

Conference Paper

Developing Indonesian Instructional Materials for Lower-Grade Students of Elementary Schools Throughout Bali: An Ethnopedagogic Study

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Abstract

This research was designed using research and development (RD) following the procedure of Borg and Gall. The procedure consisted of a preliminary study, planning, learning materials development, expert judgment, and a small-scale trial. Data were gathered through a document study, a questionnaire, and observation. The data were analyzed using both quantitative and qualitative descriptions. The results of data analysis show the development of an integrated theme-based course book. The children's responses indicated that they understood well the learning materials contained in the book. The children were also able to show good social competence.

Keywords: learning material, local wisdom, social reconstruction

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1. Introduction

People started to talk about local wisdom in the 1980s when the local cultural values of Indonesian communities almost vanished due to modernization [1, 2]. This is shown by bad expressions used by young children, which is a reflection of the contamination of education that has produced children who behave badly [3, 4]. This situation stirred up the idea of using local wisdom that have proven to be capable of regulating life because they are based on religious beliefs [5]. Belief has a strong power for regulating human behaviors [6]. Hence, local wisdom is used as the reference by the community to regulate life [7]. This wisdom runs parallel with Balinese local wisdom, Tri Hita Karana [8]. So new knowledge and Western knowledge should not be allowed to supplant local wisdom [9]. Knowledge fused with the local spirit will lead to intellectuals with good personalities. To achieve this goal, education needs facilities such as course books that have undergone a process of improvement [10]. This is because there is a concern

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that the quality of education in developing countries has continued to deteriorate in the last 10 years [11]. One way to overcome this is to prepare materials that are familiar to the students since a course book has to be presented in a joyful way to optimize learning [7, 12, 13].

This shows that valid materials have an effect on the cognitive and affective aspects of the students [14]. In addition, good learning materials can arouse students' interest [15-19]. The importance of a course book based on the character has been confirmed by the results of research that show that students who learn through character - education-based learning show better progress in terms of character than those students in the control group [20].

2. Methods

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 that integrates Indonesian language teaching and character education look like?
2. How did the students respond, both academically and monacademically, through language and behavior, to the use of the thematic book for the first and second graders of elementary schools that integrates Indonesian language teaching and character education?

2.1. Data collection

To answer problem 1), i.e. what did the development of a primary draft into a thematic book for the first and second graders of elementary schools that integrates Indonesian language teaching and character education look like, 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 that 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, 115 first graders, and 115-second graders. The total sample size was 299.

The sample for North Bali was represented by Buleleng, that for South Bali by Badung and Denpasar, that for East Bali by Klungkung, and that for West Bali by Tabanan. To answer problem 2), i.e. how did students respond, both academically and nonacademically, through language and behavior, to the use of the thematic book for the first and second graders of elementary schools that integrates Indonesian language teaching and character education?, 115 first graders and 115 second graders were used as the sample. The data for problem 1), i.e. the development of the primary draft into the thematic and integrated book draft with character education content for the first and second graders, were collected through the direct drafting of the book, a document study, interviews with teachers, student observation, expert validation, testing, and observation. The data for problem 2), i.e. students' response both academically and nonacademically were collected through testing and observation. The analysis of the response to the draft was conducted through interviews and a questionnaire. At the validation stage, there was one content expert and 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.

2.2. Development process

The development process followed the procedure of Borg and Gall, which consists of 1) research and information collecting, 2) planning, 3) development of preliminary form of product, 4) preliminary testing, 5) main product revision, 6) main field testing, 7) revision of course book (operational field testing), 8) trial in the field (operational field testing), 9) final product revision, and 10) dissemination and distribution [1].

2.3. 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 relate 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 the purpose of 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 Kompetensi Inti (KI), Kompetensi Dasar (KD), and indicators of teaching objectives. Based on this, the technique used for analysis 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 a closed questionnaire, and data from the test results, validation of teaching materials, and responses from the users through a closed questionnaire using a Likert scale with the following formula 1:

Percentage:

$$\sum \frac{\text{answers} \times \text{weight of each option}}{n \times \text{the highest weight}} \times 100\% \quad (1)$$

\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.

3. Results

3.1. Development of preliminary draft into draft 1 (Thematic book that 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 a 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 a logical framework and local wisdom. Based on this, the themes/subthemes are presented below.

