct and clear pronunciation.

The verbal response was seen when they were asked to speak in front of the class, not all of them dared. This was dependent on their characters. Some were brave; 2) their family background; 3) practice, since to be brave to speak need practices. If they did not want to talk, it was not necessarily because they were incompetent, or because the book did not motivate them, but it could be because of their development.

Discussion

Local wisdom as the basis for the reconstruction of character education through Indonesian Language Teaching of lower grades in the classroom: an ethnic-pedagogic study with elementary schools in Bali has reached the second phase. At this phase, the preliminary draft of the book has been developed into the first draft (integrated thematic book) in terms of Indonesian Language with character education content for lower graders (the first and second grade). The analysis of the result of the development was done by involving an expert judge. The result was used as the basis to revise the first draft to produce a draft. This study falls into Research and Development with the procedure adapted from Borg and Gall's research producer which consists of 1) preliminary

Research, planning, 3) teaching materials development, 4) expert validation, and a small-scale field trial in the third year, which was followed by 5) teaching materials revision, 6) a large-scale field trial, that will take place in Bali, and 7) revision according to inputs from the large-scale field trial. Based on the stages, this second year research was carried out till the fourth stage with the findings and inputs from the expert who commented that the exterior cover should be improved to match the level of the students' development, thus the pictures should be ones which match the children's sociocultural environment based on ethno-pedagogy, like *baris* dance picture, rather than the picture of a train, because in Bali there is no train. In terms of the environment, the materials should start from the nearest environmental concepts. The second stage, neighborhood environment, for example, children of the same age as the students. The school environment is introduced by introducing the school where the students go to which introduces things such as meeting new friends, the schoolyard, the school garden. This is done not only to make it closer to the children, to introduce them to the environment but in the order, they love their environment since early ages. This needs to be taught to them according to ethno-pedagogic concept.

Another thing that attracted the expert's attention was the appearance and color of the external cover. Appearance in the context of teaching materials is meant not only for stimulating children to learn, but it is also meant in order for the children to be able to develop their potential in the golden age. Thus appearance in the teaching materials is hoped to be able to motivate the children to learn, to encourage positive responses, to enhance their self-confidence to always try and dare to perform in front of the class. This should be encouraged in the students, not the reverse, the response accompanied by pressure, scorn and overshadowed by failure, mocking,

anger so that the strength of the response will weaken. The students who will be trained to speak in front of the class will become afraid because of their friends' ridicule. Thus, it is important to create a conducive atmosphere, to encourage and to raise enthusiasm of the children through eco pedagogical and ethno pedagogical approach through a coursebook. This is meant not as to give guidance and to lead the children in the cognitive, affective and psychomotor aspects, but also in character aspect.

This can occur since through ethno and eco pedagogic approach, the use of Indonesian Language teaching materials will give a positive support to character education. Since character education is integrated into the Indonesian language teaching materials in accordance with an integrated thematic concept. The integration and harmony cause the improvement in the students' academic (professional) response and their nonacademic response became better as seen in their language and social behavior

Conclusion

- 1) The coursebook which was written based on eco-pedagogy and ethno-pedagogy got positive responses from the users (teachers), relevant expert and instructional technology.
- 2) The students' academic response (cognitive) fell into the good category. Similarly, the effective and psychomotor aspects which ran parallel. This was because this coursebook did not only base the materials on the academic requirement as professional competence, but on nonacademic competence as personal and social competencies so that there is a balance among cognitive, affective and psychomotor through the understanding of knowledge as cognitive aspect, understanding other's feeling as the manifestation of concern (affective), understanding the need of the plants which need water, understanding the need of animals for example who also have the feeling of hunger (affective) and are willing to give to others who need something, to water plants, feed animals as the manifestation of the concern for the environment (psychomotor).

Suggestion

The increase in the quality of knowledge, science, and technology is the hope that has to be actualized with real actions. However, the increase alone without being accompanied by the balance between effective and psychomotor aspects is a waste. Hence, the harmony among the three aspects has to be actualized, starting from early ages. To reach this goal, the teaching process has to use a book which does not only pay attention to the cognitive aspect but also the effective and psychomotor which are integrated into the coursebook based on the eco pedagogic and ethno-pedagogic approach as local wisdom.

Acknowledgments

This article is the result of a research (national strategic research) of the second year (2016) funded by Dirjen Dikti Kemenristekdikti. Hence on this occasion, we would like to express our thanks for the funding. Similar thanks go to LP2M Undiksha, Kepala Dinas Pendidikan in Bali, Headmasters/headmistresses and first and second-grade teachers of elementary schools in Bal. We do not forget to also thank Drs. I Ketut Wiana, M.AG as the informant.

