

# The Scientific Approach-Based Convertible Book as the Media to Improve Nationalism Character

E Nofiani  
 Yogyakarta State University  
 Yogyakarta, Indonesia  
 esti.nofiani2016@student.uny.ac.id

A Senen  
 Yogyakarta State University  
 Yogyakarta, Indonesia  
 m\_nurwangid@uny.ac.id

**Abstract**—In the globalization era, nationalism is one of the important characters to be owned by the next generation. Nationalism character building in education is expected to take the role as the fortress of a country towards various negative globalization impacts. This research aims to develop a needs assessment on thematic learning towards nationalism character building as the initial data for using scientific learning-based convertible book. The method used in this research was survey. The data of the research were collected through observation, interview, and questionnaire. The subjects of this research were 30 teachers and 150 fourth grade students. The results of the interview show that teachers used the lecture technique and advice to build nationalism, but it was considered as less effective to build nationalism for students. Then, the results of the questionnaires show that students did not understand the diversities. Based on the observation, it is found that learning only focused on teacher and student handbook without any optimum use of media. Therefore, it is suggested that scientific-based printed media, according to the 2013 curriculum is needed as a supporting facility which helps nationalism character building for students.

**Keywords**—*media, convertible book, scientific approach, nationalism*

## I. INTRODUCTION

In this globalization era, various facilities to get information can be used easily. Information of culture, lifestyle or technology from all over the world can be easily acquired and accessed from everyone everywhere. [1] Globalization increases local diversity which, in this case, is influenced by human contact that crosses the cultural boundaries of commodities and information. [2] Globalization has changed how the world operates. All statements of globalization are basically the integration process of various aspects of life. Globalization in its implementation has positive and negative impacts on all aspects of life.

The positive impacts of globalization era can be shown by the easiness in knowing and recognizing everything from everywhere. However, there are also negative impacts of globalization including easiness of accessing information which later can fade the cultures owned by a country. For example, politeness, lifestyles, national cultural features, and nationalism.

As the new generation, children play an important role in determining the future of their country. A country will develop if it has the competence and good

generation. One of the important characters to be owned by the next generation is love to the nation. This character is shown in the form of nationalism. Nationalism is a concept of the general identity of a group in maintaining the nation to realize the national interests. [3] Nationalism is the power of a society that is embedded in schools as a place in developing good citizens. [4] It is a concept that upholds national unity. [5] Nationalism becomes the realization of the nation struggle. [3] It is the unwritten power of a nation which is able to be built through education. Generally, all the statements show that nationalism is the form of love of the nation.

The efforts of building nationalism character are expected to be the fortress of a nation to prevent negative impacts of globalization. It is also expected to be a provision for the next generations to build a better nation. Nationalism can be built through education, family, and environment. Education is one of the main ways in building nationalism as an effort to prepare good citizens. [6] Character can be manifested through real action and behaviour. Education is expected to be able to create generations with good character.

Character building can be instilled in through 1) Subject, 2) Self-development, and 3) School culture [7]. One of them is a school that has big opportunity to help to build the characters. [8] Character education should be instilled in schools not only as a temporary program. One of the conscious efforts of character education instilment in Indonesia is through the implementation of the 2013 curriculum. Learning in the 2013 curriculum is designed in the form of thematic lessons which combine various disciplines in developing knowledge, skills and attitudes. Learning in the 2013 curriculum is also presented through the scientific approach. It is expected not only to improve knowledge but also students' participation in learning. [9] The scientific approach is a framework which makes students more active in participating during learning.

[10] Character education can be built by improving awareness, learning from experience, and adjusting to characteristics and rights. It shows that learning experience can help character education processes. [11] By using multimedia, teachers may conduct character education by improving students' nationalism because multimedia can help students understand the materials presented, attitudes, and characters. Thus, it can be

stated that achieving learning goals requires specific materials, approaches, and media. Moreover, elementary school students are in their stage of concrete operational development in which they need examples to easily understand information. One of the things that can help is media.

[12] Media in educational environment are used to complete the teaching and learning processes. The statement emphasizes that media are generally important in learning processes since they facilitate students to understand the materials and meanings contained the materials. Thus, media play an important role not only to help improving knowledge and skills but also teaching students good attitudes. One of the learning media which is easy to be used by teachers is printed media with various colours and pictures. [13] Pictorial book is a collection of illustrations which are partly texts.

