DEVELOPMENT OF SUPPLEMENT BOOK WRITING NARRATION BASED ON CTL TO IMPROVE THE CRITICAL THINKING STUDENTS CLASS V ELEMENTARY SCHOOL

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Abstract

In Law Number. 20 of 2003 on National education system in article 3 states that national education serves to develop the ability and form the character and civilization of a dignified nation in order to educate the nation's life, aimed at the development of a democratic and responsible state. To achieve these goals, primary schools as formal institutions in providing educational services play a role in encouraging the potential of learners to be faithful human beings who fear the Almighty God, possessing a noble character, healthy, insightful, capable, critical, creative and independently into the growth and development of children, including improving language skills. An additional book is a set of tools used in the learning process, learning can be successful if textbook supplements are appropriate to the learning objectives but actually supplement books circulating annually still find problems. The problem may be because the material has not been effective and also the learning objectives have not been maximized. The model used in this research is the development model of ADDIE. According to Molenda (2003: 35) ADDIE is an abbreviation that refers to the main processes of the development process of learning systems are Analysis (analysis), design (development), Implementation (Evaluation), Evaluation (evaluation). Based on the analysis of supplement book conducted, on preliminary observation, 13 - 16 November 2017, at two different school institutions namely primary school. Sumberagung and elementary school one of Sumbermulyo regency Pesanggaran Banyuwangi city, has successfully analyzed some needs of textbook supplements used by schools that deserve to be developed so that it can become a book of quality product supplement with the presentation of the material packed in more detail and effective. So from some book analyzes need supplements, the development of narrative textbook-based paperbased supplements is perfect for use in schools. In addition, the condition of the school environment is still natural and in accordance with the characteristics of contextual learning with CTL approach to improve students' critical thinking skills.

Keywords: Narrative Writing, CTL, Critical Thinking Skills

INTRODUCTION

In the era of education that is growing in the country of Indonesia is needed the figure of the next generation of the critical and character and be able to answer the challenges and competition of education at national and international level by sticking to the values of Pancasila and be fair. Education faces many challenges amidst free information flows as a result of globalization, information flows are not free and unstoppable. One of the consequences is that the negative culture is easily absorbed without a strong enough filter, so the need for attention and follow-up from the government to further tighten the system of governance, especially in the field of education and tightening the system of employment recruitment in the scope of education.

In Law No. 20 of 2003 on National education system in article 3 mentioned that National education serves to develop the ability and shape the character and civilization of a dignified nation in order to educate the life of the nation, aims for the development of a democratic and responsible State. To achieve that goal, elementary school as a formal institution in providing educational services play a role to encourage the potential of learners to become human beings who are devoted to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become citizens child development, including improving language skills. Learning Indonesian language is essentially learning earners about the skills of Indonesian language is good and true according to purpose and function. The Indonesian language learning in the 2013 curriculum is often expressed as the advocate of science and the determinant of thinking structure. Through text-based learning, learners will have a good structure of thought through the mastery of various text structures, such as narrative text, according to Wuryaningrum, (2014: 81). According to Yulianto (2008: 3), to realize real language skills, teachers can provide tasks outside the classroom to reach the activities of the language that does embrace the situation outside the class, such as writing a narrative by utilizing the natural environment around. According to Atmazaki (2013: 5), Indonesian subjects are aimed at ensuring that learners have the

