
THE DEVELOPMEN OF TEXTBOOK SUPPLEMENTS BASED ON METACOGNITIVE STRATEGIES ORIENTED CHARACTER TO IMPROV THE SKILLS OF APPRECIATING THE LITERARY CLASS IV ELEMENTARY SCHOOL STUDENTS

Nurul Ipmawati¹, Bambang Yulianto², Hendratno³

*Pasacasarjana Primary Education State University of Surabaya
email: nurulipmawati@gmail.com*

Abstract

The advancement of education and rapid development of science and technology brings many negative impacts for Indonesia, one of which is the loss of morals, so the quality of education in Indonesia needs to be strengthened by maintaining the morale and character of the nation as well as the ability of the high-level thinking which is extraordinarily active. Character education is very important to form a superior and competent human resources in creating an educated and qualified Indonesia in science and technology. In order to realize a prominent Indoensian, the need for superior human resources by applying metacognitive strategies in learning is a high level of ability in improving the ability of appreciation of literary work of fourth grade students of elementary school in the form of product development of teaching supplement book. The purpose of this study is to measure the effectiveness of the development of textbook supplements based on metacognitive strategies oriented to grade IV elementary school characters. The subject of this research is the fourth graders of elementary school by using research type of 4D model development (define, design, develop, and disseminate). From this research, it is expected that students can improve their literary appreciation skills by applying character-oriented metacognitive strategy. Data collection techniques in this study include using the technique of validation, observation, questionnaires and tests.

Keywords: Metacognitive Strategies, Character, and Appreciation of literary work

INTRODUCTION

The progress of science and technology today is increasing rapidly and can't be separated from the interference of the successors of the Indonesian nation. This will bring Indonesia more shine and able to compete in a global society. Positive influence of the development of science and technology increasingly sophisticated one of them can help humans in the increasingly fierce and more difficult competition. In addition to bringing a positive influence, with the development of science and technology feared the successors of our nation became threatened weak character, moral, and personality because of the significant influences of various science and technology that are less useful especially among children, adolescents, adults or parents. This is very unfortunate if these developments even destroyed themselves as citizens of a moral Indonesia.

The diversity of the Indonesian nation is united with Indonesian Language, which is the language of unity for the Indonesian nation. With the development of the Indonesian language as a language of unity, in Indonesia must make a real contribution so that Indonesia must realize the importance of communicating with the Indonesian language properly and correctly.

Communication by using the Indonesian language properly and correctly can bring the identity of Indonesian citizens with dignity and virtuous noble

character. Communication is very important because with communication messages can delivered with a clear purpose and purpose

Literature is a work of art that speaks of the subject of life and life, of humanity and humanity using language as its medium, in accordance with the opinion of Rusyana in (Mustafa, 2016: 23) which states that literature is the result of human creative activities in the expression of his appreciation of life and life, about humans and humanity using language. Language and Indonesian Literature subjects oriented on the essence of language learning requires a standard of competence. Learning a language is learning to communicate and learn literature is to learn to respect human and human values, Yuwana (2007: 136). Education should be a tool of transformation of noble values of civilization, not only mechanical tools to give birth to smart students and mastering textbooks, but education that can instill the values of the characters so far. Character is a characteristic or characteristic possessed by everyone. The character of each person varies depending on where the origin and history of development or education and socialization that they live for this. Characters are formed because of the many influences that predominate themselves or the influence of the social environment they learn with whom they associate and play.

Not only that character in education became the foundation and initial foundation where the

personality of an individual will be in shape. In the local wisdom of regional culture the characters are used to preserve the local wisdom of culture and become personal identity as the nation of Indonesia. Armed with the results of existing information, a teacher must make innovations in learning to appreciate the literary work that is by using textbook supplement oriented to character-oriented metacognitive strategy. Using a textbook supplement that prioritizes character-orientation and metacognitive-based emphasizes teacher-dominated learning. So teachers play an important and dominant role in the learning process. Based on the textbook supplement that is oriented to the values of the characters, it shows that direct learning emphasizes teacher's role more than the students, so the textbook supplement with metacognitive strategy is more suitable for students at low level of analysis. From the results of the observations obtained, the researchers took a step by developing a textbook supplement-oriented character-based metacognitive strategy so that the learning process more interesting and easy to apply, then the analogies in the textbook supplement is exemplified directly and the process of doing activities with group learning. Supplementary book development can support the learning process of students in elementary school well, as a source of unique learning media because of its design and shape which is not like textbook but like comic book or fairy tale of children so that elementary school students who are still in the thinking stage of playing and thinking concretely will more interested. Government textbooks in the form of thematic books used in revised edition 2017 edition schools that have been analyzed by textbook design researchers less interesting and the materials presented are still limited so that it needs to be expanded and developed the material in the textbook from various reference blend of other textbooks so as to load the material and presentation that is weighted in the learning process in school. The textbook supplement to be produced by the researcher will be developed and packed as interestingly as possible with the quality of language, material and presentation that is more effective, efficient, practical, and easy to understand and studied by elementary students after validation from some validator and revised then validated again so that suitable applied to elementary school learning.