One of the printed pictorial book media is convertible book. This book is big in size. It may look like a common book but it can also be printed in landscape. The content of the book is presented by various pictures, materials and stories. [14] The pictures can improve the quality of learning processes. Learning media in the form of books can be easily used by teachers or students. [15] A textbook is an effective learning source in learning processes, an effective source to present contents by the teacher, a source of idea and activity, and a source of reference for students. [16] Learning media is an important element in teaching and learning activity. By using media, it is expected that teachers are helped not only in delivering materials and improving activities but also in building characters especially nationalism.

Based on the problems, an assessment is needed in thematic learning especially in building nationalism character. This assessment is used as the initial data in applying scientific approach-based convertible book media in the learning processes. Character building for students, especially in globalization era is imperative since characters cannot be built by one treatment only. It needs a continuous process. [17] A character is a self-identity [6] as well as a destiny. [18] Character becomes a combination of attitude and behavioural attribute of a person in forming an identity. Thus, in building character, a continuous process is needed. Education plays an important role in preparing the next generations possessing good characters. They are expected to be ready to accept changes and able to keep the identity of their nation to avoid extinction. The attitude of maintaining the various characteristics of the nation can be done by developing their nationalism.

## II. METHOD

This research is initial research or a part of the preparation procedure in research and development. This research was conducted by using survey method. The data were collected through observations, surveys and interviews. The participants of the research were 20 teachers from the first to sixth grades and 150 of fourth graders of elementary schools located in

Seyegan Subdistrict. In this research, the observation was conducted in thematic learning or fourth grade classes by using the non-participant technique. The data were collected using questionnaires consisting of multiple choice questions which are distributed to all teachers and fourth graders from 5 elementary schools namely SDN Pete, SDN Ngetal, SDN Sompokan, SDN Getan, and SDN Jembalangan. Closed-ended questionnaires were distributed to the fourth graders, and semi open-ended questionnaires were distributed for the teachers. Other data were collected through a semi-structured interview. It is an interview technique in which the questions are developed according to participants' answers. Furthermore, the data were analysed by using qualitative and quantitative techniques.

## III. RESULT AND DISCUSSION

### A. Observation

The observation, focusing on the aspects of activity and students' nationalism, was conducted in thematic learning processes of the fourth grade in five elementary schools. The observation process includes three things related to learning processes, namely the learning approach, learning sources, and learning media. Meanwhile, the character aspect is included in the observation of students' behaviour or activities in learning processes.

Based on the result of observation, teachers use the scientific approach which is in accordance with the 2013 curriculum. However, the learning sources used by the teachers are oriented to teacher and student handbook provided by the government. It makes both activities and materials in learning process focus only on what are in the handbook. Thus, students are not facilitated with activities or other more materials to help them understand the information. The media that teachers use to help students understand the materials are only pictures, but still the pictures are limited.

The teachers often provide one picture in the size of HVS paper and it is shown in front of the class. The picture can only be observed by some students in front rows. Most students seem to be less enthusiastic in learning since not all of them can see the whole materials provided in a picture. The learning focusing on teacher and student handbook can give an impact on character building done by the teachers. They in building character, especially nationalism, use certain materials or topics based on the materials presented in the teacher handbook. Many students listen to the advice related to good behaviour in upholding nationalism, but some seem uninterested since there is no activity supporting the development of nationalism.

### B. Interview

An interview was conducted with the fourth grade teachers. The questions are related to learning processes in their classes, their problems in building nationalism character and various efforts which were expected to be able to solve the problems. Based on the results of the interview, the obtained data were:

**TABLE I. THE RESULT OF TEACHERS' INTERVIEWS**

Question	Answer
How is the learning implementation in the class?	The learning process is conducted according to the 2013 curriculum, through the scientific approach by using teacher and student handbook.
Is there any problem in doing thematic learning?	Yes, for example, determining other additional materials which can strengthen students' understanding in interpreting the material and improving students' enthusiasm. If learning is only conducted by using teacher and student handbook, it is less effective.
In the learning activity, do you use media or other additional learning sources?	Yes, I do but not often, because there are many problems such as time, energy, ability, etc.
How is the teacher in conducting thematic learning?	Giving advice or lecture inserted in learning based on the material or topic.
Is the lecture building the character?	Overall, not yet.
How about the development of students' nationalism?	Most of them only know and understand what good attitude that reflects a character but in the application they do not really understand, for example when they conduct the flag ceremony.
What is the problem that teacher faces in building nationalism?	Character building which is given through lecture, so what has been said by the teacher is ignored by the students.
How is the effort that the teacher is expected to help character building for students?	Examples related to good character in building character for students are needed considering that sometimes teachers' advice is not always supported by the students' families.
Can media help building character?	Yes, particularly the media which can reflect nationalism for students. But it has to be in accordance with the materials or learning in the 2013 curriculum, for example the scientific approach. The use of that media is expected to facilitate teacher and students.

