



## Developing Thematic Textbooks based on Character Education at Elementary School

### İlköğretimde Karakter Eğitime Dayalı Tematik Ders Kitaplarının Geliştirilmesi

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**Abstract:** *The purpose of this research is to develop a textbooks thematic based on character education at elementary school. The model used in this study is the research and development model (R&D). Data collection include: interviews, observation, achievement tests (pretest-posttest), students responses, and documentation. The results can be concluded that: 1) students responses toward the textbooks development on preliminary field testing are 80.24%, and include in a good and feasibility category; 2) the students learning achievements on main field testing before and after the thematic textbooks utilization are increased. Also based on t-test show the result of 105,222. Eventually, it can be concluded that the developed textbooks is eligible for teaching learning.*

**Keywords:** *textbooks development, thematic learning, character education, elementary school*

#### INTRODUCTION

Basic education was held to develops attitudes and skill and provide knowledge and basic skills needed to live in a society. In addition, basic education as a receptacle prepare students in accordance with the requirement to follow secondary education. Basic education is also very important influential to the development of students. Mowsesian (2010, p.08) suggested that: "Education in elementary scools are defined as a step educate and gived lessons science to students in an educational establishment with the aim that students can have broad horizons , good behavior , and skill that develops.". At the age of students taught in various aspects of discipline, skills, and behaving and know the environment.

Richy (2012, p.489) says "The term education refers to broad function of preserving and improving the life of the group through bringing new members into its shared concerns. Education is thus a far broader process that that which occurs in schools. It is an essential social activity by which comunicaties continue to exist in complex comunicaties this function is specialized and institusionalize in formal education, but there is always the education outside the school whit wich the formal process in related". In addition, through education in elementary school students expected to socialize good with his friend, teachers, and the community. Because of that basic education very important for learners.

The statement revealed that elementary school need character education. Elementary school is basic education system to implanted good character. Development character is important given to human, character education for children should be covered as: (1) attitude; (2) behavior; (3) motivation; and (4) skill. Characters are needed all over the world to build a nation. So early on the character must be implanted in a child so that children do not fall into negative behavior.

Therefore, basic education is very important to form the character of children so as not to happen a moral crisis in the era of globalization. Strengthening the child's character is expected to have a better impact for the sake of the country's survival. There are many cases that threaten the country because of the lack of character and morale of the young generation. Like, the number of rebellions in various countries conducted by the younger generation.

Teenage population in America quite a lot, which amounted to 25% of the whole population of America. There are about 70 million people, Americans under the age of 17. Therefore, the possibility of crime among teenagers is quite large (UNESCO, 2005). According to the Office of Juvenile Justice and Delinquency Prevention (OJJDP), the most common case of juvenile delinquency is the case of abuse of alcohol and illegal drugs. About 53% of American adolescents are affected by the case.

Further, it is unlikely that the American public will support another major counterinsurgency effort this decade. The three major overseas counterinsurgency efforts of the last half century have all been expensive, bloody, and arguably failures. Despite America's reluctance to get involved in these complex internal struggles, the Pentagon cannot afford to ignore this aspect of warfare. The ongoing struggles in Africa, the Middle East, Central Asia and South Asia all show that insurgencies will continue to challenge governments. Some of those conflicts will take place in areas of strategic importance to the United States. Thus, the American government and the Pentagon in particular should carefully consider how to assist governments in those cases where it meets U.S. strategic interests (Garamone, 2013).

UNESCO (2005) suggest that the juvenile delinquency rate in Australia is higher than in the United States. This is a recent study by the Murdoch Children's Research Institute in Australia and the University of Washington. In the study known, 12.6 percent of Victoria teenagers have rough behavior, while 10 percent of Washington teens behave similarly. The main factors for the emergence of bad behavior for teenagers, among other problems at home and also the influence of alcohol and drugs.

To prevent the occurrence of the threat of state security as a result of the young generation as happened in the outside world, Indonesia anticipates early with the strengthening of national character through early education program. One of the indicators of the achievement of Indonesia advanced, independent, and fair in the construction of the next 20 years is the realization of Indonesian society that has high morals, ethics, culture, and are (Barnawi & Arifin, 2012, p.51). Character education in Indonesia perceived to considering development of the increases in fighting between students, and forms misbehavior teenagers other especially in large cities, extortion or violence (bullying), more the tendency domination senior to junior, phenomena Bonek supporters, using drugs, and others.