ability to communicate effectively and efficiently in accordance with applicable ethics, whether oral or written, appreciative and proud to use Indonesian language as a language of unity and language, Indonesia and use them appropriately and creatively for various purposes, using Indonesian language to enhance intellectual ability, as well as emotional and social maturity, enjoy and utilize literary works to broaden insights, manners, and improve the knowledge and language skills, and appreciate and boast Indonesian literature as the cultural and intellectual treasures of Indonesian people. Learning Indonesian in the Curriculum 2013 with text-based learning aims to bring learners according to their mental development, and solve real-life problems with critical thinking. In its application, Indonesian learning has principles, as follows. Learning Indonesian in the Curriculum 2013 with text-based learning aims to bring learners according to their mental development, and solve real-life problems with critical thinking. Abstract thinking characterizes the essential learning of all learning activities from early school experience. As a result experience of different language development has big consequences on thinking and learning. The supplement book is a set of tools used in the learning process and learning can be successful if the supplement book is in accordance with the purpose of learning but in fact supplement books circulating every year still find the problem. The problem may be because the material has not been effective and also the purpose of learning is not optimal. Supplement book is also something that can't be separated in the learning process because of this as a material consideration of students after and during observation activities or other forms of learning activities. Based on the analysis of the supplement book conducted, on the first observation, November 13 to 16, 2017, in two different school institutions, SDN 4 Sumberagung and SDN 1 Sumbermulyo Pesanggaran district, Banyuwangi Regency, have successfully analyzed some of the needs of supplement books used by eligible schools to be developed so that it can become a quality supplement book product with the presentation of the material that is packed in more detail and effective. So from some needs analysis of the book supplements, developing a book based on CTL supplement that is very suitable to be used in the school. In addition, the condition of the school environment is still natural and in accordance with the characteristics of contextual learning with CTL approach.

As a teacher must be able to create and answer all the challenges of education that is growing and progressing and must be able to creativity to create a book supplements and quality learning system. A quality learning system requires high-level thinking such as, improving the ability to think critically, the ability to think creatively, the ability to think metacognitive, ability-based problem solving, guided inquiry, discovery learning and so on. Of these high-level thinking, the improvement of critical thinking skills is worthy of use in the CTL approach in narrative writing.

By improving the critical thinking skills students are expected to be able to write narrative with accurate ideas based on experience, observation of the environment and organized based on evidence and real assumptions by using good and correct Indonesian. The narrative is to present a process analysis because the objective to be achieved is the target of the accuracy of information about event that is described. The goal is the exposition of expanding one's knowledge (Keraf, 2010: 135), so that by extending one's knowledge can create a critical thinking and high-order thinking. The purpose of critical thinking is to achieve a deep understanding, understanding making sense of the intent behind the idea that leads everyday life. Understanding expresses the meaning behind an event, so deep understanding can make students think critically which is seen from the results of narrative writing in the surrounding learning environment. The real learning environment is the most real source of learning object and makes the students interested to deepen their curiosity with the teacher doing contextual learning.

The problems associated with learning Indonesian in schools today are still low student interest in these subjects, and learning outcomes especially critical thinking skills in writing narrative and learning processes in schools are still dominated by a paradigm that says knowledge is something that must memorized, and the students are only limited as a passive view by recording, listening without arguing this makes the students less get a learning atmosphere that is meaningful to them. Teachers only convey abstract learning materials and difficult to accept and understood by students in full and deep so that students' skills in understanding and writing is very low. Conditions like this are continuously done then in the end will lead to the low student learning outcomes, especially in critical thinking skills. This is also evident from the teacher supplement books that still apply conventional and less effective learning systems.

CTL is the most suitable approach used by teachers to apply meaningful learning and train students' critical thinking skills in narrative writing. Because by applying the CTL approach the teacher utilizes the real environment related to the daily life