From the results, it can be seen that the learning which was conducted by the teachers are only based on teacher and student handbook. In the aspect of nationalism character building, teachers present materials according to the character which has to be built. Thus, students are not able to interpret nationalism character.

**C. Questionnaire**

Surveys were conducted to find out the needs in thematic learning. Questionnaires distributed to teachers and students. There are 7 questions given to teachers and students. Below are the results of the questionnaires.

**TABLE II. THE RESULTS OF TEACHERS' QUESTIONNAIRES**

Question	Result
Is handbook from the government effective in learning process?	30% of the teachers think that it is effective, the rest of them think that it is ineffective due to fewer materials presented.
Is there any problem in doing thematic learning?	70% of the teachers answer that they often face problems in thematic learning, such as determining additional materials which can strengthen students' understanding in interpreting materials and improving students' enthusiasm
Has the application of nationalism character building been realized in school?	Only 60% of the teachers state that it has been realized, while the rest of them stated that it has not.
How is the students' understanding related to diversity of nations?	40% of the teachers state that students do not really understand the diversity and wealth of the nation.
Do students use unifying language well?	60% of the teachers state that students rarely used their unifying language (Indonesian Language).
Does the teacher use media or other learning sources to help learning processes?	70% of the teachers state that they rarely use learning media.
Does the teacher need media supporting learning processes particularly to build nationalism character for students?	All teachers state that they need media in learning process including media to improve students' cognitive and psychomotor skills as well as affective ability.

Based on Table II, it can be seen that in practice, the teachers think that the learning process is less effective because teacher and student handbook is the only learning source. They also often face some problems in preparing additional learning sources. They state that they need other learning sources, for example media capable of creating more meaningful learning to improve students' cognitive, affective, and psychomotor abilities. Moreover, students' characters cannot be built well in all schools, so other learning sources are needed to help teachers in achieving goals in developing not only cognitive and psychomotor but also effective abilities.

**TABLE III. DATA FROM STUDENTS' QUESTIONNAIRES**

Questions	The percentage of students' choice		
	Yes	Sometimes	No
Does learning activity in school only use student handbook?	100%		
Do you understand the materials in the book from school?	50%	40%	10%
Do you know various diversities of Indonesia?	5%	45%	50%
Do you study diligently as your efforts to develop the nation?	4%	40%	56%
Do you always use good and correct Indonesian Language to show your nationalism?	4%	60%	36%
What kind of book do you like?	Pictorial book		School books

Do you agree that handbooks with many pictures and activities are more interesting?	90%		10%
	Disagree	Quite agree	Agree
	2.6%	32.6%	64.7%

From Table III, it can be seen that in practice, the learning that used teacher and student handbooks are not able to make students easily understand the materials. They need additional learning sources that are able to not only make them understand the learning materials but also improve their understanding and nationalism. Moreover, for elementary school students who were in the stage of concrete operational development, it can help them understand or interpret something which needs real examples. The pictorial book media are considered interesting media needed by the students.

#### IV. CONCLUSION

The results show that there are some problems occurring at the schools as learning focus only on teacher and student handbooks. The next problem is the limited use media in the learning processes. This affects student understanding and nationalism character. Teachers and students need the media to suit the learning in the 2013 curriculum. A picture book is one of the media that is interesting for students. It facilitates student understanding of the abstract materials. One of the picture book media is the convertible book. These findings can be the solution to the problems in developing scientific approach-based media since convertible books comply with the 2013 curriculum.

#### ACKNOWLEDGMENT

My gratitude goes to all elements that have helped me in making an article entitled The Scientific Approach-Based Convertible Book Media to Improve Nationalism Characters. Is it necessary?. I would like to express my sincerest gratitude to all teachers and fourth graders of SDN Pete, SDN Sompokan, SDN Ngetal, SDN Jamblangan and SDN Getan. I would like express my greatest gratitude to UPT Seyegan Subdistrict for giving me permission to conduct surveys in several schools in Seyegan Subdistrict.

