
THE DEVELOPMENT OF TEXTBOOKS ORIENTED MODELS OF CULTURE LEARNING TO UNDERSTANDING CONCEPT AND CHARACTER OF ELEMENTARY SCHOOL STUDENTS

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Abstract

This research has aim to develop civic textbook oriented to Model of Meaning Learning. Its development uses ADDIE model (Analysis, Design, Development, Implementation, Evaluation). These textbooks were implemented at the Grade 4th Elementary School 1 Babat Lamongan using One Group Pre test and Post test design.

The quality of textbooks produced include: good categorization and worthy of use, the level of legibility of Student Handbook and Student Activity Sheet categorized good While the results of learning implementation include: RPP implementation for three good categorized meetings, student activity categorized quite active, and students respond positively all the learning component of meaning. Also obtained understanding of concepts and characters have increased. The results of this study increased significantly from the value of pre-test.

Based on the results and discussion of the research, it can be concluded that the textbook of Civics oriented model of meaningful learning of quality can improve understanding of the concept and character of elementary school students

Keywords: textbook, Model of Meaning Learning, understanding of concepts, and character.

INTRODUCTION

Character-based education is now beginning to be ogled by many parties because it has great potential to be implemented in the learning process. In facing the global era, Indonesia faces a very tough challenge but all will be passed because many people realize that the quality of human resources that are reliable and character who will be able to compete.

The condition of Indonesia today is so far from the ideal conditions expected, because corruption is rampant, environmental destructive acts, deviations, dishonesty and behavior violate the rules that seem to be a habit, coupled with the low time discipline, irresponsibility, pragmatic attitude or hedonists and many violent behavior with various forms are directly or indirectly represent the current opaque portrait of Indonesia

Education basically aims to form the character of learners. The expected objectives in education are contained in Law No. 20 of 2003 on National Education System in article 3 which is "National education functions to develop and form the character and civilization of dignified nation in order to educate the life of the nation, aims to develop the potential of learners to to be a man of faith and cautious to God Almighty, having a noble character, healthy,

knowledgeable, capable, creative, independent, and being a democratic and responsible citizen. "

Civics is a subject that carries the mission of character formation and character, in practice the CCP faces the obstacles that resulted in the far goal of learning. The statement of the weakness of PKn is expressed by Udin S. Winataputra (2011:37) which states that the process of learning and assessment emphasizes the limited instructional impact on material mastery/on the cognitive dimension. Thus what the learners gain is not cognitive, affective, and psychomotoric but still within the cognitive scope.

The purpose of this Civics should always be poured in the learning so that it can be achieved in forming students who have the moral and character. This is different when there are still many cases of students in this country that brawl between students, motorcycle gangs that disturb the community, as well as teenagers drinking, saddle is also now many teenage girls who smoke, even elementary school children also have a smoking.

Events like this is what makes sad about the character possessed by students, morale students, should have responsibility, caring, tolerance, and should have a caring attitude. So that researchers make observations of elementary school in

Lamongan about how the process of learning in the school, while researchers make observations in SDN Babat 1 Lamongan, based on documentation, data on learning outcomes of Civics in the academic know 2016/2017 average students get the value 51, below the value of standart that has been set, then during this time the teacher is still oriented to textbooks, because assumes textbooks have described the curriculum. Therefore it is not uncommon for teachers who know the curriculum only on the boundary of the discourse. This condition is less than ideal, because teachers should elaborate and develop the curriculum. Teachers in applying lessons emphasize less-optimizing and engaging students. Teachers do not optimize the learning media, as well as the results of the analysis of RPP used by teachers, the learning that shapes the attitude is also not planned. this is seen in the lesson plan that has not included character goals and no character development scenarios in the learning process.

In line with the problems of researchers at the time of observation supported by Winataputra opinion (in Winarno, 2013: 26) Teachers less present problems that can provoke the active attitude of students, teachers still prioritize material completeness and less optimize civic disposition (moral values, commitment and character) can form an awareness of being a good citizen.