of the students to process the students' knowledge and concepts found into long-memory memory so that the knowledge obtained by the students is meaningful and the students are able to construct the knowledge long with new knowledge so as to produce relevant new knowledge (Trianto, 2014: 141). The success of the learning process will be realized if there is an effort from the teacher to optimize and realize the actualization in the learning process that emphasizes the involvement of students in the learning activities because by doing so the teaching will realize and improve the skills of students and critical thinking, where students from experiencing, meaningful patterns of new knowledge and not just the teachers who give but here the students will also be accustomed to construct old knowledge with new knowledge the students get from observing the real learning environment and determine something useful that is not glued to the teacher-centered learning, as well as teachers should pay attention to contextual learning that will be used in accordance with the material that will be taught to the learning process goes well and the purpose of learning to achieve the target. From the gaps that occur in the current learning process, intends to conduct research by developing a book write narrative supplement-based CTL. Based on this, will be applied book-based narrative writing narrative CTL through contextual learning. According to Bogner (in Huda 2013: 37) learning can be defined as a reconstruction or reorganization of experiences that can value the meaning of the experience and improve the ability to direct the model of subsequent experience. Meaningful learning is a learning that is directly experienced by learners based on the learning experience and the surrounding learning environment, so the science they can't easily disappear from their memories. But in the process of learning in the classroom in addition to learning from experience and build student knowledge based on observations and observations made, teachers should pay attention to the quality of student learning. Educators need to open their awareness that the message education is not just delivering material but educating builds critical and creative abilities. Educators need to pass on culture to be meticulous, systematic, evaluative, analytical, flexible, and accept different ideas (Siswono, 2017 in FPMIPA IKIP PGRI SEMARANG). This learning model is based on constructivism view. Piaget assumes that in learning, learning that knowledge is self-built by the child in cognitive learning through interaction in the environment CTL approach can also challenge the mind and nuances of the puzzle for students so as to enhance curiosity, high activity and perseverance to always be involved in the learning

process Indonesian. It can also improve students' critical thinking skills through contextual pursuit. According to Pujiastuti (2014: 95) The Development of Integrative Thematic Classroom 1st Grade Student Oriented to the Critical Thinking Skills of Students, with the development of this integrative thematic textbook teachers can motivate the practitioners to develop textbooks as it will increase their knowledge and reverence in teaching. In addition to developing textbooks, teachers may also develop supplement books as a complementary book in the learning process. According to Mustaji, 2017 is not only the development of textbooks, but the development of learning tools and teaching materials can also improve the skills of critical, creative, and collaborative thinking, according to his research published in the journal of the journal volume 2. Based on preliminary observations conducted, in two different school institutions obtained data on SDN 1 Sumbermulyo as a limited test class as many as 26 students of class V critical thinking skills in writing low narration that is as much as 78.67% students score below KKM 70, this as evidenced by the documentation data, while the data obtained for the field test broadly the SDN 4 Sumberagung as many as 37 students with the results of critical thinking skills in writing low narrative almost equal to SDN 1 Sumbermulyo that is as much as 77.89% of students score below KKM 70. This needs to be improved by developing a CTL-based narrative textbook writing supplement to improve the critical thinking skills of grade V elementary school students. The study was conducted in three stages: individual trials were conducted on March 13, 2018, a small group trial on March 14, 2018, and field trials on March 15, 2018. Then the researchers conducted another study after the individual experimental trials March 29, 2018, small group trial April 2, 2018, and field trials on April 3, 2018. Here the researcher hopes that the development of the book of supplement writing narrative based on CTL learning will be more effective and creative and innovative because the CTL approach involves the students and can increase critical thinking and student independence in the learning process to gain meaningful information and learning experience. In addition, according to Hendratno (2016: 41), active learning can't be separated from a process that occurs contextually, that is a process appropriate to the situation and condition of learning. Therefore, further development in formal school learning is contextual learning (CTL) based on the conditions of space and time in which the learning process takes place