The rise of misbehavior students that occurred in Indonesia has quite prove that concern about the nation as hedonism eroded as glory hedonism in the middle of the current globalization are more rapidly. So it is important to the character education in any activity learning. According by Aisyah (2014, p. 205) that the: "In the implementation of character education in the academic cultural perspective, character education is not placed to stand alone, but "assimilative".

The teacher candidates' attitude towards reading books about environmental issues is an important factor for determining environment educational needs of teacher candidates but there is very little study on this issue in our country (Kahyaoglu, 2011, p.01). Teachers have an important role affecting character of students.

Therefore, education must be managed properly in order to produce quality graduates to face the world with a variety of challenges and problems and can produce graduates of noble character, it has the skill and intelligence, high creativity as well manners of behaving and communicating, honesty, self-discipline and has a high responsibility, or in other words, education should be able to carry out the mission of development and the formation of character (character building) so that in the end will produce graduates who are able to participate in nation-building and successful without leaving the noble character that has been formed previous. In addition, strengthened in the National Education Minister Regulation No. 23 of 2006 on Graduates Competency Standards where:

"competencies of graduates should be achieved in education at all levels of schools related to character education includes the following points: (1) practicing religion professed in accordance with stage of adolescent development; (2) showing a confident attitude; (3) complying with the social rules that apply in the wider environment; and (4) respecting for diversity of religion, culture, ethnicity, race, and socioeconomic groups nationwide".

To support this case, then it seems necessary to have an education system that has comprehensive learning textbooks as well as supporting the right implementation of character education teaching, especially in elementary schools, to help, develop and provide early characters education to the students as the future generation of Indonesia, in order to support the success of students in school learning.

There are many factors supporting the accomplishment of learning, one of them is learning textbooks. Learning textbooks is a crucial component in every teaching learning, besides its main function as learning media, it also can help students in learning activities. Learning textbooks is subject textbooks arranged completely and systematically based on the learning principles used by teachers and students in teaching learning process (Sungkono, 2009, p. 50). Learning textbooks which supports independent students learning is a textbooks. APEID (1976) a textbooks was defined as a set of learning opportunities organized around a well defined topic which contains the elements of instruction, specific objectives, teaching learning activities and evaluation (Padmapriya, 2015, p. 44). Textbooks is a learning textbooks which is learnt by students with different learning time ability (Kurniawati, 2013, p. 10). One of the characteristics of textbooks is self-instructional; it is a state where the students are able to learn by themselves without guiding from teachers (Depdiknas, 2008, p. 4). Therefore, it is hoped that through developed textbooks, the students can learn independently.

Teaching book used some textbooks which too wide and it is not based on the state of around students, so there is some textbooks less relevant to the daily life students at present. Teaching book has been colored but the colors used less attractive, to make students was feeling fast bored and less interested read it. Evaluation in each end sub themes not maximum, many scope of textbooks has not listed yet in the questions of this evaluation.

Related to this above, so there needs to be the development of learning not only oriented on the cognitive students, but also touched other aspects such as the development of character education in elementary school. According by Opera and Oguzor (2011, p.66) that "Instructional textbookss are the audio visual textbookss (software/hardware) which can be used as alternative channels of communication in the teaching-learning process". Textbookss teaching is a source of learning in the form of visual and audiovisual that can be used as alternatives on channel of communication in a learning process.

One source of learning in according above criteria is the development of teaching textbooks thematic based on character education. Teaching textbookss had a role as a supplement or supporting books for learners to learn independently without assistance teachers. In addition, teaching textbookss used as appendages source of learning students to book teachers and students book existing.

The development of textbooks chosen were based on learning thematic character education which rests on the theory contextual. In theory contextual learning will meaningful when associated with daily life. Teaching textbookss will be made possible by showing illustration in daily events containing the character education. In addition, in every the theme lessons also would be related to elements character education. So that there will be reciprocal between learning thematic with character education.

The development of the textbooks that related to the above criteria is the development of learning essays writing textbooks based character education. The textbooks act as a supplement or supporting books for students to learn independently without teacher's assistance. Moreover, the textbooks are used as a complementary source of student learning towards the previous teachers and students' books. The textbooks will be made as attractive as possible by showing an illustration of daily events that contains elements of character education. Moreover, essay writing textbooks will also related to the elements of character education. So there will be tradeoffs between learning to write essays with character education.

