

The Mentoring of Textbooks Writing for the Facilitators of Junior High School Red Cross

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Abstract: Textbooks in learning activities have important functions, namely as reading material for students. A good book for students is a book written by the educator. Youth Red Cross (PMR) trainers who are educational staff for PMR members also have the task of developing textbooks. This mentoring activity aims to improve the understanding and ability writing textbooks of the facilitators of Junior High School Red Cross Malang City East Java Indonesia. The participants of the program mentoring are 29 PMR facilitators. The approach used in this activity is classical and individual. Test questions are used as instruments to measure participants' understanding, given before and after the training is conducted. Data were analyzed by: descriptive analysis and paired sample t test. The results of the descriptive analysis revealed that there was an increase in the mean score from the pretest score (9.38) with posttest (16.72) of 7.34. Based on the results of the analysis of paired samples, there were differences in participants' understanding before and after taking part in mentoring.

Keywords: mentoring, textbooks, coaches, youth red cross

I. INTRODUCTION

Textbooks have an important role and position in education, training and / or learning activities. Textbooks are an integral part of the lesson plan. Textbooks can be tangible objects and educational content (Dimiyati and Mudjiono, 2010). Textbooks are all forms of reference material that are used to assist teachers in carrying out learning activities (Majid, 2011). Textbooks are information, tools, texts that teachers need for planning and reviewing the implementation of learning. Textbooks are all forms of reference materials that are used to help teachers, instructors, and / or facilitators in carrying out teaching and learning activities.

Youth Red Cross (PMR) facilitators who can be referred to as educators also need textbooks in order to carry out learning and training activities that they carry out in order to provide learning experiences to their students, namely members of the PMR. The general public knows the PMR Facilitator is the PMR Coach. The trainer has the task of improving and facilitating PMR members to understand and apply the knowledge and skills they have learned (Indonesian Red Cross, 2008a). Therefore, the existence of textbooks is very important.

The PMR trainer in preparing the teaching book should pay attention to the curriculum that has been set by PMI in accordance with the level of PMR members he has trained. Therefore, it is very important for PMR trainers to have the ability to develop textbooks that are adapted to the real conditions that occur in society in a social perspective and environmental conditions in a natural perspective. Based on the results of interviews with several PMR trainers, it was found that PMR trainers experienced obstacles in preparing teaching materials and textbooks

in providing education and training for PMR members. This is especially true in making the learning plan that will be carried out. So it is necessary to attempt to systematize the training material so that it can facilitate the trainers in providing training.

Therefore, the training was directed at the role of PMR as peer leadership (PMR Mula), peer support (PMR Madya), and peer educator (PMR Wira) by emphasizing healthy living behavior and risk reduction according to the basic principles of the Red Cross and Red Crescent International (UNS, 2017). This assistance is carried out to support extracurricular activities especially PMR to be able to make a positive contribution in the development of student competencies. Prahesty and Suwanda (2016) state that with the creativity of the trainer in delivering the material, it will create an effective and efficient and enjoyable learning process, so that the formation of a student's humanitarian attitude can run well.

II. METHODS

The participants of the community service activities were the PMR Trainers of Junior High School Malang City East Java Indonesia. This activity was carried out with a classical and individual approach. The classical approach is carried out on the delivery of material (theoretical) about: (1) the basic concepts of textbooks; (2) teaching book writing techniques; and (3) identification of Intermediate PMR material. An individual approach is taken when the PMR coach composes a textbook using the coaching clinic writing method. The PMR trainer was given the opportunity to consult with the speakers in preparing teaching books, especially in relation to the techniques of compiling textbooks, book systematically, and how to put ideas or ideas into writing.

The methods used are varied lectures and textbook writing workshops. Lectures vary to convey concepts that are important to be understood and mastered by trainees. The use of this method takes into account that the lecture method combined with images, animation, and displays can provide relatively much material in a dense, fast, and easy manner. The teaching book writing workshop was held after the trainees received material about teaching book writing techniques.

The instrument used to measure participants' understanding is with test questions, which are given before and after the training is conducted. Data were analyzed by: descriptive analysis and paired sample t test. Descriptive analysis by calculating: maximum score, minimum score, mean, standard deviation, and analysis with standard formula (Stevens, 1996; Gunawan, 2016b; Gunawan, 2013). Paired sample t test was conducted on two paired samples, paired samples were interpreted as a sample with the same subject but experienced two different treatments or measurements (Santoso, 2000), as subject A would receive treatment I and then get treatment II. This test is used to determine whether there are differences in understanding of participants before and after taking part in mentoring.

III. RESULTS

This activity is held on Monday to Tuesday, August 13-14, 2018, Building D1-206 Faculty of Education, State University of Malang. This activity

was attended by 29 PMR Trainers of Malang City Middle School. There are three materials presented in this mentoring activity, namely: (1) basic concepts of textbooks; (2) teaching book writing techniques; and (3) identification of Intermediate PMR material. Before and after the participants took part in this mentoring activity, they were given test questions to measure the understanding of teaching book writing.

Based on the data the participants' pretest scores were obtained: minimum score = 13; maximum score = 6; mean = 9.38; and standard deviation = 1.59. Based on Table 1, it is known that the participants who got the score: > 11.76 as many as 2 people (6.90) with great categories; 10.17 - 11.76 as many as 5 people (17.24%) with good categories; 8.58 - 10.76 as many as 13 people (44.83) with medium category; 6.99 - 8.58 as many as 8 people (27.56%) with bad categories; and < 6.99 as many as 1 person (3.45%) in the worse category.

