

The Developing Of Children's Stories In Strengthening The Educational Characters Of Primary School Student's Nationalism

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Abstract. Problems with the elementary students ranging symptoms less love my homeland and a sense of national spirit because at least value-laden storybooks patriotism and national spirit. The research objective is developing story book children with patriotism and national spirit. The research is research and development (R&D). The development test consists of testing experts, limited-trials, and scale test. Characteristics of the data are analyzed by analysis needs. Data analyzed with descriptions percentage, ANOVA and N-gain. The hypothesis testing used one sample *t-test*. The calculation of the results of one sample *t-test* showed the price $t_{count} > t_{table}$ so that H_a is accepted. The results showed the characteristics of the story book children is appreciated, communicative, motivation, understanding, beauty, and balance. Characteristics of effectiveness of teaching reading in the study material obtained completeness $97.5\% \geq 70\%$, increasing to 0.55 with N-gain medium category. Observations as a character on stage entrenched affective domain (MK), mean learning outcomes experimental class is larger than the mean control class learning outcomes, and the results of the ANOVA calculations there are significant. Acceptability of a children's book laden with patriotism and national spirit for teachers get the score of 91.25% and 91.94% of students score in very acceptable.

Key words: Story Book Children; Value Laden Patriotism and National Spirit; Subject of Learning the Reading Materials

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INTRODUCTION

Indonesian language has a role to develop students' emotional at school. Good students' emotions can be developed by instilling character education values that are integrated into Indonesian language lessons. The values of character education can be applied to learning, both in the process and teaching materials in Indonesian. Teaching materials can be used as a guide to learn one of the Indonesian language skills, namely reading. Reading is an aspect of Indonesian language skills that is very important for students at school. Reading according to Somadayo (2011:12) is a language activity that can open horizons for readers.

Huck in Ampera (2010: 23) suggests that the content of reading can be absorbed, constructed in attitudes and personality by students at school starting from the middle elementary stage aged eight to nine years. The average age of eight to nine years is at the 3rd grade level of elementary school. The content of reading in the form of stories is one form of literary work that contains moral values (Nurgiyantoro, 2005:47). The results of observations from story books as Indonesian language teaching materials in grade 3 are still few that contain the value of love for the homeland and the spirit of nationalism, so that

elementary school students begin to show symptoms of less loving the homeland and not having a sense of national spirit. The daily attitudes of students that reflect their lack of love for the homeland and the spirit of nationalism include students littering because of a lack of love for the fertility of the soil in their environment; students are not orderly in following the ceremony; students do not like reading about Indonesian heroism because of the lack of illustrations in the reading. Cultivating the value of love for the homeland and the spirit of nationalism is very much needed by students since elementary school level which can be learned through story books. Children's story books as reading teaching materials can help inculcate the value of patriotism and the spirit of nationalism in the world of education.

The evidence that storybook development can successfully instill character values such as research conducted by Untari (2010:3) on the development of character-oriented children's story material for elementary school students conducted in several elementary schools in the city of Semarang and elementary schools in Kendal Regency in 2010, the conclusions obtained from the material The teaching of character has an acceptability aspect to

elementary school students with an increase in student learning outcomes, the ability to retell and the emergence of virtuous behavior. The ability to retell increased from 57.33 to 70.17 in urban schools and 55.67 to 67.3 in rural schools.

The value of love for the homeland and the spirit of nationalism in children's story reading skills in Indonesian language learning are carried out using a moral inquiry model and cooperative learning. Moral inquiry according to Suhendro (2010:25) is one of the learning models that emphasize the active learning of students by inculcating moral values. Moral inquiry was used by Suhendro (2010:30) in his research with the results of 42% improvement in writing skills and the character education applied was acceptable with mutual respect, curiosity and thoroughness.

Cooperative learning according to Trianto (2007:48) is a learning that requires cooperation between students in completing tasks. Kohn (2008:12) has conducted cooperative learning with the results obtained that 87% of students in the class can interact directly with friends in groups by respecting each other, taking responsibility for the results of work in groups and being able to work together to complete tasks. The values of love for the homeland and the spirit of nationalism taught by the moral inquiry model and cooperative learning are expected to be accepted by the students.

The objectives to be achieved through this research are: (1) to describe the characteristics of children's story books containing the values of love for the homeland and the spirit of nationalism as reading materials for elementary school students; (2) describe the effectiveness of children's story books containing the values of love for the homeland and the spirit of nationalism as reading materials for elementary school students in instilling the value of nationalism in elementary school students; (3) describe the acceptance of children's story books containing the values of love for the homeland

and the spirit of nationalism as reading materials for elementary school students.