Development of this textbook supplement, researchers use metacognitive strategies in the process of developing teaching materials that are packed with interesting through metacognitive strategies. Also note that metacognitive strategies refer to knowledge and learning experiences.

Metacognitive is the ability to think where the object of thinking is the student itself. So in the process of developing this textbook will be in the design leads to experience and facts that occur in the daily life of students. In addition, metacognitive is an extraordinarily high-level thinking process, in which the students themselves will determine how to learn and determine their capacity for thinking through metacognitive strategies. Metacognitive is basically the sequential processes used to control cognitive and lethal activities that cognitive goals have been achieved. Metacognitive understanding itself is the process of analyzing the way of thinking when thinking of a problem, thinking where the object of thinking is self. So researchers are interested in using metacognit strategies in the development of supplement book as well as at the time of the process of applying textbook supplements to measure the effectiveness of metacognitive strategies and ongoing learning process can improve the ability to appreciate the fourth grade students' literature SDN Ketintang 1 Surabaya. Metacognitive strategy emphasizes the ability to think where the object of thinking is self so that the development of textbook supplements based metacognitive strategies will make students think actively and creatively through himself with teaching materials that are packaged in the form of textbook supplement-based metacognitive strategy to improve the ability cognitive and critical thinking of the students. Metacognitive strategy refers more to the knowledge and experience so that in the process of developing supplements the textbook will later make a more meaningful learning. Supplementary textbooks developed with metacognitive strategies are expected to bring students thinking into an extraordinarily active process so that the material is learned students can actually be stored in long term memory because the knowledge gained by students is built through itself and focuses on the sequential processes used to control cognitive activities and ensure that cognitive goals have been achieved that are poured in the form of textbook development based on metacognitive strategies. Metacognitive strategies process the analysis of ways of thinking when individuals think of a problem so that textbooks developed later on packed with material presented in the process of analyzing a problem that has good quality by developing students' knowledge for active thinking, creative, innovative, and imaginative. The development of textbooks based on metacognitive strategies has never been studied previously in Indonesian language learning, from several relevant studies that researchers read so far researchers are more likely to discover the influence of metacognif strategies on science and math lessons in junior and

senior high school, for learning Indonesian at primary schools, so the researcher is interested to develop textbook supplement based on metacognitive strategy on learning Indonesian in elementary school.

According to the basic competencies of the 2013 curriculum that will be developed with indicators of achievement of learning outcomes that have been made by the researcher is the skill to appreciate the low grade students' literature low is proven from the documentation data of literature appreciation value less than 73.89% students who get the value under KKM and need to be increased by using metacognitive strategies. The skills of literary appreciation can include four basic skills of language writing skills, reading, listening and listening so that by increasing the ability of literary appreciation can also increase the four skills of this language is achieved

RESEARCH METHODS

This study uses a qualitative-quantitative combination approach of sequential exploratory model. The sequential exploratory model is a combination research method that combines both qualitative and quantitative research methods. Selection of combination approach is caused in this development research required qualitative and quantitative data. Qualitative data to answer the formulation of problems about the development process, while the quantitative data to see the value or percentage of book product quality data. The product in question is a fourth grade textbook supplement for Indonesian language based on character-oriented metacognitive strategy. Type of research used in this research is research development. Research development is a study that uses strategies or methods to improve. This research is a process or steps to develop a new product or to improve the existing products that can be accounted for. This research design refers to Four-D Model. This development model consists of four development stages: define, design, development and disseminate. The defining stage (define) includes the End-End Analysis (Front-End Analysis) The final preliminary analysis is an analysis of the underlying issues encountered at the time of Indonesian language learning. The initial step in the initials analysis is to identify the underlying problem faced. This identification is done by observing lessons and discussions with classroom teachers. Both of these things are done to obtain information as complete as possible about learning Indonesian language. From that information then used as a reference in developing textbook supplements based on character-oriented metacognitive strategies for grade IV