Based on the participants' posttest score data obtained: minimum score = 20; maximum score = 24; mean = 16.72; and standard deviation = 1.73. Based on Table 2, it is known that the participants who got the score: > 19.32 as many as 1 person (3.45%) with great categories; 17.59 - 19.32 as many as 9 people (31.03%) with good categories; 15.86 - 17.59 as many as 11 people (37.93%) with medium categories; 14.13 - 15.86 as many as 4 people (13.79%) with bad categories; and < 14.13 as many as 4 people (13.79%) with the worse category.

Table 1
Participant Score Data Distribution Frequency Pretest Score

No	Interval	F	%	Category
1	> 11,76	2	6,90	Great
2	10,17 – 11,76	5	17,24	Good
3	8,58 – 10,76	13	44,83	Medium
4	6,99 – 8,58	8	27,56	Bad
5	< 6,99	1	3,45	Worse
Σ		29	100	

Table 2
Frequency Distribution of Participant's Posttest Score

No	Interval	F	%	Category
1	> 19,32	1	3,45	Great
2	17,59 – 19,32	9	31,03	Good
3	15,86 – 17,59	11	37,93	Medium
4	14,13 – 15,86	4	13,79	Bad
5	< 14,13	4	13,79	Worse
Σ		29	100	

Table 3
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-7.345	1.370	.254	-7.866	-6.824	-28.871	28	.000

The results of analysis of variance analysis with a paired sample t test formula with the help of the IBM SPSS Statistics 20 program obtained a significance value of 0,000 (Table 3). Based on the analysis of paired-samples t test using a significance

level of 0.05, it can be seen that the significance value obtained is $0,000 < 0,05$; so that H_0 is rejected and H_a is accepted (Gunawan, 2016a; Santoso, 2000; Gunawan, 2016b). This means that there are differences in understanding of participants before and

after taking part in mentoring. Based on the calculation of the mean it is known that: the mean pretest is 9.38 and the posttest mean is 16.72. Therefore, this conclusion is supported by the addition of a mean score of 7.34.

IV. DISCUSSION

The results of this activity concluded that there was an increase in participants' understanding of the process of preparing teaching materials. This finding is in line with the statement that training can improve participants' understanding of the substance discussed in training activities. Teaching materials have an important role in the learning process. Teaching materials must be prepared with reference to certain rules, so that the teaching materials can be useful as expected. Some of the factors that must be considered in preparing teaching materials are: the substance or content of the teaching material, the methodology for the preparation of teaching materials, and the updating of teaching materials. Good books and teaching materials are those prepared by teachers, educators, or trainers to their students.

The concept also applies to Red Cross field training activities. The trainers are expected to be able to arrange teaching materials in accordance with the levels they have trained, namely PMR Mula, PMR Madya, and PMR Wira. The trainers are expected to always develop material that is tailored to existing demands, especially at the moment there is a need for training on disaster preparedness. School is a learning house for students; it is fitting to secure their students from various disturbances or possible disasters that can occur at any time in school (Gunawan, 2015; Zahro et al., 2017; Gunawan, 2017b).

Textbooks are a set of materials that are arranged systematically, both written and not so as to create an environment / atmosphere that allows students to learn. Textbooks are part of completeness or learning facilities that have the mission to deliver material in accordance with the curriculum and syllabus (LKPP Unhas, 2017). Based on the description, it can be concluded that textbooks are handbooks for subjects written by experts in related fields and fulfill the textbook rules and are officially published and disseminated. Textbooks (textbooks) are books designed as teaching tools to be used by students in following certain subjects (Sukah, 2016; Gunawan, 2017a).

The textbook prepared by the trainer can be a solution to overcome the problem. This mentoring activity aims to provide the PMR trainers with the preparation of teaching books by referring to the curriculum prepared by PMI. If referring to the PMR Trustee Pocket Book published by the Indonesian Red Cross (2009), the material standards for Intermediate PMR (Junior High School / Middle School) are: (1) recognizing the PMR movement; (2) first aid; (3) leadership; (4) blood donor; (5) healthy teenagers care for others; (6) adolescent health; and (7) disaster preparedness. The seven materials will be more meaningful when PMR trainers can innovate in each of

their coaching, so that training activities should be integrated with real life.

The orientation of teaching material writing is the existence of systematic and structured efforts to transform knowledge (LKPP UNHAS, 2015). Teaching materials are used to make it easier for students to obtain reading materials that are in accordance with the substance of the material being studied (LP3 Universitas Airlangga, 2016). The PMR trainer is a volunteer who has been recognized for his expertise in the Red Cross field. Therefore, it is appropriate for PMR trainers to compile their own teaching materials by referring to the guidelines determined by PMI. The PMR trainer is also expected to always develop the material and make a variety of training models that he applies to the trainees. The PMR trainer is the foundation in developing the Red Cross competencies of students at school.

This must be understood that the task of a PMR trainer is not only to give the students an outreach to become reliable volunteers in the future, but the task of a PMR trainer is to disseminate knowledge about Red Cross. This is in line with one of the Tri Bakti PMR (three volunteer works) who stated that PMR members worked and served in the community (Indonesian Red Cross, 2008b). The manifestation of work in this matter is the existence of efforts to develop the science of Red Cross, such as the PMR trainer to compile the teaching materials that he will convey to his students.

V. CONCLUSION

Based on the data the participants' pretest scores were obtained: minimum score = 13; maximum score = 6; mean = 9.38; and standard deviation = 1.59. Based on the participants' posttest score data obtained: minimum score = 20; maximum score = 24; mean = 16.72; and standard deviation = 1.73. Based on the results of the analysis of paired samples, there were differences in participants' understanding before and after taking part in mentoring. This is supported by the increase of the mean score from the pretest score (9.38) with posttest (16.72) of 7.34.

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