School as one place where the process of education up to now still more focus on target "number" which become the symbol and parameter of success of education. To form a devoted man, noble character, and virtuous noble character ultimately just a slogan that adorn the Vision and Mission of the school. Learning conditions that have been expressed if passed on certainly will not be able to deliver students to the achievement of the ability of understanding the concept, character development and the planting of moral values to the students. Teachers as the holders of class authority in this case have a great opportunity in efforts to achieve goals both academic aspects and aspects of attitude and morale.

Ibrahim (2008:4) mentions the results of surveys conducted in the field there are two main issues that become the main issues, namely (1) learning outcomes (positive attitudes, noble character, and character and skills) to live independently have not been taught deliberately. Such learning outcomes are generally achieved only as a comorbid effect, (2) the teaching-learning process has not done as expected. Learning is still centered on teachers and students as objects, passive and lacking in motivation.

In connection with the above, the learning of character, positive attitude, and noble character

must be inculcated repeatedly through habituation. The cultivation of manners, positive attitude, and noble character can be carried out in the teaching and learning activities in the classroom on all the lessons, including the Civics lesson which carry out the mission of forming good citizens. Civics subjects must develop a learning plan containing the values of character that are integrated in the RPP so that it has the impact of accompanist for the development of positive characters in the students. In the process of learning to teach Civics, in addition to conveying the concept of the material, teachers also need to give the meaning of the material, that is by growing positive characters on the concept taught so that information obtained students can be stored in long-term memory and can cause changes in positive values in self students.

The RPP that integrates the attitude needs to be designed in line with the opinion of Pidarta (2009: 43) so that the purpose of developing the attitude (affection) can be more smoothly and run well, then in the RPP affection needs to be designed, meaning that the development of the cake should be done intentionally, not as a companion impact. The development of this attitude is deliberately designed and determined which parts of the lesson can be used to develop attitudes, be determined, and implemented in learning.

One of the improvements in the learning process that can be done is the selection of appropriate learning models in the delivery of each concept so that students easily accept or apply it in everyday life. Choosing the right model or appropriate for each concept makes the goal of the learning process is determined well achieved.

Sebuah inovasi dalam pembelajaran yang dapat diterapkan yakni, model pembelajaran pemaknaan merupakan suatu model pembelajaran berdasarkan fenomena-fenomena atau fakta untuk memperoleh makna yang mengajarkan sikap positif, akhlakul karimah, budi pekerti, dan kemampuan akademik, model pembelajaran ini dikembangkan oleh Ibrahim (2008:9)

An innovation in learning that can be applied that is, learning model of meaning is a model of learning based on phenomena or facts to gain meaning that teaches positive attitude, akhlakul karimah, character and academic ability, this learning model developed by Ibrahim (2008:9)

Thus, the curriculum content of Civics contains moral values that must be instilled in the learners at every level of education. The final goal to be achieved from a series of moral values in Civic is to mold Indonesian human beings into good citizenship and understand their rights and obligations as citizens. If

this goal can be realized then a moral nation will be formed, otherwise if it fails then will happen moral degradation generation of the nation.

Based on the explanation, the researcher is interested to develop meaning-oriented teaching materials in the learning process of Civics by proposing the title “Development of Civic Textbook Oriented Model of Meaning Learning on Understanding Concept and Character of Elementary School Students”.

RESEARCH METHOD

This type of research is development research, development research serves to validate and develop the product. Validating the product means that the product already exists, and the researcher only tests the effectiveness or validity of the product. Developing products in the broad sense can be a renewal of existing products so that it becomes more practical, effective and efficient or create new products that have not been there before (Sugiyono, 2016:28). In the research development of out put a product designed to be developed, produced and evaluated with the aim of making products, tools and models that can be used in learning.

The model used in this research is the development model of ADDIE. According to Benny (2003:35) ADDIE is a reference to the main processes of the development process of learning systems are Analysis (analysis), Design (Development), Implementation (Evaluation), Evaluation (evaluation).

The subjects of this study are the fourth grade students of SD Negeri 1 Babat Lamongan, Class IV A as the experimental class of 20 students.