Primary School. Student analysis aims to analyze the characteristics of students who have the ability, character and cognitive development are diverse. Activities included in the analysis of students is to describe the needs of students in learning Indonesian. This analysis is done with attention to the characteristics, and experiences of students, both groups and individuals. Characteristics of students include academic ability, age, motivation to lessons, experience, skills and so forth Concept Analysis, concept analysis is to identify the main concepts to be taught and then systematically arranged. From the results of concept analysis, the basic presentation of concepts will be studied in the fourth grade literature appreciation textbook supplement by using character-oriented metacognitive strategy. Task Analysis (Taks Analysis), task analysis is a procedural analysis conducted to identify the stages of completion of tasks in order to achieve basic competence. This analysis is also used to determine the design of learning. Task analysis includes understanding and tasks that will be performed by students in accordance with the subject matter and indicators. Learning Objectives Analysis, formulating learning objectives is the most important stage in learning activities. The purpose of learning is the direction or targets to be achieved in the learning activities. Learning objectives also provide the basis for educators in selecting learning models, learning methods, teaching materials and composing evaluation instruments. Analysis of learning objectives was conducted to formulate indicators of learning outcomes based on concept analysis and task analysis. The indicator is an elaboration of the basic competencies and core competencies that exist in the curriculum. Design stage includes the design phase, this textbook supplement is prepared and written in accordance with the requirements of BSNP 2007 that is to pay attention to the feasibility of the content, language feasibility, feasibility of presentation, and feasibility of graduation. Textbooks that have been written and compiled are draft I textbook supplements based on character-oriented metacognitive strategies. The next process of the draft textbook supplement I was given to the Validator Team for the feasibility test. The validation of this textbook supplement is validator from Indonesian language expert, graphic expert, and learning expert. Indonesian language expert validators will validate this textbook supplement in terms of Indonesian content and language eligibility. Expert field validators will validate the textbook supplements in this study in terms of feasibility of presentation and validator of the grafuka expert will validate the textbook in terms of feasibility of graft. Development stage,

developments, feedback and suggestions from validators are used to revise draft I. Based on input from validator of initial draft of textbook supplement result of revised development. The result of this revision is called draft II. Draft II is given back to the validator team for assessment. The result of revision in draft II is called draft III. Before the limited draft III trials were conducted, researchers prepared the lesson plans using character-oriented metacognitive learning strategies. The activity continued with a limited test of draft III (a fourth grade Indonesian textbook supplement based on character-oriented metacognitive strategy). The limited trial was conducted using the subjects of 10 students and 1 teacher. At the time of the experiment researchers observed the learning process and record the activities of teachers and students. After a limited trial, subjects were given a questionnaire to determine the response to the textbook used. After a limited trial conducted then analyzed. The analysis of the limited trial was completed and then tested widely. The trial was conducted in two study groups with 37 students and 1 teacher. Students in extensive trials have moderate and poorer abilities. This is done with the aim of obtaining valid data. Prior to subject learning tested to determine the initial ability of the subject. At the time of trial, researchers observed the learning process and recorded the activities of teachers and students. After extensive trials were conducted, tests were conducted to determine students' understanding of ongoing learning. Observations at the time of the learning took place, and test results were used as an analysis. Thus obtained the final model of the Indonesian language textbook supplement. The disseminate stage is the stage where literary appreciation supplement book is disseminated to 15 elementary schools in Wonokromo district, Surabaya. The scope and object in this study The problems discussed in this study are limited to the scope or the following: Supplementary textbooks developed will be tested for quality by validators, teachers and students. Assessment of the validator is judged on the appropriateness of the content or material, language feasibility, feasibility of presentation, and feasibility of the graduation. The development of this textbook supplement book is based on metacognitive strategy, the object of this study is the fourth grader of elementary school, the development of textbook supplement is limited to the theme 7 The beauty of diversity in my country with the emphasis of learning Indonesian language appreciate the short story short literary works. Instruments used in this study include data collection instruments for the development process of Indonesian class IV supplement book based on character-oriented metacognitive strategies,