The benefits of this research are expected to add to the study of teaching materials for reading children's stories in elementary schools. The results of the research can be used for teachers, children's story books can be used as a handbook on reading teaching materials so that learning objectives will be achieved. The results of the research can be useful for students to accommodate in developing the spirit of nationalism by loving the homeland and the spirit of nationalism through children's stories and fostering motivation to love reading in children.

METHODS

The research and development method according to Sugiono (2010:407) is a research method used to produce certain products and test the effectiveness of certain products. The development research described by Sugiono (2010: 409) has 10 stages including (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) trial product, (7) design revision, (8) use trial, (9) product revision, and (10) mass production.

The trial design was carried out by (1) expert testing conducted by Indonesian language expert lecturers and 3rd grade teachers, (2) limited testing carried out on a small group as product users with a total of 10 students, (3) field testing conducted on 3rd grade students. The test subjects of the product of reading teaching materials were 3rd grade elementary school (SD) students who attended SD Muhamadiyah Temanggung, SD N 1 Kranggan and SD N 2 Teksongo. The research design for the large-scale trial used an experimental design with a pretest-posttest control group. Types of data and analysis to collect data that can be used as a basis for determining the characteristics, effectiveness and acceptability of reading teaching materials are listed in Table 1.

Table 1. Types of data, techniques, data collection instruments, and data analysis techniques

number	Data Type	Technical	Instrument	Data analysis
characteristics (based on needs analysis)	Package book observation	Observation	observation sheet	Descriptive
	teacher response	questionnaire	questionnaire	descriptive percentage
	Student response	questionnaire	questionnaire	descriptive percentage
effectiveness	Expert test (Validity)	questionnaire	questionnaire	descriptive percentage

	Cognitive results	Written test	Question sheet	Rating score, anova
	Psychomotor Results	rubric	rubric	Descriptive percentage
	Affective Results	Observation	observation sheet	Descriptive percentage
		Interview	interview sheet	Descriptive percentage
Acceptance		written test	reflection sheet	Rating score
	teacher response	questionnaire	questionnaire	descriptive percentage
	student response	questionnaire	questionnaire	descriptive percentage

The target of research success is measured by: (1) the characteristics of story books that are developed based on the principles of the analysis of the needs of students, teachers, and the validity of the experts who make up the teaching materials. (2) The effectiveness of the storybook learning outcomes is better in instilling the value of love for the homeland and the spirit of nationalism compared to using storybooks that have been used by teachers, the posttest results are higher than the pretest with $N\text{-gain} > 30$ in the medium category, the value of love for the homeland and national spirit on the criteria began to develop, and 70% classical completeness with a score of ≥ 70 . (3) Acceptance with a score between 75% to 100%.

RESULTS AND DISCUSSION

The study begins with a needs analysis of reading material in grade 3 in order to determine the characteristics of the story that will be developed. Data from the needs of teachers, students and observations of reading in textbooks and student worksheets used by teachers in teaching reading were analyzed. The stages of needs analysis become the characteristics of teaching materials through material needs data, tabulated according to answers, answers are summarized, interpreted by each item, into one sentence with a combination of the same statements, into a principle in the form of a statement from the data as a basis for development. Characteristics of children's story books are respect, communicative, motivation, understanding, beauty, and balance obtained from needs analysis and developed into children's story teaching material books and teaching material

guidebooks to instill the character of the value of love for the homeland and the spirit of nationalism.

The results of the development are in the form of books, according to Majid (2008:174), books are included in the type of teaching materials in printed form. Books of teaching materials for reading children's stories and guidebooks for using children's story books as teaching materials have been printed with book covers designed with color compositions, pictures and collaborative writing. The forms of children's story books as teaching materials for reading children's stories are landscapes and guidebooks for the use of teaching materials are portrait-shaped. The structure of the content of the book according to the Ministry of National Education generally contains titles, learning instructions for students and teachers, competencies to be achieved, supporting information, work instructions, exercises, work instructions can be in the form of worksheets (LK) and evaluation or assessment. The reading textbook contains titles, study instructions for students, stories, supporting information, exercises and reflections. The manual for the use of the material contains the title, instructions for learning steps for teachers, competencies to be achieved, supporting information, work instructions, exercises and evaluations or assessments.

