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THE DEVELOPMENT OF LITERATURE STORY BOOKS FOR THE ALTERNATIVE BASIC FOUNDATION TO INTEGRATE TEMATIC INSTRUCTIONAL FOR THE FIRST GRADE OF ELEMANTARY STUDENTS

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ABSTRACT

Indonesian elementary school Curriculum 2013 states on tematic instructional which should integrate many subjects. The morality education is presented bigger than the knowledge education. The aim of this research is to improve the literature story book for alternative basic foundation to integrate tematic instructional for the first grade of elementary students. The six literature story books which are developed are (1) Roro Joggrang, (2) Danau Toba, (3) Bawang Merah dan Bawang Putih, (4) Maling Kundang, (5) Burung Kakak Tua dan Semut, and Kancil dan Siput. The development of the six literature story books are focused on the (1) content area of the story, (2) the language of the story, and (3) the ilustration of the story books. The result of the six literature story books is valid. Because all of the literature story books have got the score above 87, 38%. It is hoped the teachers in the elementary school can create another media to be the basic foundation to integrate tematic instructional for the first grade of elementary students.

Key Words : Literature Story book, Alternative Basic foundation, Integrated Tematic Instructional

INTRODUCTION

Basic Education Curriculum 2013 in Indonesia is based on integrated thematic learning by focusing on core competence such as: 1 spiritual, 2 social, 3 knowledge and 4 skill. The characteristics of elementary education are coherence, integration, purposiveness, and authenticity. The integration and combination of learning contents are put under the same theme along with various sub-themes consisting of different subject matters. Curriculum 2013 emphasizes the aspect of moral and spiritual, while the knowledge aspect is only available in small percentage.

In order to effectively build the moral and attitudes of the learners, each learning activity will be based on aesthetical and behavioural value. Integration, context,

authenticity, and purposiveness of learning activities can be presented through storybook. Language competences of the students, including reading, writing, listening, and speaking competence, can be developed by actively engaging the students with the storyline. The students will not simply be able to enhance their language competences by learning the principles of the target language; instead, the students are required to directly use the target language. Jonson D Terry and Loise Daphne R (1987: 2) stated that “*Children increase their ability to use language by becoming involved with language*”.

Based on the books, students can do various language activities such as (1) identifying letters, (2) doing shared reading, (3) writing the most interesting part, (4) playing drama in a fun and interesting way. The story makes it easy for the teacher to create a combination of curriculum content in a thematic and integrated way and develop its moral content for the students' character building. Reading a literature work opens an opportunity for the students to read aesthetically. Cox and Many in Cox 1993 stated that aesthetic reading opens up wolds of possibilities for teaching with literature.

Big Book is one of the story books that can be used in theme-based learning as it consists of storyline written in large font and large, colourful illustration, thus can be classically attractive to elementary students.

The objective of the literature books development is to describe literature book that can be used as learning material for first grade students of elementary school. The descriptions used to combine different subjects in theme-based learning for first grade students are including (1) the content of the story, (2) language mechanics, and (3) illustration.

RESEARCH METHODS

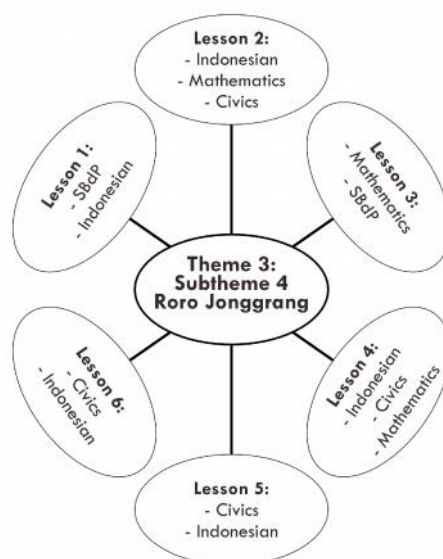
The method used in developing literature book is descriptive qualitative approach, which can be used to describe these related matters: (1) the area of story content in regard with the mental age of first grade students, (2) language mechanics in regard with the language development of first grade students, and (3) storybook illustration to meet the interest and preference of first grade students.

In general, the research design used in this study is based on Research and Development (R&D) found by Borg and Gall (1979), which steps are including (1) research and information collecting, (2) planning, (3) developing preliminary form of the product, (4) preliminary field testing on limited scale, (5) preliminary product revision, (6) main field testing, (7) main product revision, (8) operational field testing on wider scale, (9) final product revision as suggested by the result of operational field testing, (10) revision and distribution. In this study, the researcher only apply and modify some of those steps.