Based on the explanation above, the purpose of this study was to determine the stages of development of learning textbooks write essays based character education at the fourth grade elementary school students. The purpose of this stage is to develop a prototype (an early draft) textbooks that have been validated by experts and also a reviewer into learning textbooks write essays based character education in the fourth grade students of elementary schools which

include: 1) describe the results of prototype development (an early draft) textbooks into learning textbooks thematic based character education according to an expert assessment; 2) describe the results of the development and improvement of learning textbooks write essays based on a character education at fourth grade students according to preliminary field testing.

## METHOD

The model of this research is the research and development of Borg and Gall (2003, p. 571) as modified by Sukmadinata (2013, p. 164) into three steps, namely: (1) Preliminary Study/ Study of Exploration Stage; (2) Stage of Product Development; (3) Product Testing Stage. The products development stage include: (1) preliminary field testing activities which were conducted over 6 students in SDN Mangkubumen Kulon No. 83. The data obtained through observation and questionnaires were then analyzed; (2) The second product revision, revision was based on preliminary field testing activities; (3) main field testing activities were conducted in SDN Tegalayu No. 96 and SDN Purwotono No. 97; (4) The third product revision was based on test results using the product of learning essay writing textbooks based character education in the fourth grade elementary school students in the main field testing.

Data collection techniques in this study are using interviews, observation, achievement tests (*pretest-posttest*), student responses, and documentation. Data analysis techniques used are the analysis of qualitative and quantitative data. Analysis of qualitative data derived from the results of the students' responses, while the quantitative data obtained from the results of main field testing; scores of pretest and posttest from students essay writing results as consideration for the improvement of the draft next textbooks. Testing data on main field testing stage design is using *one group pretest-posttest* of Sugiyono (2015, p. 500). Furthermore, to determine the significance level the learning textbooks influence before and after the learning, student learning results are, then, tested by using t-test.

Main field testing stage produces last draft output of the learning textbooks essay writing based character education in the fourth grade of elementary school students who have been revised and has the following specifications: (a) the cover page; (b) francis page (the page); (c) the preface; (d) a table of contents; (e) the introduction, contains a description of the textbooks, instructions for use textbooks, the ultimate goal and the grain content of the textbooks; (f) the learning textbooks contains about thematic learning four theme is kinds of workers (g) a summary of the textbooks; (h) the exercise or assignment; (i) evaluation; (j) instructions answer key; (k) evaluation rubric; (l) references.

## RESULTS

### Preliminary field stage

This stage is employed to know the utilization of character education based textbooks development on learning thematic. Students' responses on preliminary field stage toward learning using draft II of the product being developed are presented on the following Table 1:

**Table 1.** *The Frequency Distribution Of Preliminary Field Stage*

No	Criteria	Aspek							
		Textbooks		Sentences Clarity		Textbooks Presentation		Physical appearance	
		F	%	F	%	f	%	F	%
1	Least	0	0	0	0	0	0	0	0
2	Less	0	0	0	0	0	0	0	0
3	Adequate	11	36,67 %	1	8,33%	3	12,5%	2	11,11%
4	Good	18	60 %	8	66,6%	14	58,33%	14	77,78%
5	Very good	1	3,33%	3	25%	7	29,17%	2	11,11%

In addition to students' responses toward textbooks, the researcher also obtains the final scores of thematic learning that are gained by students on preliminary field stage which presented in the following Table 2.

**Table 2.** *The Data Of Preliminary Field Stage Scores*

<b>Interval</b>	<b>f</b>	<b>Percentage</b>
36 - 45	1	16,67%
46 - 55	2	33,33%
56 - 65	2	33,33%
66 - 75	1	16,67%
<b>Total</b>	<b>6</b>	<b>100%</b>

Entirely, students' responses toward the development of character education based development on learning thematic on preliminary field stage are good. Yet, there are some students that look confused on the content of textbooks and there are some mistakes that students find dealing with typing and printing errors.

### **The main field testing**

The main field testing was carried out on 22<sup>nd</sup> up to 24<sup>th</sup> November 2017 in SDN Tegalayu No. 96 with 9 students and SDN Purwotomo No. 97 with 9 students, so that the overall students of main field testing are 18 students with low, moderate and high capability category. This stage is aimed to determine whether this character education based textbooks development on learning thematic has positive effect for further quality improvement so that the textbooks is ready to use in a larger scale.