RESEARCH METHODS

This type of research is development research, development research serves to validate and develop the product. Validate the product, it means the product already exists, and the researcher only tests the 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 never before existed (Sugiyono, 2016: 28). In research the development of out put of a product designed, manufactured and evaluated with the aim of making the product, tools and models that can be used in learning. The model used in this research is the development model of ADDIE. According to Molenda (2003: 35) ADDIE is an abbreviation that refers to the main processes of the development process of learning systems are Analysis (analysis), design (development), Implementation (Evaluation), Evaluation (evaluation). The development of this model is developed systematically by using procedural development steps to produce a product. The development model of ADDIE is based on the consideration of the series of stages that are considered appropriate, easy to understand and in developing the product as be equipped with validation test and field trials. According to Molenda (2003: 36) ADDIE model consists of five stages: analysis phase (analysis) in the analysis phase usually includes the implementation of needs analysis, problem identification and formulate goals. In the development analysis phase identify the gap between current learner condition, such as knowledge, skill, and behavior with desired result. It is also important to consider the characteristics of the learner. Objectives, experiences and how this can be utilized in the learning process. At this stage the goal analysis is done in accordance with the needs achieved. Analysis of textbook supplement material should be done to determine the content of teaching materials that will serve as a textbook supplement material, as well as learning objectives to be achieved in learning Indonesian. Needs to be considered in this analysis are materials related to skill support as candidates for the next generation of education. Analysis of this material is done by describing every general purpose of learning Indonesian in the form of behavior or competence that must be achieved by students after completion of each unit of learning with the formulation of indicators in each basic competence. Design at this stage designs textbooks in such a way as to formulate general or special learning objectives and then develop test items or questions to measure students' progress and achievement of objectives that have been formulated, and lastly develop learning strategies. The development of blended learning is also designed with attention to the principles of message design in order to attract students' attention. Development (Development), the development stage includes preparing materials for learners and teachers in accordance with product specifications developed. At the development stage, developing products according to the material and objectives to be delivered in the learning, as well as other learning environments that will support the learning process, all must be prepared in this stage. Implementation (Implementation), the implementation stage includes the delivery or use of product development to be applied in the learning process that has been designed in such a way at the stage design. At this stage it begins by preparing instructor or instructor training, as well as preparing learning equipment and conditioned environment after it is available so designers can implement products developed into the learning process. Evaluation (Evaluation), at the evaluation stage includes 2 forms of evaluation that is formative evaluation carried out in research development this time that is evaluation formative in each phase of development that is subsequently made a revision to determine whether the product development is already valid to be applied in learning. In the evaluation phase, the designer evaluates the product development which includes the content / material, the developed learning media and the evaluation of the effectiveness and success of the developed media. In this step the developer clarifies the data obtained from the questionnaire in the form of responses from learners as well as responses to the competencies, knowledge, skills and attitudes that must be possessed by learners after following the lesson. If students experience change for the better then the learning is stated and if there is no change at all or decreasing the results achieved it needs to be repaired again. The subjects of this study are the students of grade V SDN 1 Sumbermulyo Banyuwangi as the experimental class of 24 students and SDN 4 Sumberagung Banyuwangi as a control class of 37 students. This research is conducted in the academic year of 2017-2018 in semester 2, the place used in this research are two elementary school institutions in Banyuwangi district, Pesanggaran sub-district in SDN 4 Sumbermulyo and SDN 4 Sumberagung. In this study research variable as follows contextual teaching and learning approach and critical thinking skills The operational definition is a statement about the conception of variables in research. Contextual Teaching and Learning Approach is a learning process that links the learning experience with the student's real environment so that they are able to

construct knowledge possessed with their new knowledge through critical thinking. Critical thinking is a mindset that produces new discoveries about relevant and accurate ideas and concepts. The research design of the supplement book development writing narrative with this model uses the step of developing the ADDIE model. The design of this study can be described as follows: Analysis, analysis stages consist of two stages: 1) performance analysis, development of skills analysis, knowledge needs analysis (need analysis), in this step needs analysis and learning problems in the language Indonesia by students in SDN 4 Sumberagung and SDN 1 Sumbermulyo Banyuwangi Regency in the form of relevant material, supplement book, learning model and study conditions. Design, at this stage the researcher makes the design of the book write narration supplement based on CTL to improve critical thinking skill of V grade elementary school student in such a way as to formulate general or special learning objectives. Next make the test items or problems used to measure the ability of students' concept understanding that has been formulated. The development of this supplement book is also designed to pay attention to the principles of message design to attract students' attention. Development at this stage the researchers compiled and engineered the supplement book with contextual learning model based on information that has been obtained from various stages before. Implementation, at this stage after preparing the supplement book, then the book will be validated first to the experts, namely the material / content experts, presentation experts, experts of graduation, and linguists. After validation and declared feasible, then the trial will be conducted on individual trials of small groups and field. In this field test in addition to using a questionnaire as a data collector, the development also held a learning process using a book that has been developed. Evaluation, in the last phase of this ADDIE model, the activities undertaken are evaluation of learning program and evaluation of learning result. The research step in this phase is evaluating students' critical thinking skill, analyzing teacher response and student response. Positive responses from both teacher and student teacher responses are the effects of the practicality and feasibility of the supplement book. And the improvement of competence in students is the impact of participation in the learning program and the feasibility of supplement book.