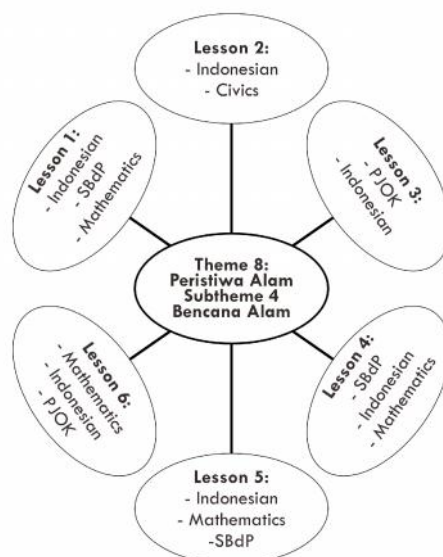
RESULT AND DISCUSSION

The six of the literature story books which are developed based on the development of first graders from the aspect of content, language and ilustration pictures. Meanwhile the story of Roro Jonggrang can be used to mix various lessons in theme 3 “**My Activity**” Subtheme 4 “**Activity at Night**” with two lessons, which are (1) lesson 1; SBDP and Indonesian, (2) lesson 2; Indonesian, Mathematics, and Civics. (3) Lesson 3; Mathematics, and SBDP (4) lesson 4: Indonesian and Civics, (5) lesson 5: Mathematics and PJOK (5) Lesson

6; Civics and Indonesian. The following chart is a mind map of lesson content distribution which is integrated with a basis of literature story of Roro Jonggrang. Next the spread of learning content will be grouped as follows:

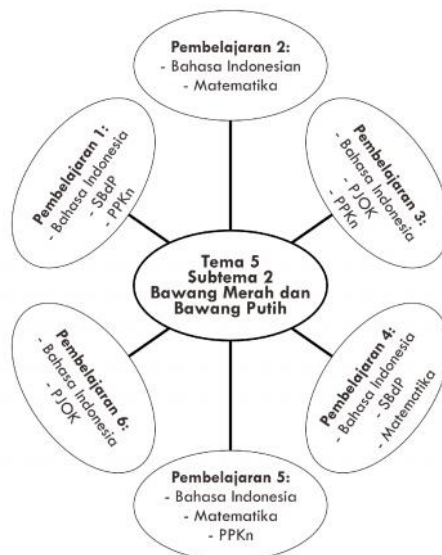


The story of Danau Toba can be used to mix various lessons in theme 4 “**Natural Evens**” Subtheme 4 “**Natural Disaster**” with six lessons, which are (1) Indonesian, SBdP, and Mathematics, (2) lesson 2; Indonesian and Civics, (3) lesson 3; Indonesian and PJOK, (4) lesson 4: Mathematics, Indonesian, and SBdP, (5) lesson 5: Indonesian, Mathematics, and SBdP, (6) lesson 6: Mathematics, Indonesian, and PJOK. The following chart is a mind map of lesson content distribution which is integrated with a basis of literature story of Danau Toba. Next the spread of learning content will be grouped as follows:

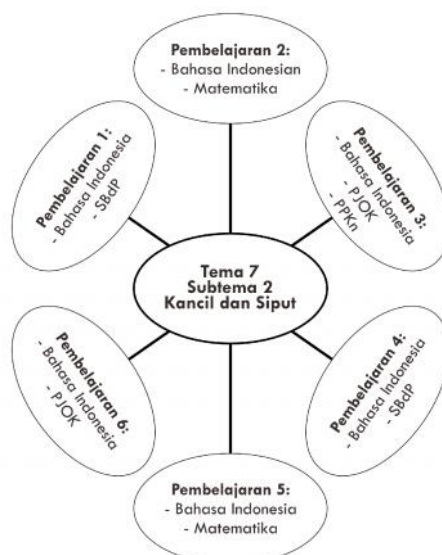


The story of Bawang Merah and Bawang Putih can be used to mix various lessons in theme 5 “**My Experience**” Subtheme 2 “**Experience with Friends**” with six lessons, which are (1) lesson 1; Indonesian, SBdP, and Civics, (2) lesson 2; Indonesian and Mathematics, (3) lesson 3; Indonesian, Civics, and PJOK, (4) lesson 4: Mathematics, Indonesian, and SBdP, (5)

lesson 5: Indonesian, Mathematics, and Civics, (6) lesson 6: Indonesian and PJOK. The following chart is a mind map of lesson content distribution which is integrated with a basis of literature story of Danau Toba. Next the spread of learning content will be grouped as follows:

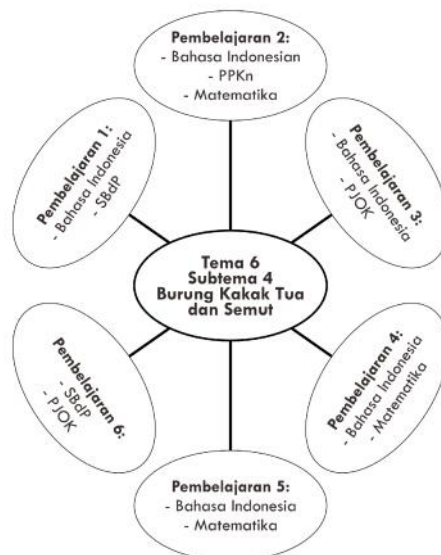


The story of Kancil dan Siput can be used to mix various lessons in theme 4 “**My Family**” Subtheme 1 “**My Family Members**” with six lessons, which are (1) lesson 1; Indonesian and SBdP, (2) lesson 2; Indonesian Civics, and SBdP, (3) lesson 3; Indonesian, Mathematics, and PJOK, (4) lesson 4: Mathematics, Indonesian, and Civics, (5) lesson 5: Indonesian and Mathematics, (6) lesson 6: Indonesian, PJOK, and Civics. The following chart is a mind map of lesson content distribution which is integrated with a basis of literature story of Danau Toba. Next the spread of learning content will be grouped as follows:

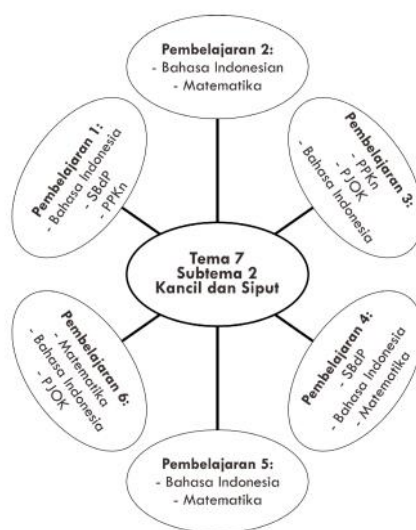


The story of Burung Kakak Tua dan Semut can be used to mix various lessons in theme 6 “**Lingkungan Bersih, Sehat dan Asri**” Subtheme 2 “**Bekerjasama menjaga kebersihan dan kesehatan**” with six lessons, which are (1) lesson 1; Indonesian, Civics and SBdP, (2)

lesson 2; Indonesian Civics, and Mathematics, (3) lesson 3; Indonesian, and PJOK, (4) lesson 4: Indonesian and SBdP, (5) lesson 5: Indonesian and Mathematics, (6) lesson 6: Mathematics and PJOK. The following chart is a mind map of lesson content distribution which is integrated with a basis of literature story of Danau Toba. Next the spread of learning content will be grouped as follows:



The "Mouse Deer and Snail" fabel literature big story can be used in combining different subject matter on Theme 7; Object, Animal, and Plants with Sub-theme 2: Animal in my surrounding consisting of learning activities 1-6 . Those are Lessons: Indonesian language, Art and culture education (SBdP) and Civics Education. Lessons 2: Indonesian language and mathematic, Lessons 3: Civics Education, Physical Education and Indonesian language. Lessons 4: Art and Cultural Education (SBdP) and Indonesian language. Lessons 5: Indonesian language and Mathematic. Lessons 6: Mathematic, Indonesian language and Physical Educationan.



