

# Increasing Teachers' Productivity in Writing Course Book through One Book One Teacher Program

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**Abstract**—Creative and innovative are the characteristics of 21st century teachers. Teachers are required to actively produce their creativity, so that innovative products of teachers will emerge as works that are useful for themselves, schools, communities, nations, and countries. Increasing the productivity of textbooks for teachers through the One Book One Teacher (OBOT) program is an effective effort that greatly helps teacher achievement at schools because so far the teachers are passive to write course books for their own needs, even for mass publishing efforts. The purpose of this study is to increase teacher productivity in writing course books. This research used a one-cycle action research. It involved 13 teachers of SMA IT Bina Amal Kota Semarang. The research instruments used were two SurveyMonkey application questionnaires, field notes, and focus group discussions. The action to increase teacher productivity in writing course books is the One Book One Teacher (OBOT) program. Based on the research data obtained, it is known that before the OBOT program was implemented, no teacher wrote a textbook at all (0%) whereas after the

program was conducted, there were 4 teachers who succeeded in writing textbooks, although the percentage was still very small (30.76 %) if compared to the total number of participants. In addition, based on the questionnaire response about OBOT program, 84.62% agreed that the program was very important to increase teacher creativity in writing course books and to deliver them to be productive writers. The conclusion is that the OBOT program is very effective in helping to improve teacher productivity in writing textbooks, so that teachers can have innovative works that are very beneficial for self and school reputation. Therefore, it is highly recommended for policy makers in schools and government to make this program successful, so that more and more teachers are productive in writing textbooks.

**Keywords**—*Teachers' productivity, One Book One Teacher, writing skill, course book*

## I. INTRODUCTION

Teacher activities and creativity that produce innovative products are highly expected at this time (Alaydrus, 2017). This is one of the characteristics of 21st century teachers. At present there are many teachers who have not been productive in developing their careers, even though there are many ways that can be done, for example making textbooks for their needs in school or being published to many people. How do you know if someone is productive? We can see from the amount of productivity he has produced so far. How productivity can be measured? To most modern audiences, "productivity" means "the rate at which products are created or important work is completed". How productivity is improved? There are several factors that can lead to improved productivity: 1) environment – where you work, 2) mindset – what you believe in relation to how you approach your work, and access to tools (ConnectedPE, 2019).

What is course book? Trimansyah (2018) defines that the course book we mean in this study is the books that refer to the syllabus of learning used in the school, so they are used as the main teaching media by teachers. During this time the teacher only has handouts that are made themselves as a collection of copied teaching materials.

They did not write teaching materials in the form of course book. Why do they have to have their own course book, the result of their writing skills? Even though the government has provided many textbooks for teaching and learning activities in schools, teacher productivity in writing textbooks is still very important. Books of creativity itself can be enrichment and supplementary books, as supporting books from the main book. With this productivity teachers are expected to be independent, not dependent on other sources, and can improve their welfare.

But what happened? Are teachers currently productive writing their own course books? In fact, there are many teachers who can't, don't have the courage, and don't have the will to write a textbook. Many teachers lack motivation to become textbook writers. They are lack of confidence. The school or institution does not facilitate their efforts and facilitate them well. They don't know what they should write and only depend on the student workbooks that they bought from the publisher. Then they have the habit of just copying from books or other sources and it seems they don't have the chance at all to write textbooks.

Therefore, the purpose of this study is to increase teacher productivity in writing course books. As one solution to increase teachers' productivity, we introduce the One Book One Teacher program to be implemented.

This program leads teachers active and productive to write course books. The popular term of OBOT is *SAGUSABU* (*Satu Guru Satu Buku*) (Ihsan, 2019; Kompasiana, 2018; Maslani, 2017; Rahayu, 2017). This program has potential activities as an integrated program in preparing teachers to be professional course book writers. It can motivate and increase teachers' productivity in developing their lesson materials into a course book (Oebaidillah (2017). Operationally in this research we propose OBOT as a program of writing course books or other supplementary books for teachers who have lesson materials or important ideas to be written in printed books and e-books as a source or reference for teaching and learning activities in the classroom or reading materials for students and the general public (Hartono, 2015).