data collection instruments for the quality of textbook supplement products developed in terms of products and terms of use in the classroom, including data collection instruments from the product aspect, and the collection of data in terms of its users. This study has several definitions of several definitions of terms to achieve commonalities in the understanding of writing, namely: The development process is the steps undertaken to develop textbook supplement based on the four D model that is define (definition), design (design), and develop (development). The textbook supplement based on character-oriented metacognitive strategy is the work of a textbook supplement book developed by applying metacognitive strategies, in the process of developing its textbook supplementation by learning the characters in it to become a habit in student life and building the nation's morale. Metacognitive strategy is a method or way in the process of analyzing the way of thinking when students think of a problem that has high quality thinking by developing students' knowledge for active, creative, innovative, and imaginative thinking. Character-oriented is a reference in the development of textbook supplements in book work with emphasis on the formation of attitudes, traits, traits, traits, which will become a habit and can be applied in everyday life. Skills to appreciate the literary work is a form of skill in interpreting, understanding, and taking the values and moral messages that exist in the literary work. The quality of textbook supplements is a textbook supplement product based on the quality of the product (in accordance with the material feasibility, presentation, language, and graffiti) and the quality of textbook supplements based on their use in class. The quality of the material is the content of the textbook supplement product based on material well-being, material accuracy, and valid learning support materials. Presentation quality is a textbook supplement product based on presentation techniques, presentation of learning, and completeness of presentation. The quality of language is the quality of textbook supplements based on conformity with the level of student development, communicative, and the integrity of the groove. The quality of graffiti is the quality of textbook supplements based on the standard book size, book leather design, and book content design. The activities of teachers and students are the activities undertaken by teachers and students during the learning taking place by using textbook supplements based on character-oriented metacognitive strategies. The response of teachers and students is the response of teachers and students to the use of textbook supplements based on character-oriented metacognitive strategies that have

been developed. Student learning outcomes are the achievement of learning objectives that are expected to include aspects of cognitive, affective, and psychomotor. In this case the expected learning result is the ability to use the Indonesian language in appreciating short stories. Data collection techniques used in this study are as follows. Data collection techniques to answer the first problem formulation is about the process of developing documentation techniques. In this research, documentation is used to collect data of development process of Indonesian grade 4 textbook supplement based on character-oriented metacognitive strategy. The data are processed in the form of KI and KD derived from the standard contents of the curriculum 2013. Data collection techniques to answer the second problem formulation is about the quality of textbook supplements from validator research and in terms of its use using the techniques of validation, observation, questionnaires, and tests. In detail can be explained as follows: validation is an action that proves the process / method can provide consistent results in accordance with predefined specifications. Validation is used to assess the quality of textbooks developed in grade IV Indonesia. Validation is done by the material / content experts, language, presentation, and graffiti . with referring to the validation sheet that has been provided. Observation is used to observe the learning process by using textbook of Indonesian class IV Primary School based on character-oriented metacognitive strategy. Observations were made to the activities of teachers and students during the learning process. Understanding questionnaires or questionnaires are used to obtain information from respondents in the sense of reports about his personality, or things he knows. In this research questionnaire is used to obtain data about responses and suggestions of improvement from the team validators (content, presentation, language, and graphics), teachers and students. Testing includes pretest and posttest, in accordance with indicators and learning objectives that have been prepared by researchers. Pretest is done before the learning begins with the aim to know the initial knowledge of the students and posttest is done after the learning activities. Activities of data analysis in this study include analysis on; 1. The process of developing textbook supplements based on character-oriented metacognitive strategies; 2. The quality of textbook supplements developed is seen from the quality of textbook supplements. The data analysis technique used in this development research is a quantitative-quantitative descriptive combination. Qualitative descriptive analysis This analysis includes data analysis of textbook

supplement development process at the defining and planning stage. This analysis is conducted to answer the first problem formulation, namely the development process of textbook supplement. Quantitative descriptive analysis, quantitative data analysis includes process data at the development stage. This analysis includes data analysis of validation results, student and teacher questionnaire data analysis, and data analysis of the results of textbook supplement implementation using the applicable assessment criteria