The data of students' result learning which are obtained from pretest and posttest are presented in the following Table 3:

**Table 3.** *The Data Of Pretest Scores*

<b>Interval</b>	<b>f</b>	<b>Percentage</b>
26 - 30	6	11,32%
31 - 35	7	13,21%
36 - 40	7	13,21%
41 - 45	7	13,21%
46 - 50	7	13,21%
51 - 55	7	13,21%
56 - 60	7	13,21%
61 - 65	5	9,42%
<b>Total</b>	<b>53</b>	<b>100%</b>

Based on the table 3 above, the result of students' pretest scores with 53 students shows that the highest score achieved is 65, the lowest score is 30 and the students' mean score is 47,17. The number of students who obtain scores with the range 26 - 30 are 6 students, scores between 31 - 35 are 7 students, scores between 36 - 40 are 7 students, scores between 41 - 45 are 7 students, scores between 46 - 50 are 7 students, scores between 51 - 55 are 7 students, the range 56 - 60 is 7 students and the scores in the range 61 - 75 are 5 students.

Based on the table 4 above, the result of students' posttest scores with 53 students shows that the highest score achieved is 100, the lowest score is 65 and the students' mean score is 82,64. The number of students who obtain scores with the range 61 - 65 are 5 students, scores between 66 - 70 are 6 students, scores between 71 - 75 are 6 students, the range 76 - 80 is 9 student, the scores in the range 81 - 85 are 8 students, scores between 86 - 90 are 7 students, the range 91 - 95 is 8 and student who obtains scores between 96 - 100 is four student.



**Table 4.** *The Data Of Posttest Scores*

Interval	F	Percentage
61 – 65	5	9,43%
66 – 70	6	11,32%
71 – 75	6	11,32%
76 – 80	9	16,98%
81 – 85	8	15,09%
86 – 90	7	13,21%
91 – 95	8	15,09%
96 – 100	4	7,55%
<b>Total</b>	<b>53</b>	<b>100%</b>

The data of hypothesis testing result on pretest and posttest data are described in the following Table 5

**Table 5.** *The Result Of Hypothesis Testing On Pretest And Posttest Data*

Variable	$t_{hit}$	$t_{(0,05;52)}$	Decision
Pretest Posttest	105,222	2,007	Different ( $H_0$ is rejected)

Based on table 5 above, it shows that t test on pretest and posttest,  $t_{obs} = 105,222$  dan  $t_{(0,05;52)} = 2,007$ , thus  $t_{obs} > t_{(0,05;52)}$  that  $t_{hit} \in DK$ ,  $H_0$  is rejected. It shows that the textbooks of character education based thematic learning developed can be utilized as learning activities.

Some feedbacks given by students toward textbooks appearance are to print clearer, to have bigger writing font, and some error typing that needs to prepare. On the whole, students consider that the textbooks is good and able to help students learning autonomously.

## DISCUSSION

### Preliminary field stage

Learning quality at least having some indicators, the challenge, fun, encourage exploration, give their experiences, and develop skill think (Hidayatulloh, 2009, p.98). The thematic learning associated with daily life students reduce the essence from the theme learning itself. Because an idea or imagination learning theme usually obtained from experience daily life students.

Textbooks are thematic to suit the needs of teachers and students. Textbooks thematic developed expected to be more fun and increase enthusiastic students in learning writing narrative. Textbooks thematic developed and expected to minimize verbalistic such as one found in the text by giving illustration event participants students in the daily activity. In addition, character education will also contained in teaching textbooks by displaying some activity and illustration of attitude and character that can be done students.

Students responses as revealed above will not occur if the researcher does not consider the components included in the textbooks. In addition to facilitate students learning, the textbooks being developed also contains the value of education character. Riyadhhi say that “to produce learning textbooks which is able to portray its function and role in effective learning, the textbooks needs to be designed and developed by observing some elements, namely: format, organization, attractiveness, font size, a blank space, and consistency” (2009, p. 7).

Based on the result of students’ responses described in Table. 1, it is concluded that the textbooks developed by researcher is in good category. However, although getting good judgments, there are some feedbacks for the textbooks betterment namely the improvement on some typing errors and the lack of image clarity on the textbooks. After the improvement of

stage II, the textbooks revision results draft III textbooks which is then tested in larger scale that is main field testing.

### **Main field testing**

In this stage, before being given the learning textbooks of character education based thematic to learn, the researcher conducted pretest to know the initial ability before using textbooks. After that, the students are given textbooks and explained the procedures of using textbooks. Then, students are allowed to learn the textbooks and discuss with other students. Furthermore, after learning the textbooks, students are given posttest to examine the use of textbooks in learning thematic.