RESULTS AND DISCUSSION

The process of development research using ADDIE model is done through the ADDIE Model consists of five stages: analysis phase (analysis) in the analysis phase usually includes the implementation of needs analysis, problem identification and formulate goals. In the development analysis phase identify the gap between current learner condition, such as knowledge, skill, and behavior with desired result. It is also important to consider the characteristics of the learner. Objectives, experiences and how this can be utilized in the learning process. At this stage the goal analysis is done in accordance with the needs achieved. Analysis of textbook supplement material should be done to find out the content of teaching materials that will be used as a material supplement book, as well as learning objectives to be achieved in learning Indonesian. Needs to be considered in this analysis are materials related to skill support as candidates for the next generation of education. Analysis of this material is done by describing every general purpose of learning Indonesian in the form of behavior or competence that must be achieved by students after completion of each learning unit with the formulation of indicators in each basic competence. Design (Design) at this stage designs textbooks in such a way as to formulate general or special learning objectives and then develop test items or questions to measure students' progress and achievement of objectives that have been formulated, and lastly develop learning strategies. The development of blended learning is also designed with attention to the principles of message design in order to attract students' attention. The quality of the supplement book product is assessed by the validator team consisting of the material aspect validator, the presentation aspect validator, the language aspect validator, and the validator of the aspects of the graft. Each validator is a validator in the field. Product quality is evaluated from material aspect to get 87% average with very feasible category, presentation feasibility gets average percentage 88% with very feasible category, language feasibility gets average 86,25% with very decent category, and feasibility of obtaining graduation average 88% with very decent category.

Average comparison of Product Quality of Draf I by validator I and validator I

Table 1. Product Quality Draf I

Rated Aspect	Valida-tor 1	Valida-tor II	Per-centage Average	Category
Material	72%	74%	73%	Quite Decent
Presen-tation	72%	78%	75%	Quite Decent

Lan-guage	72,5%	72,5%	72,5%	Quite Decent
Graffiti	74%	76%	70%	Quite Decent

It can be seen that the average percentage of draft 1 supplement book from validator 1 and 2 on the material aspect of 73% with category is quite feasible, presentation aspect average percentage of draft 1 supplement book from validator 1 and 2 at 75% , the average language aspect of the percentage of draft 1 supplement book of validator 1 and 2 of 72.5% with enough decent category and on the aspect of graffiti obtained the average percentage of draft 1 book supplement from the validator 1 and 2 by 70% with enough category worthy to be seen on the draft product quality chart 1 supplement book.
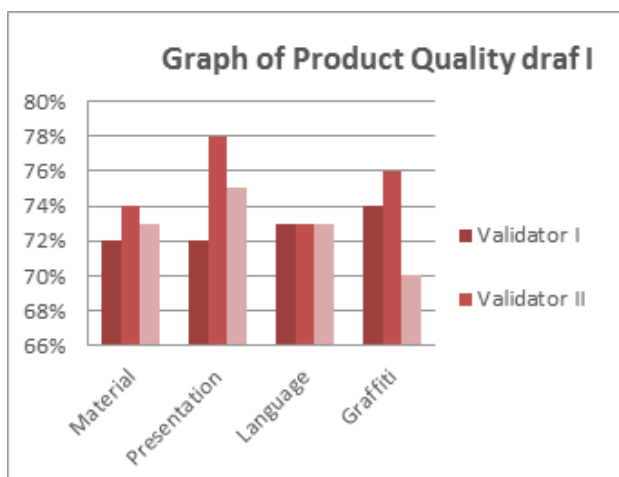