#### REFERENCES

[1] D. Block and D. Cameron, *Globalization and language teaching*. USA: Routledge, 2002.

[2] R. Glass, "The Age of Globalization: Impact of Information Technology on Global Business Strategies," *The Honors Program Senior Capstone Project Benjamin R. Lawlor*, Faculty Advisor, 2007.

[3] D. G. Hebert and A. Kertz-Welzel, *Patriotism and nationalism in music education*. United Kingdom: MPG Books Group, 2012.

[4] L. L. Snyder, *The meaning of nationalism*. New Brunswick-New Jersey: Rutgers University Press, 1954.

[5] N. Naim, *Character buliding optimalisasi peran pendidikan dalam pengembangan ilmu & pembentukan karakter bangsa*. Yogyakarta: ArRuzz Media, 2012.

[6] T. Lickona, *Educating for character: how our schools can teach respect and responsibility*. new york: Bantam Books, 1991.

[7] R. Indonesia, "UU 20 TAHUN 2003 TENTANG SISDIKNAS," 2003.

[8] E. H. Lewis, S.V., Robinson and B. . Hayes, "Implementing an authentic character education curriculum," *J. clidhood Educ.*, vol. 87, no. 4, pp. 227–231, 2011.

[9] T. J. T., "Applying Plant Identification Skill to activity learn the scientific method," *Am. Biol. Teach.*, vol. 63, no. 1, pp. 23–29, 2003.

[10] I. Suyitno, "Pengembangan pendidikan karakter dan budaya bangsa berwawasan kearifan lokal," *J. Pendidik. Karakter*, vol. 1, pp. 1–13, 2012.

[11] Irfan adi Nugroho, "PENGEMBANGAN MULTIMEDIA PEMBELAJARAN INTERAKTIF BERBASIS VIDEO UNTUK MENINGKATKAN SIKAP CINTA TANAH AIR DAN PEDULI LINGKUNGAN SISWA KELAS V SD," universitas negeri yogyakarta, 2017.

[12] B. M. Rao, "Use of media as an instructional tool in English Language Teaching ( ELT ) at undergraduate level," *Int. J. English Lit. Short*, vol. 5, no. 6, pp. 141–143, 2014.

[13] R. Lukkens, *A Critical Handbook of Children's Literature*. new york: Longman, 1999.

[14] D. L. S. Herrlinger, T. N. Höffler, M. Opfermann, "When Do Pictures Help Learning from Expository Text? Multimedia and Modality Effects in Primary Schools," *Res. Sci. Educ.*, vol. 47, no. 3, pp. 685–704, 2017.

[15] A. Novianto, Anwar & Mustadi, "ANALISIS BUKU TEKS MUATAN TEMATIK INTEGRATIF, SCIENTIFIC APPROACH, DAN AUTHENTIC ASSESSMENT SEKOLAH DASAR," *J. KEPENDIDIKAN*, vol. 45, pp. 1–15, 2015.

[16] G. Adekola and N. Education, "The Impact of Instructional Media on the Education of Youths on HIV/AIDS in Nigeria Urban Communities," *Int. J. Sci. Res. Educ.*, vol. 3, no. June, pp. 64–72, 2010.

[17] K. . Bohlin, *Teaching character education trough literature awakening the moral imagination in secondary classrooms*. new york: RoutledgeFatmer, 2005.

[18] T. Strom, "Celebrating The Character Building Aspects Of Agricultural Education in school and community," *Agric. Educ. Mag.*, vol. 75, pp. 1–6, 2002.

[19] A. A. Naz, "Use of Media for Effective Instruction its Importance : Some Consideration," *J. Elem. Educ. A*, vol. 18, pp. 35–40, 2012.

[20] L. S. Riza, M. R. Nugraha, and A. P. Wibawa, "PENGEMBANGAN MEDIA PEMBELAJARAN BERBASIS EVENT LOGGING SYSTEMS UNTUK ANALISIS PERILAKU BELAJAR SISWA," *J. Ilmu Pendidik.*, vol. 22, no. 2006, pp. 117–124, 2016.

[21] C. Nurtbrown, *Treads of Thinking*. California: Thousand Oaks, 2011.