This research is conducted in the academic year of 2017-2018 in semester 2, The place used in this research is one of elementary school that exist in Lamongan regency, in subdistrict of Babat precisely at SDN 1 Babat Lamongan. The location of SDN Babat 1 Lamongan is located in the advanced district, the access point between Lamongan, Tuban, Bojonegoro and Jombang. SDN 1 Babat Lamongan was chosen as a research site because it is a good elementary school.

The data collection instruments used in this research and development are

1. Validation Sheet

The validation sheet is a series of assessments that describe the feasibility of the product to be measured. This validation sheet will be given and assessed by expert experts, materials experts and design learning experts. This validation sheet includes a textbook validation sheet, an RPP validation sheet, a syllabus validation sheet, a concept comprehension

test sheet, a character validation sheet, a response validation questionnaire students, validation sheet of observation guidance of the implementation of the book, the experts judge by way of scoring according to the circumstances of the score range 1 to score 4.

2. Observation

The instrument of this research is an observation sheet to know the implementation of textbook oriented learning meaning. This observation sheet is divided into two, namely the observation sheets of the implementation of textbooks for teachers is the implementation of textbooks according to the RPP and the observation sheet of the implementation of textbooks for learners that is the learner activity appropriate textbooks. The observation sheet for this teacher includes the instructional textbook on the lesson. While the observation sheet of this learner is the instruction of the textbook by the students.

3. Questionnaire

Questionnaires are some written questions that serve to find information from respondents in a study. This questionnaire is a student response questionnaire. The questionnaire of this study used a closed questionnaire type questionnaire that has been provided answers so that the respondents just choose. This questionnaire is given to students on individual trials and small group trials to find out the textbook readability so that textbooks can be categorized as appropriate.

4. The concept assessment appraisal sheet

The concept comprehension test is used to determine the level of students' understanding ability on the theme of “Beautiful Diversity in my Country”. This test is a written test that consists of several questions developed based on guidelines for understanding the concept indicators to be achieved.

5. The character's scoring test sheets

Character tests are used to determine the level of student attitudes. This test is a written test consisting of several questions developed based on the character indicator guidelines that researchers have defined.

6. Feasibility Analysis

The feasibility data analysis of this book is obtained from experts and students. This feasibility data analysis consists of validation sheets and student response questionnaires on individual trials and small group tests.

a. Validation Sheet Analysis

The validation sheet developed is then reviewed by a supervisor who will then be validated by the validator to provide an assessment of the validity of the validation sheet developed. In this assessment the passing grade is the average score (P) of the

validator's results, (Widoyoko, 2009: 128) the validity of measuring what would be measured in other words the accuracy of the measuring instrument. of the two opinions can be concluded validity aims to measure the extent to which the instrument dengat on target. The validation sheet is used to determine the validity level of the instrument then adjusted to the assessment criteria.

- b. Analysis of Student Response
Questionnaire response students are used to know the opinions of students given to students after learning is done.
7. Textbook Practicality Analysis
- a. Analysis of Student Activity Observation Sheet
Student activity is all activities that students do during learning and assessed by observers using the instruments provided by researchers.
- b. Analysis of Observation Sheets of Implementation of Learning
The observation sheet of instructional implementation in the content by the observer, observation sheet filled by the observer is the data of the implementation of learning in the classroom that has been done by the teacher, the data is used to analyze the learning management has been done, the data obtained then analyzed quantitatively descriptive.
8. Analysis of the Effectiveness of Textbooks
To know the effectiveness of textbook oriented learning meaning can refer to learning indicators and character lattice grid.
- a. Analysis of the Concept Understanding Test
Understanding the concept of students is obtained based on data pretest and posttest results. The concept comprehension test is designed from the indicators outlined in the form of multiple choice questions with value calculation is the number of scores obtained divided by the maximum number of times multiplied by 100%.
- b. Character Test Analysis
Tests This character is arranged using a Likert scale with option (optional) answers moving from a score of 4-1. Choice 4 answers states an attitude statement that shows the highest student character, while the choice of answer 1 represents the lowest student character.