The result of the six literature story books validation is shown as follow.

| Judul Cerita Sastra | Kelayakan Isi Cerita Sastra (%) | Kebahasaan (%) | Ilustrasi (%) | Rata-rata Skor (%) |
|-------------------------------|---------------------------------|----------------|---------------|--------------------|
| Malin Kundang | 90.00 | 85.71 | 88.33 | 88.02 |
| Roro Jonggrang | 90.00 | 85.71 | 91.67 | 89.13 |
| Bawang Putih dan Bawang Merah | 91.67 | 89.29 | 86.67 | 89.21 |
| Danau Toba | 86.67 | 89.29 | 83.33 | 86.43 |
| Kancil dan Siput | 88.33 | 85.71 | 90.00 | 88.02 |
| Kakak Tua dan Semut | 85.00 | 82.14 | 83.33 | 83.49 |
| Rata-rata Total | 88.61 | 86.31 | 87.22 | 87.38 |

Based on result of validation, The Malin Kundang literature story book has got 88, 02%, The Roro Jonggrang Literature story book has got 89, 13%, The Garlic and Onion literature story book has got 89, 21%, Toba Lake literature story book has got 86, 43%, The Mouse Deer and The Snail literature story book has got 88, 02%, The old sister birds and ants literature story book has got 83, 49%. Because all of the literature story books have got the score above 87, 38% so the conclusion is valid and all of the literature story books can be used to be the alternative basic foundation to integrate thematic instructional for the first grade of elementary students. The moral instruction can be easy to applied.

Elementary age students are in concrete operational development stage. Students will easily understand if the learning is presented concretely. Piaget (in Desmita, 2009: 25) states that cognitive development occurs during four stages, namely sensorimotor, preoperational, concrete operational and formal operational. First grader of primary school child is still in the development of concrete operational level. Piaget (in Desmita, 2009: 98) states that during the stages of cognitive development of children aged 7-11 years who are in elementary age levels, the child can think logically about concrete events and classify objects into existing forms.

In this case, the literature story the six literature story books explain and the create language environment. Through the literature story the six literature story books, students can develop language skills are reading, writing, listening and speaking. Elementary age is an age when language is developed creatively. Robert E Quens (in Triyono et al, 2012: 135) states that the school age is a period of very creative language development. The literature story is created in the choice of words which are easy to understand by the students and is concrete. Rumidjan (2013: 24) states that concrete word is a word that can be captured by the senses that enable the emergence of the imagination. Exposed vocabularies which are repeated deliberately are intended to create a language environment that allows the students to recognize those vocabularies. Simple exposure of sentence follows simple sentence plot, so that the students are easy to understand the contained meaning. Simple sentence level are the subject, predicate and description.

The story book is created in great shape with illustrations based on the level of mental development of children of primary school age who enjoys colorful illustrations. The cover story is created with pictures representing the contents of the story. The six literature story books cover are packed with a picture of a beauty. Sumanto (2011: 96) explains that the illustration is interpreted as everything functioned to explain, animate, and beautify life stories, events, and so forth. The illustrations are the types of images created to explain a story, moreover it functions to clarify the contents of the story and the illustration also

provides traction or decoration display of the storybook.

The language simplification is tailored to the language development of children of primary school first grade. Thus, they will easily understand the story. The six literature story books are simplified in accordance with the moral and language development of children's first grader. One of the example of the six books is Mouse Deer and Snails is packed as follows.



CONCLUSION AND SUGGESTIONS

The literature content of the six literature books story fulfill map elements of children's stories including elements of plot or storyline, clarity of characterization, concrete exposure story, which corresponds to the maturity level of the student's thinking, as well as sharpen social sensitivity, moral and feelings. In addition, the story of the six literature story books also train the children to communicate. The six literature story books enable the mindset of children in a way to predict or to explore the content of the story. The six literature story books prove to be very effective for use as a landing alternative fulcrum for integrating the content of thematic learning for first grade students.

The literature story contains the aesthetics content, enabling teachers to relate it to the core competences 1 which are associated with a spiritual aspect to be grateful for the grace of God and core competencies 2 in curriculum 2013 related to the social and moral

associated with sincerity in helping others, not expecting rewards, and the willingness and humility to want to apologize.

Literary language is presented in accordance with the level of thinking of children with exposure to a language that is not too long (subject, predicate, and object). Presentation of The six literature story books are presented in accordance with the level of social and emotional development, accuracy of grammar and spelling, message understanding, terms standardization, and integrity that builds language exposure as a whole grain. Proper and correct exposure of language provides optimal language environment, and delight children of primary school age.

Attractive illustrations, colorful and appropriate level of elementary school age children development are in great demand and present a fun learning. Illustration cover image depicting the story optimize the imagination of the students and motivate students to think critically and creatively.

Primary school teachers are advised (1) not only orient learning on teachers and 'students' book alone, (2) primary school teachers are expected to improvise the learning by using fulcrum landing which fun for elementary school age students.

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