Children's storybooks contain love for the homeland and the spirit of nationalism as teaching materials for reading and guiding the use of story books. Whalon and Woods (2009) suggest that story books can improve language understanding with supporting pictures, so children's story books are displayed with colorful

pictures on each story page so that readers love them. Children's stories with pictures that support the content of the story are very popular with children. The content of stories in reading teaching materials is based on the themes needed by students and teachers. The theme of Indonesian soil fertility was developed into two stories entitled The Freshness of Strawberries and Asmi's Fertile Environment. The marine product theme was developed into three stories entitled Ade's Catch, Marine Trash is the Wealth of My Country and Vacation to Turtle Conservation. The theme of reading a book about ethnic groups struggling to maintain independence was developed into two stories, namely Learning from Heroes and Heroes of the Revolution. The theme of the Independence Day Ceremony was developed into two stories entitled Orderly Following the Independence Ceremony and The Mandate of the Trustees Ceremony. The themes of language diversity and the use of Indonesian when friends from other ethnic groups are developed into two stories entitled Different Regions, Different Languages and My Pride of Indonesian Language.

A children's story book guide that contains the value of love for the homeland and the spirit of nationalism is in the form of a book in portrait form. The guide contains the development of competency standards, development maps, and guidelines for using children's stories, syllabus, and lesson plans. The development map was obtained from the results of the needs of students and teachers for reading teaching materials combined with Competency Standards (SK) and Basic Competencies (KD) for grade 3 reading materials.

The teaching materials for reading children's stories are packaged in the form of books and guidebooks for teaching materials before being applied to grade 3 students, then they are validated by expert lecturers and teachers. The lecturers are people who are experts in the field of Indonesian language and education while the teachers are users of teaching materials in class. The measuring instrument used to measure expert validation is a questionnaire containing aspects of the feasibility of content, language, presentation, graphics, and learning tools. The results of the validation of expert lecturers on children's story books containing love for the homeland and the spirit of nationalism as reading teaching materials obtained an average score of 3.45 in the acceptable category so that the results are valid and can be used for trials. The results of teacher

validation of children's story books containing love for the homeland and the spirit of nationalism as reading teaching materials obtained an average score of 3.37 in the good category so that it can be used for limited and wide scale trials.

The results of observations on a limited-scale trial carried out with observation sheets on the implementation of learning in pre-learning 100% of students occupy their respective seats in an orderly manner and are ready to receive learning. Aspects of core learning activities got an average score of 3.46 and rose to 3.92 at the second meeting because students showed enthusiasm in learning. The closing activity of learning got a score of 3 at the first meeting because students were not familiar with reflection activities and increased at the second meeting with an average score of 4 because 100% of the students were able to reflect on themselves based on the material they had learned. The results of the limited-scale trial of teaching materials, lesson plans, and syllabus can be carried out well, while the assessment instrument for question number 5 needs to be revised by replacing question sentences, after that the results of improving reading teaching materials are tested on a wide scale.

The effectiveness of teaching materials for reading children's stories containing the values of love for the homeland and the spirit of nationalism on a wide scale in the experiment was divided into two ways, namely the application of the moral inquiry model and cooperative learning which had previously been applied to the pretest. The results of the pretest completeness at SD N 2 Teksonggo were 72%, SD N 1 Kranggan was 53% and SD Muhammadiyah was 80%. The results of the pretest were used as the basis for determining the control and experimental classes. The control group was 3rd grade students of SD N 2 Teksonggo. Learning in the control class was using reading material in Indonesian language books used by teachers with a moral inquiry model. The experimental class learning is divided into two, namely SD N 1 Kranggan to apply teaching materials for reading children's stories containing the value of love for the homeland and SD Muhammadiyah Temanggung to apply teaching materials to read children's stories with values of national spirit.

The results of the effectiveness of the Anova test for children's story books containing love for the homeland and the spirit of nationalism showed that there was a significant difference

between the moral inquiry model and the application of cooperative learning with sig values. $0.65 > 0.05 (\alpha)$. There is a difference between the experimental class and the control class with sig $1.540 > 0.05 (\alpha)$ so that the effectiveness of the control group in the value of national spirit is different with higher results in the experimental group. The average result of normalized gain in the love of the homeland experimental group is 0.5 in the medium category. The average increase (normalized gain) in the experimental group applying the national spirit value was 0.6 in the medium category. The average normalized gain from the application of children's story books containing love for the homeland and the spirit of nationalism is 0.55 in the medium category.