In addition to give pretest and posttest, students are also given instrument sheet of students' responses to find out students' responses toward textbooks given. Based on the pretest and posttest result, it shows that there is improvement on students' mean scores as 75,20% from 47.17 in pretest to 82.64 in posttest score. The result of hypothesis testing on pretest and posttest score shows that,  $t_{obs} = 105,222$  and  $t_{(0,05;52)} = 2,007$ , therefore  $t_{obs} > t_{(0,05;52)}$  that  $t_{obs} \in DK$ , thus  $H_0$  is rejected. It shows that the learning textbooks character education based writing essay which is developed is effectively used in learning activities.

Besides, the result of students' responses shows that students respond well to the textbooks being developed. Students are interesting to learn with the textbooks for the different display textbooks from the textbook they have, meanwhile textbooks designs are colorful and have so many images that make students happy to learn. Although overall students respond positively to the learning but some students have difficulty in using the textbooks in learning, this is because students feel that the textbooks presented in the textbooks is difficult to understand. It is due the different characteristics and traits students have. There are students who have faster and lower thinking process in comprehending the learning textbooks.

These cases may occur since the students' academic abilities are different from one another, so that their ability to understand textbooks will be different. Thus, there are some improvements to consider namely some of typing errors and lack of writing clarity. The integration of the character education values in the textbooks also increases students' encouragement to learn to people with good characters. This is in line with the following definition of character; character is a quality or strength mental or moral, morals or individuals' attitude which is a special personality that leads boosters and actuators, as well as differentiating with other individuals (Hidayatullah, 2010, p. 16). The textbooks being developed is used as media for teachers and students to create a fun learning and provides opportunities for students to be independently active learners. Gultekin (2014, p.727) that the trends related to elementary school programs are; integrating information and communication technologies into classrooms, giving primary importance to group work and independent learning.

## **CONCLUSION AND RECOMENDATION**

Based on the conclusion of research and development of thematic teaching materials based on character education in the fourth grade students the implications can be taken namely theoretical implications and practical implications. For theoretical implications, the first results of this research and development indicate that the textbook thematic based on character education are effectively used in thematic learning. The development of this resource can help to overcome the limitations of the existing teaching material, especially the thematic theme of the four "Various Occupations". Second, the results of this study can enrich general reader information about the research and development of textbook thematic based on character education in fourth grade students. Third, for other researchers, this research can be a reference and additional information and encourage other researchers to conduct research and development of other teaching learning materials.

Practical implications, firstly, the teaching materials that have been developed will provide practical contributions, especially for learners in the thematic learning process In addition to facilitate learners in learning, these teaching materials can also improve the effectiveness and

improve learning outcomes. Secondly, this resource will facilitate learners to learn independently at the speed of their respective understanding without having to always rely on textbooks. Third, this resource contains the values of character education that is integrated in every learning activity. With the content of the values of character education can help and develop and provide the provision of character to learners as the next generation of the nation. Furthermore, the logical consequences of the development of learning products in the form of teaching materials is implicated to students and teachers as input and consideration materials in order to enrich the variation of thematic teaching materials.

Based on the finding and discussion above, it is concluded that: students' response toward the textbooks being developed in preliminary field stage is 82.42% including in good and appropriate to use. The textbooks final product developed by researcher has colorful design with a lot of images illustrations and contains character education. Besides, based on the main field testing shows that the t test of pretest and posttest have a significant result that is 105,222. It shows that the learning textbooks of character education based thematic developed is effectively used in learning thematic activities.

In addition, the results are also recommended for teachers and other researchers. For Teachers, textbook thematic based on character education for the fourth grade of elementary school is suggested to be utilized by teachers more widely and more optimally in the learning process. Utilization of products developed by researchers in the form of theme textbook thematic based on character education can help teachers to be able to develop teaching materials with themes or other materials.

For other researchers, the result of developing textbook thematic based teaching materials for the fourth grade of elementary school is expected to be disseminated in other schools, especially fourth-grade primary schools and not just in one city, but in other city or district primary schools. The results of this research and development can be used as a reference to develop similar research by adding variety of material and design teaching learning materials. Other researchers should understand the characteristics of the material, learning models, and characteristics of learners so that later expected to get a better teaching learning materials.

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