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 a local wisdom perspective. The outlines of Indonesian language teaching with character education content and a Balinese local wisdom perspective for each of the first and second graders contain the design of Book I with the theme *Diriku* (myself) and the subtheme *Aku dan Temanku* (my new friend and I), each consisting of KI, KD, and

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 following the teachings of one's religion 2. Being 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 nickname *introducing a friend's name	<i>Purusa and Pradana</i>	Theme: Bhagawad Gita III. 42 and Kath Upanisad 1.3.34 Subtheme: Bhagawad Gita XIII.23

indicators. Based on this design, the outlines of Indonesian language lessons, themes, subthemes, KI, and KD were written as the first draft.

3.2. Students' response

Academically, the students' response was seen in their verbal ability and nonverbal ability in relation 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 requests, invitations, the teacher's requests to the students, for example to be silent, polite, and to respect others, as a balance in the teaching taxonomy, which not only emphasizes the cognitive aspect but also the affective 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, for which they got 4 (good). This was attributable to the following: 1) the themes were relevant to their cognitive development; 2) the choice of words taught fitted the students' age; 3) the language of the materials suited their age and environment, both the sociocultural (ethnopedagogy) and natural (ecopedagogy) environment. The match of the teaching materials in terms of ethnopedagogy has a positive impact not only on the cognitive aspect (conceptual understanding), since the materials presented are really present and close to the students, but

also their affect since their sensitivity will develop toward the closest environmental norms such as their family environments. An example is that the children respect their parents since they are given an example by their parents. The example and model from the parents is a small example of ethnopedagogy, while an example of ecopedagogy is the model given by the parents: 1) to respect parents, 2) to give attention to plants at home like growing and watering herbal medical plants; 3) to care for domestic animals. This model has an effect on the affective and psychomotor aspects of the child.

The results of the observation of the implementation of the teaching and learning process show that the process took place condusively. This was shown by the enthusiastic response given by the students in raising their hands to answer every question posed 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 to do so. This was dependent on their characters. Some were brave; 2) their family background; 3) practice, since to be brave enough to speak needs practice. 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.

3.3. Discussion

Local wisdom as the basis for the reconstruction of character education through Indonesian Language teaching of lower grades in the classroom: an ethnopedagogic study with elementary schools in Bali has reached the second phase. In 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 (first and second grade). The analysis of the results of the development was done by involving an expert judge. The results were 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 procedure, which consists of 1) preliminary research, planning, 3) development of teaching materials, 4) expert validation, and a small-scale field trial in the third year, which was followed by 5) a revision of teaching materials, 6) a large-scale field trial, which will take place in Bali, and 7) revision according to inputs from the large-scale field trial [1]. Based on these stages, this second year research was carried out until 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, and thus the pictures should match the children's sociocultural environment based on ethnopädagogy, like a *baris* dance picture, rather than the picture of a train, because in Bali there are no trains. In terms of the environment, the materials should start from the nearest environmental concepts. The second stage is the neighborhood environment, for example, children of the same age as the students. The school environment is introduced by introducing the school the students go to, which introduces things such as meeting new friends, the school yard, and the school garden. This is done not only to make it closer to the children, to introduce them to the environment but so that they love their environment from an early age. This needs to be taught to them according to the ethnopädagogic 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 to stimulate children to learn, but also for children to be able to develop their potential in the golden age. Thus the appearance of 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, i.e. responses accompanied by pressure, scorn, and overshadowed by failure, mocking, anger, so that the strength of the response will be weakened. 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 the enthusiasm of the children through an ecopedagogical and ethnopädagogical approach through a course book. This is meant to give guidance and lead the children not only in cognitive, affective, and psychomotor aspects but also in the aspect of the character.

This can occur since through an ethnic- and eco pedagogic approach, the use of Indonesian language teaching materials will give 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 lead to the improvement in the students' academic response and their nonacademic response become better as seen in their language and social behavior.

4. Conclusion

The course book that was written based on eco-pädagogy and ethnopädagogy received positive responses from the users (teachers), relevant expert, and instructional

technology. The students' academic response (cognitive) fell into the good category. Similarly, the affective and psychomotor aspects ran parallel. This was because this course book not only based the materials on the academic requirement of professional competence, but also on nonacademic competence such as personal and social competencies, so that there is a balance among cognitive, affective, and psychomotor through the understanding of knowledge as a cognitive aspect, understanding others' feelings as the manifestation of concern (affective), understanding the needs of plants that need water, understanding the needs of animals, for example, who also experience the feeling of hunger and are willing to give to others who need something, to water plants, and feed animals as the manifestation of their concern for the environment (psychomotor).

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Conflict of Interest

Author declare that there is no conflict of interest in this research.

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