The normalized gain of the experimental group is greater than the normalized gain of the control group. This shows that the increase in learning outcomes from teaching materials for reading children's stories containing the value of

love for the homeland and the spirit of nationalism is higher than students who use reading materials from Indonesian language guidebooks. The classical mastery of students for the control class on the value of patriotism and the spirit of nationalism is different from the experimental class in two ways, namely the application of moral inquiry models and cooperative learning. The results of the individual completeness percentage of the experimental class were higher than the control class. The high results in the experimental class are in line with research conducted by Zakaria (2006) at the junior high school level in 2005, instilling effective nationalism through a moral approach in teaching literature in classroom learning. Literary works that succeed in instilling the value of nationalism is by selecting the right literary works in accordance with the moral values that will be instilled in students. Visualization of the percentage of classical completeness of learning outcomes can be seen in Figure 1.

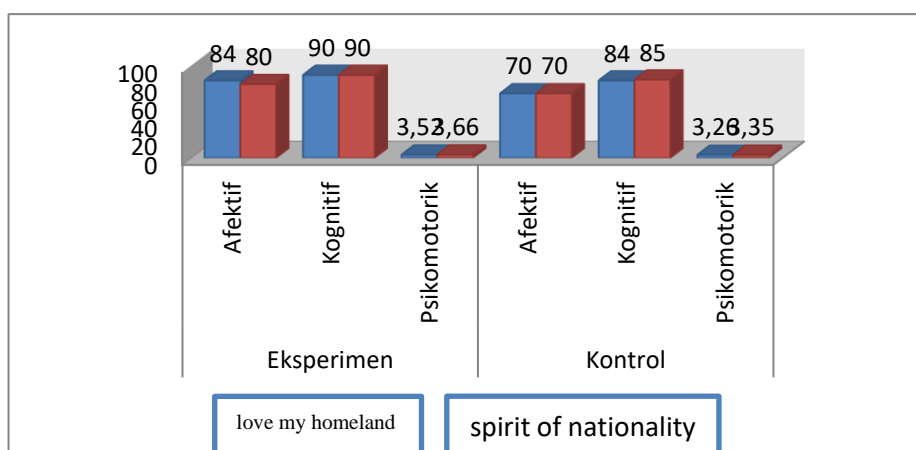


Figure 1. Comparison of the results of the control class and the experimental class

Children's story books containing love for the homeland and the spirit of nationalism as reading teaching materials need to be known about the acceptance of users, namely students and teachers, using a questionnaire. The results of the acceptance of teaching materials for reading children's stories containing love for the homeland and the spirit of nationalism in moral inquiry from students' responses by calculating the t-test were 3.173. The value of the t table with degrees of freedom (dk) = $n-1 = 88-1=87$ and the error level = 5% for the one-sided test (one tile test) is 1.677. The price of $t_{count} > t_{table}$ means that children's story books containing the values of love for the homeland and the spirit of nationalism as teaching materials for reading with a moral inquiry model can be highly accepted by

grade 3 students.

CONCLUSION

Characteristics of children's story books are respect, communicative, motivation, understanding, beauty, and balance obtained from needs analysis and developed into children's story teaching material books and teaching material guidebooks to instill the character of the value of love for the homeland and the spirit of nationalism. The effectiveness of reading teaching materials in this study was seen from student learning outcomes on the value of love for the homeland and the spirit of obtaining 100% classical completeness with an average of 90 in the cognitive domain, a score of 84 for the affective domain at the cultural stage (MK) and a

psychomotor score of 3.52 in the very high category. The effectiveness of the value of the national spirit is able to achieve 100% classical completeness with an average value of 90 in the cognitive domain, a score of 80 in the affective domain at the cultural stage (MK) and psychomotor 3.66 in the very high category. The results of the effectiveness of the Anova test for children's story books containing love for the homeland and the spirit of nationalism showed that there was a significant difference between the moral inquiry model and the application of cooperative learning with sig values. $0.65 > 0.05 (\alpha)$. The results of the use of children's story books containing the value of love for the homeland and the spirit of nationalism were higher with a sig level of $1,540 > 0.05 (\alpha)$. The acceptance of teaching materials for reading children's stories containing love for the homeland and the spirit of nationalism for teacher shown by 91,25% in the very accepted category and student results indicated by 91.94% in the category of very acceptable.

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