

Research Article

Development of Social Emotional Based Book Activity: Product Validity

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Indonesia is in the fifth highest position out of 78 countries where most of the students experience bullying. The Ministry of Education and Culture has issued various policies intended to overcome this problem, one of which is establishing the Pancasila student profile as the vision of Indonesian education. To support this, educators are needed who have high qualifications, competence, and dedication in carrying out their professional duties. Based on extracting information from preliminary research that has been carried out by researchers, the main problem faced by early childhood teachers is the lack of references regarding activities that can be carried out by early childhood teachers to realize the themes set by the Ministry in realizing an integrated Pancasila student profile, teaching media, and evaluation tools. This research aims to produce an activity book for teachers based on social emotional learning, which has been proven to be practical and effective in increasing the competency of early childhood postal teachers, and to produce an activity book for students based on social emotional learning which has an impact on the growth and development of Pancasila student profiles for PAUD students. The data collection and analysis methods used in the first year were documentation methods to obtain data on teaching materials before they were developed, questionnaires to obtain expert validation data, and readability by partner teachers. All data will be analyzed descriptively.

Keywords: teacher activity book, student activity book, teacher competencies, Pancasila student profile

1. Introduction

Indonesia is in the fifth highest position out of 78 countries as the country where the most students experience bullying [1]. here are many repeated cases of bullying at school certainly makes parents worry about their children's safety while they are there at school [2]The Ministry of Education and Culture has issued various policies intended to overcome this problem, one of which is establishing the Pancasila student profile as the vision for Indonesian education in 2035 [3]. The application of the principles of Pancasila in developing children's characteristics is an effort to prevent lost generations through the application of examples and habituation [4]. The Ministry of Education and

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Culture has determined several themes that need to be implemented as an effort to ensure that the projects that will be carried out are in line with building the Pancasila Student Profile in early childhood [5]. To support this, educators are needed who have high qualifications, competence and dedication in carrying out their professional duties [6]. This of course has an impact on increasing teacher competence [7–9]. An initial study regarding the competency of early childhood teachers has been carried out by researchers in collaboration with Sector 2 TP PKK Semarang City which oversees all PAUD Posts in the Semarang City area. Preliminary data shows that early childhood postal educators with High Pedagogical-High Professional criteria are 39.8%; High Pedagogical-Low Professional criteria as much as 11.4%; Low Pedagogical-High Professional criteria as much as 12.5%; and Low Pedagogical-Low Professional criteria as much as 36.3%. Based on extracting information from preliminary research that has been carried out, researchers provide the fact that the main problem faced by early childhood teachers is the lack of references regarding activities that can be carried out by early childhood teachers to realize the themes set by the Ministry in realizing an integrated Pancasila student profile. teaching media and evaluation tools. The aim of this research is to produce an activity book for teachers based on Social Emotional Learning which has been proven to be practical and effective in increasing the competency of early childhood teachers and to produce an activity book for students based on Social Emotional Learning which has an impact on the growth and development of the Pancasila student profile of early childhood students.

2. Method

The data collection and analysis methods used are documentation methods to obtain data on teaching materials before they are developed, questionnaires to obtain expert validation data and readability by partner teachers. This type of research is classified as development research with a focus on developing activity books based on Social Emotional Learning which is expected to improve the pedagogical and professional competence of Post early childhood teachers. The development procedure uses Borg and Gall's theory, namely (a) analysis of the product to be developed [10]; (b) develop initial products; (c) expert validation and revision; (d) readability test; (e) small-scale field trials and revisions. This research only focuses on the expert validation stage

3. Result and Discussion

3.1. Presenting the Results

Below are some of the presentations from the activity book that have been designed



Figure 1: book activity page 1-6.

The initial draft of the activity book development results was then validated by material experts and media experts. Initial expert plans were presented from practitioners and academics. Of the practitioners (potential users) are the Semarang City Pokja 2 PKK administrators and representatives of Semarang City early childhood POS teachers. Meanwhile, academics are colleagues of lecturers at UNS. To increase validity, research partners (potential users) offered to add members to Pokja 2 PKK Semarang City and 2 POS early childhood teachers. So there are a total of 6 validators from practitioners. The validated indicators include the following.

a. Media Expert Validation

1) General Aspects

- a) This media activity book is an interesting media development
- b) This media is designed to be attractive and easy to understand
- c) This media can improve students' critical thinking
- d) This media can have advantages compared to conventional media

2) Aspects of Learning Presentation

- a) The front title (cover) already uses the material to be studied
- b) The use of media is easy to understand
- c) This activity book contains activities to get to know numeracy

- d) This activity book contains activities to recognize various types of emotions
- e) This activity book contains activities for character development
- f) This activity book makes it easier for teachers to plan lessons
- g) This activity book makes it easier for teachers to carry out learning
- h) This activity book makes it easier for teachers to develop learning content/materials
- i) The systematic presentation of learning in the media is presented in a coherent manner.

b. Material Expert Validation

1) General Aspects

- a) This activity book media is in accordance with the existing syllabus
- b) This media is designed to be attractive, concise and clear
- c) This media can be useful for everyone who receives the material
- d) This media is a new innovation in learning media

2) Aspects of Material Substance

- 1. This activity book is suitable for introducing numeracy
- 2. Use terms according to the students' level of knowledge
- 3. The topic of the material is presented clearly
- 4. The order of the material is arranged systematically.

3) Learning Aspect

- 1. Using this activity book makes the learning process easier
- 2. Using this activity book makes it easier for teachers to convey the material.
- 3. The material presented is in accordance with the learning objectives
- 4. This activity book can facilitate students to learn independently.
- 5. Example questions in accordance with learning objectives and stimulate students to think critically.
- 6. This activity book can help students in learning.
- 7. With the teacher's voice explanation, students understand the material being presented better.

(a) Benefit aspect

8. Can be used as an alternative learning
9. Able to help make things easier for students
10. Provide an interesting learning atmosphere to eliminate learning boredom
11. This learning media can facilitate students to learn independently
12. This media can be reused or to develop other learning media

The validation results generally state that the activity book developed meets teaching material standards both from the general aspect, learning presentation aspect, material substance, learning aspect and usefulness aspect. In particular, researchers highlight several indicators that have high relevance to the title of the research.

4. Conclusion

The conclusion section contains a summary of the research findings, which correlate with the research objectives written in the introduction. Then state the main points of the discussion. A conclusion generally concludes with a statement about how the research work contributes to the field of study as a whole (shows how progress from the latest knowledge). A common mistake in this section is to repeat the results of an experiment, abstract, or be presented with a very list. The concluding section must provide clear scientific truths. In addition, the conclusions can also provide suggestions for future experiments.

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