References

- Abdu-Raheem, B. O. (2011). Availability, adequacy, and utilization of social studies instructional materials in Ekiti State secondary schools. *Journal of Current Discourse and Research*, 3, 242-255.
- Ahmad, Z (2010). Military Civilization Relations in South East Asia. Singapore: Oxford University Press
- Arsini, I.N. (2015) Pengembangan Bahan Ajar Teks Eksposisi Berbasis Sosial Budaya Bali pada Pembelajaran Bahasa Indonesia untuk Peserta Didik Kelas X SMAN2 Semarang. Tesis Program Studi Pendidikan Bahasa Undiksha. Singaraja: Undiksha
- Astawa, I. N., Mantra, I. B. N., & Widiastuti, I. A. M. S. (2017). Developing Communicative English Language Tests for Tourism Vocational High School Students. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(2), 58-64.
- Chávez, S. A. R., & Quijije, K. K. B. (2018). A Challenge for Teachers of Inclusive Higher Education. *International Research Journal of Management, IT and Social Sciences (IRJMIS)*, 5(2), 129-135.
- Chodijah, S., Fauzi, A., & Ratnawulan, R. (2012). Pengembangan Perangkat Pembelajaran Fisika Menggunakan Model Guided Inquiry yang Dilengkapi Penilaian Portofolio pada Materi Gerak Melingkar. *Jurnal Penelitian Pembelajaran Fisika*, 1(1).
- Geertz, C. (2000). Deep Play: Notes on the Balinese cockfight. In *Culture and Politics* (pp. 175-201). Palgrave Macmillan, New York.
- Kristanti, E. A., Bintari, S. H., & Ridlo, S. (2012). Pengembangan Perangkat Pembelajaran Bioentrepreneurship Pembuatan Makanan dari Limbah Cair Pengolahan Kedelai. *Journal of Innovative Science Education*, 1(2).
- Lickona, T. (2012). Character matters (Persoalan karakter): Bagaimana membantu anak mengembangkan penilaian yang baik, integritas, dan kebajikan penting lainnya. *Jakarta: PT Bumi Aksara*.
- Lubana, L., Prasetyo, A. P. B., & Cahyono, E. (2013). Pengembangan Perangkat Pembelajaran Biologi Berbasis Kasus dan Berorientasi Pendidikan Karakter. *Journal of Innovative Science Education*, 2(1).
- Maba, W., & Mantra, I. B. N. (2017). An Analysis of Assessment Models Employed by The Indonesian Elementary School Teachers. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(1), 39-45.
- Mu'in, F. (2011). Pendidikan Karakter, konstruk teoritik dan praktik (urgensi pendidikan progresif dan revitalisasi peran guru dan orang tua). *Yogyakarta: Ar-Ruzz Media*.
- Purna, (2010). Penguatan Budaya Loikal Melalui Industri Kreatif untuk Kesajahteraan Masyarakat dalam Jurnal Inana Budaya Edisi 14 No 14/VBII/ 2009. Denpasar.
- RASNA, I. W. (2016). Nilai Kearifan Lokal Cerita Rakyat Bali Yang Relevan Untuk Pendidikan Karakter Siswa Sd Kelas I. *Proceeding Senari*, 4.
- Sudrajat, A. (2013). Kepemimpinan Guru (Teacher Leadership).
- Suhardana, K. M. (2006). Pengantar Etika dan Moralitas Hindu: Bahan Kajian Untuk Memperbaiki Tingkah Laku. *Surabaya: Paramita*.
- Suhardana, K. M. (2006). Pengantar Etika dan Moralitas Hindu: Bahan Kajian Untuk Memperbaiki Tingkah Laku. *Surabaya: Paramita*.
- Surtyadi and Tilaar. (1993). Analisis Kebijakan Pendidikan Suatu Pengantar. Bandung: PT. Remaja Rosdakarya.
- Tannir, A., & Al-Hroub, A. (2013). Effects of Character Education on the Self-Esteem of Intellectually Able and Less Able Elementary Students in Kuwait. *International journal of special education*, 28(2), 47-59.
- Uno, H. B. (2007). Model pembelajaran menciptakan proses belajar mengajar yang kreatif dan efektif. *Jakarta: Bumi Aksara*.
- Westhoff, G. J. (2009). A priori assessment of language learning tasks by practitioners. *Language Teaching*, 42(4), 504-518.
- Zheng, C. (2013). A Syllabus Design of College Integrated English Class in China----On the Integration of Task-based Teaching and Classroom-based Assessment. *International Journal of Applied Linguistics and English Literature*, 2(6), 36-41.