Figure 1. Graph of draft product quality I

Average Comparison of Draft II by validator I and validator II

Table 2. Product Quality Table Draft II

Rated aspect	**Valida-tor I**	**Valida-tor II**	**Per-centage Average**	**Category**
Material	88%	86%	87%	Very Fea-sible
Presen-tation	84%	92%	88%	Very Fea-sible
Lan-guage	82,5%	90%	86,25%	Very Fea-sible
Graffiti	86%	90%	88%	Very Fea-sible

It can be seen that the average percentage of draft 2 supplement book from validator 1 and 2 on the material aspect of 87% with category is very feasible, presentation aspect average percentage of draft 2 supplement book from validator 1 and 2 in equal to 88% , linguistic aspects average percentage of draft 2 supplement book from validator 1 and 2 equal to 86,25% with very decent category and in aspect of graffiti got average percentage of draft 2 book supplement from validator 1 and 2 equal to 88% with category very worthy of being seen on the draft product quality chart of 2 supplement books.
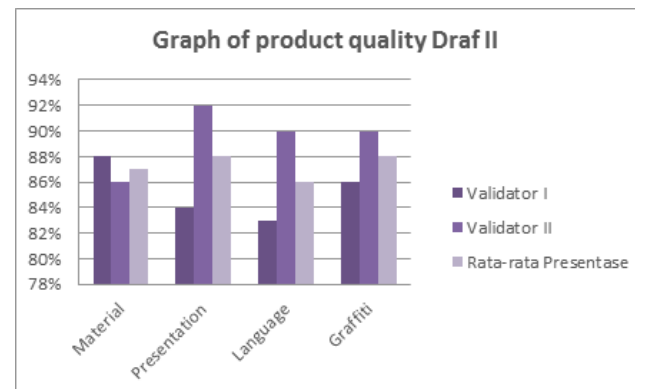

Figure 2. Graph of product Quality draft II

Table 3. Average of product quality draft I and draft I

Rated Aspect	**Draf I**	**Draf II**	**Aver-age**	**Category**
Material	73%	87%	80%	Very Fea-sible
Presen-tation	75%	88%	82%	Very Fea-sible
Lan-guage	72,5%	86,25%	80%	Very Fea-sible
Graffiti	70%	88%	79%	Feasible

It can be seen that the average percentage of draft 1 and 2 supplement book from validator 1 and 2 on the material aspect of 80% with category is very feasible, presentation aspect average percentage of draft 1 and 2 supplement book from validator 1 and 2 in equal to 82% with the category is very feasible, the average language aspect of the percentage of draft 1 and 2 book supplements from the validator 1 and 2 by 80% with very decent category and on aspects of graffiti in obtaining the average percentage of draft 1 supplement book from validator 1 and 2 by 79 % with eligible categories can be seen on the draft product quality chart 1 and 2 supplement book then ready for the test
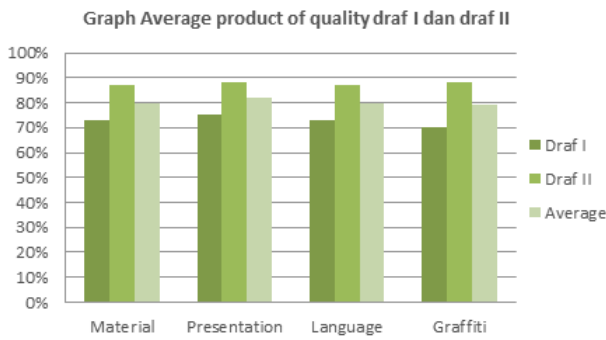
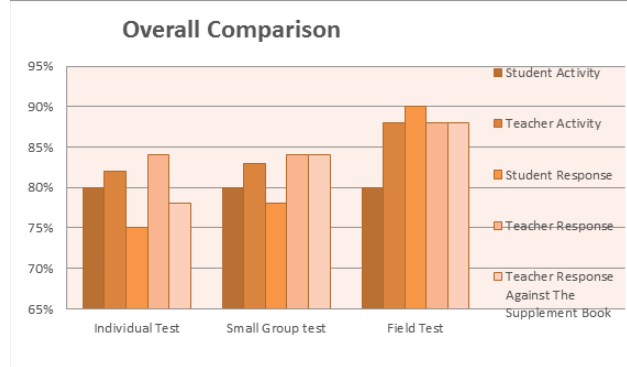Figure 3. Graph Average product of quality draf I dan draf II