RESULT AND DISCUSSION

Learning model is the existence of a syntax that will distinguish between one learning model with another. This model of meaning learning has six syntax or steps:

- a. Orienting students to problems or questions.
This stage is the most important stage because at this stage will be an activity that will deliver students to the problem to be solved during the learning process. In addition, this stage also serves to prepare and attract students' attention and increase student motivation. this stage can be done through the activities of stories, demonstrations, presenting natural phenomena, or menggunakan cognitive conflict owned by students.
- b. Designing problem-solving processes or answering questions.
At this stage activities that can be done such as Questions and answers that aims to find the best way that can be done in solving problems or answering questions.
- c. Guiding investigation.
At this stage the teacher gives guidance to the students either individually or in groups to do the agreed plan so that students can find the answer of the pedestal or problem alias. Form of investigation activities can be observations, experiments, visits to libraries, discussions or interviews with resource persons, and so on. The data obtained in this investigation will then be processed into information and findings that are the answer to the problem or question.
- d. Communicate results.
After performing activities and summarizing the results, students are asked to communicate their findings to other students that can be done through class discussions, class presentations, or the preparation of activity reports, exhibitions, and so forth. The essence of this stage is for other students to obtain information found by other students, contribute to refine or criticize the work of other groups or students.
- e. Negotiation and Confirmation.
Because the student's findings are not necessarily perfect then at this stage the teacher gives feedback that can be in the form of reinforcement, correction, refinement of information, to what has been delivered by students in the previous stages. After this stage students are expected to have complete information on the topics covered, teachers can also check students' understanding at this stage.
- f. Meaning.
The characteristic of this meaning model from other learning model is the syntax of meaning of phenomenon or phenomenon contained in the substance of Civics subject matter that is

related to the aspects of character, norms that must be obeyed, and so on.

g. Evaluation and Reflection.

The purpose of this stage is to find out how far students have achieved the planned goals, strengthen student retention, find good things to keep or find things that still need to be improved. Evaluation activities are conducted through various strategies of oral, written, performance, or assignment tests. While the reflection is done through discussion and opinion on what has been good and what has not been good.

There is an increase between the learning of Civics with the model of meaning learning towards understanding the concept and character of fourth grade students of SD Negeri Babat 1 Lamongan. The result of posttest T test shows the value of sig 0.000 less than the alpha level used is 0.05 ($0.000 < 0.05$) This means reject H_0 and accept H_a .

Learning Model Meaning on Civics subjects can make students more interested in learning activities Civics. This is evidenced by the percentage of student activeness that reaches 87.71% which means very active and the percentage of teachers who achieve the value of 86% which means also very active.

Results of student responses to the Model of Meaning Learning on Civics subjects can be seen a percentage of student responses that reach the value of 83.56% which means students' responses to learning using the model of learning is very good, in accordance with the grid, learning using the model of learning Meaning of student responses, capable of encouraging, well received in learning from learning, teamwork, and character building.

The results of the researchers are corroborated by other researchers who examine the character.

Relevant Research

Pertiwiningrum (2013) implementation of learning tools character-oriented model of meaningful learning to train students moral attitude

Sartika (2011) conducted a study entitled the development of learning-oriented physics learning model of meaning learning to improve student learning outcomes.

Yuliani (2012) conducted a research entitled applying the model of meaning learning on chemistry learning on character development in vocational students.

CONCLUSION AND SUGGESTION

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The quality of textbooks produced include: good categorization and worthy of use, the level of legibility of Student Textbook and Student Activity Sheet categorized good While the results of the implementation of learning include: RPP implementation for three good categorized meetings, student activity categorized quite active, and students respond positively all the learning component of meaning. Also obtained understanding of concepts and characters have increased. The results of this study increased significantly from the value of pre-test.

Based on the results and discussion of the research, it can be concluded that the textbook of Civics-oriented model of meaningful learning of quality can improve understanding of the concept and character of elementary school students.

Suggestion

Based on the results of research and conclusions above, the authors provide suggestions as improvements as follows:

Researchers suggest that teachers in the learning process, especially in learning Civics should be more emphasis on aspects of character. In this case the meaning learning model not only emphasizes the concept of understanding the concept, but more emphasis on the character aspect.

The development of meaning learning model on Civics subjects in need of creativity from teachers to be able to improve student learning so that more active.

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