RESULTS AND DISCUSSION

The research development process using Four D model is done through 4 stages that have been modified. The defining stage includes (1) the analysis of the beginning by analyzing the fundamental problems encountered in the learning process in the IVA and IVD classes of SDN Ketintang 1 Surabaya related to the low skills of appreciating the literary works and the low character possessed by the students, (2) The student's analysis aims to analyze the characteristics of the students which has a variety of abilities, character and cognitive development. Activities included in the student's analysis are descriptions of the students' needs in learning Indonesian, (3) conceptual analysis undertaken by analyzing key concepts to be made on supplementary material-related books, (4) task analysis by assigning tasks in supplementary book related with metacognitive strategies to improve students' grade IV literary appreciation skills, (5) analysis of learning objectives, by determining the direction or targets to be achieved in the learning activities using the supplement book that is the translation of indicators that have been developed in accordance with character-oriented metacognitive strategies. The planning stage includes: (1) writing and preparing draft I supplementary book by compiling the material of literature appreciation supplement based on character-oriented metacognitive strategy and (2) validating draft I supplementary book to each validator.

Development stage is the final step of this research. The steps of the development process are revised the results of validation of draft I, validation II book supplement literature appraisal draft II, revision of draft II validation results, limited trials and extensive trials. 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 the material aspect of obtaining an average of

90% with very feasible category, the feasibility of the presentation gets the average of 94% percentage with very feasible category, the language feasibility gets the average of 96% with the category very feasible, and the feasibility of graduation get the average, average 92% with very decent category.

Table 1. Product quality

Rated aspect	Category	Percentage
Material	Very Feasible	90%
Presentation	Very Feasible	94%
Content	Very Feasible	96%
Graffiti	Very Feasible	92%

The quality of literature-based literature based supplementation books through character-oriented metacognitive strategies in terms of their use in class IV A and IV D in SDN Ketintang 1 Surabaya received very satisfactory criteria. Teacher activity during the learning process on a limited trial that is 92.24% with very good criteria. In wide experimental activity the teacher obtained an average percentage of 95.78% with excellent criteria. Teacher responses during the learning process on a limited trial that is 90% with very reasonable criteria, while extensive trials of 93.94% with criteria very feasible. Student activity on a limited trial gets an average percentage of 90.05% with excellent criteria. While in the broad trial get an average percentage of 92.65% with very good criteria. Student learning outcomes at pretest obtained an average score of 80.90 with 76.78% classical completeness. While student learning outcomes at the time posttest obtained an average value of 93.70 with the percentage of classical curiosity 93.78%. Meanwhile, the students' responses to the limited trials were 87% with a very reasonable criteria. While in the broad trial obtained an average percentage of 97.36% with very reasonable criteria

Table 2. Percentage trial is limited

Trial is Limited	Percentage	Criteria
Teacher Activity	92,24%	Very Good
Teacher Response	90%	Very Feasible
Student Activity	90,05%	Very Good
Student Response	87%	Very Feasible

CONCLUSIONS AND SUGGESTIONS

From the above discussion it can be concluded and suggestions as follows, namely the product quality viewed from the aspect of the material earn 90% average with very decent category, the feasibility of presentation to obtain average percentage 94% with very decent category, language feasibility earned an

average of 96 % with very decent category, and the feasibility of graduation earns an average of 92% with very decent category. The quality of literature-based literature based supplementation books through character-oriented metacognitive strategies in terms of their use in class IV A and IV D in SDN Ketintang 1 Surabaya received very satisfactory criteria. Teacher activity during the learning process on a limited trial that is 92.24% with very good criteria. In wide experimental activity the teacher obtained an average percentage of 95.78% with excellent criteria. Teacher responses during the learning process on a limited trial that is 90% with very decent criteria, while extensive trials of 93.94% with criteria very feasible. Student activity on a limited trial gets an average percentage of 90.05% with excellent criteria. While in broad trials get an average percentage of 92.65% with very good criteria. Student learning outcomes at pretest obtained an average score of 80.90 with 76.78% classical completeness. While student learning outcomes at the time posttest obtained an average value of 93.70 with the percentage of classical curiosity 93.78%. Meanwhile, the students' responses to the limited trials were 87% with a very reasonable criteria. While in the broad trial obtained an average percentage of 97.36% with very reasonable criteria. Some suggestions contained in the literature appreciation supplement book based on character-oriented metacognitive strategies can help teachers in the learning process of literary appreciation skills, and the supplement book developed in this study can serve as a reference in producing other supplement books for instructional tools .

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