1. Individual trials

Table 4. Individual Trials

Individual Trials	Percentage	Category
Student Activity	80%	Very Feasible
Teacher Activity	82%	Very Feasible
Student Response	75%	Feasible
Teacher Response	84%	Very Feasible
Teacher Response Against the Supplement Book	78%	Feasible

2. Small Group Trials

Table 5. Small Group Trials

Small Group Trials	Percentage	Category
Student Activity	80%	Very Feasible
Teacher Activity	83%	Very Feasible
Student Response	78%	Feasible
Teacher Response	84%	Very Feasible
Teacher Response Against the Supplement Book	84%	Very Feasible

3. Field Trials

Table 6. Field Trials

Field Trials	Percentage	Category
Student Activity	80%	Very Feasible
Teacher Activity	88%	Very Feasible
Student Response	90%	Very Feasible
Teacher Response	87%	Very Feasible
Teacher Response Against the Supplement Book	88%	Very Feasible

Figure 4. Graph overall comparison

Comparative calculations on the graph above as a whole there is a significant increase that is on individual tests, small group trials, and field trials. In individual trials and small groups the percentage is almost equal. For teacher activity equal to 84% and student activity equal to 80% while for field experiment activity of teacher equal to 88% experience increase 8% and for student activity equal to 80% did not increase. As for teacher response on individual testing and small group testing of 84% and teacher response in field trials of 87% increased by 3%. As for the students' responses on individual testing and small group testing of 78% and for field trials 90% increased by 12% with good category. Then for the teacher's response to the supplement book on individual trials and small group testing of 80% and for field trials increased by 8% to 88% with the category very suitable for use in the learning process in the classroom.

CONCLUSIONS AND SUGGESTIONS

The conclusion of the above discussion is the product quality seen from the material aspect obtained an average of 87% with very feasible category, the feasibility of presentation to obtain average 88% percentage with very feasible category, the language feasibility earned an average of 86.25% with very category feasible, and the feasibility of graduation earns an average of 88% on a very viable category. The quality of supplement book write narration based on CTL to improve students' critical thinking in terms of its use in class V SDN 1 Sumbermulyo Banyuwangi regency as individual test class as many as 6 students and small group test as many as 18 students with the result of student activities on 80% individual test very good criteria and student activity on small group test as much as 80% with very good criteria and student response on individual test as much as 75% with good criterion and student response on small group test as much as 77,5% with good criteria, teacher response for individual test as much as 83.63% with very good

criteria and teacher response for small group as much as 83,63% with very good criteria. Teacher activity on individual test is 82% with very good criteria and teacher activity in small group test as much as 83% with very good criteria. While for the field test in SDN 4 Sumberagung as many as 37 students with the acquisition of student activity percentage as much as 80% with very good criteria and the percentage of teacher activity as much as 88% with very good criteria. Student response on the field test as much as 90% with very good criteria and teacher response on the field test as much as 87.5% with very good criteria. Student learning outcomes at the time of pretest obtained an average value of 81.28% with 78.18% classical completeness. While student learning outcomes at posttest obtained an average value of 94.20 with the percentage of classical 96.21%. Some suggestions contained in the supplement book writing CTL-based narrations to improve students 'critical thinking skills can help teachers (teachers) in the learning process of students' critical thinking skills and supplementary books developed in this study can serve as a reference in generating other supplement books for learning tools.

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