Related to the OBOT program Hartono (2019a) proposes eight steps of delivering this program that can lead teachers to be professional course book writers. The eight steps are as follows:

- 1) Introducing the procedure of writing a course book;
- 2) Preparing teaching materials in accordance with the lesson plan, syllabus, and current curriculum;
- 3) Writing initial drafts;
- 4) Checking the initial drafts according to the contents and rules of course book writing;
- 5) Editing and revising the initial drafts to the final drafts;
- 6) Preparing book covers and other additional page formats;
- 7) Submitting manuscripts to publishers;
- 8) Publishing manuscripts or doing self-publishing.

To have a good and standardized course book, a writer should follow the process of writing. There are five steps of writing process: prewriting, drafting, revising, editing, and publishing (BC, 2019; Trimansyah, 2019a). See figure 1 carefully. The first step is prewriting. In this step

we can do the following activities: 1) identifying audience, 2) defining purpose, 3) thinking, 4) discussing, 5) gathering ideas, and 6) reading/annotating, 7) free writing, and 8) outlining. In the drafting stage we can put ideas down to paper (Trimansyah, 2019b). The second step is drafting. This step covers sequencing ideas and organization, rethinking, supporting concise word choice, audience/purpose. The drafting step is time for writers to do revising and a peer review. In the drafting step we can put ideas down to paper (Trimansyah, 2019b). That is the command line to describe drafting. Draft or blurry is a one-time made writing. When writing a draft, you are advised to write down whatever you think about—of course related to the chapter or sub-section you compiled—and do not do the editing when writing. The third step is editing. This step consists of editing on grammar, punctuation, spelling, formatting, doing in-text citation, checking references or bibliography. The position of editing step is very important and significant, so many experts of writing suggested focusing on that stage because the position will determine the final product of writing much. Watson (2019) says: "Don't doubt yourself! Write what's on your heart. Write what *has* to be written. Write the things that you will lay in bed at night thinking about if you don't get them out on the page". Don't worry about how it will be received yet; that part comes during for the editing process. Meanwhile, Trimansyah (2019a, 2019c, 2019d) proposed things that we need to be considered in editing. They are four main aspects that need our concern in editing process: typographical error, linguistics (sentence order, and paragraphs), accuracy of data and facts, and legality (related to plagiarism) and propriety. The final step is publishing. This is the step of introducing the work to a public or users. In this step a writer can publish his work in the class, online, or publishers.



Source: [http://www.bsc.k12.in.us/cms/lib/IN01000842/Centricity/Domain/1072/Writing-Process\\_05-219rszm.jpg](http://www.bsc.k12.in.us/cms/lib/IN01000842/Centricity/Domain/1072/Writing-Process_05-219rszm.jpg)

Figure 1. The planning stage of writing

To get a good and complete textbook product, Collins (2019) also gave some accurate and complete tips. It is like a definite guide for writers. The tips are commit to writing your book, what you must know about writing a book, research your audience, get new ideas for your book, establish what your book is about, decide what type of writer you are, budget for self-publishing your book, research your book, break writing into small chunks,

interview experts for your book, stop researching, start book writing, outline your book, establish your book's controlling idea, set a deadline, have a dedicated writing space, write that messy first draft, accept you'll make mistakes, manage your book writing time, fight writer's block, track your progress, before editing your book, let it sit, write the next draft, take a break from book writing, hire an editor, hire a proofreader, format your book, get

ready to publish your book, write an engrossing title, get a good book cover, build a launch team, market your book, and know when you're at the end.

In relation to the teachers' task in this program, we prepare a course book anatomy for them to do. The course book anatomy consists of four main parts: cover, preliminaries, text mater, and postliminaries (Nurdiansyah, 2016; Putra, 2017; Setiati, 2012). Furthermore, Rappahannock (2014) put forward a more complete anatomy of textbooks or course book: 1) Preface or Introduction, 2) Foreword, 3) Author Profile, 4) Table of Contents, 5) Chapter Preview or Learning Objectives, 6) Introduction, 7) Applied Practice, 8) Chapter Summary, 9) Review Material, and 10) Endnotes and Bibliographies. Some anatomy of these textbooks can be applied or used in course books.

Related to the structure of a good textbook, Hartono (2015) stated the criteria of a good book. These criteria can be clarified from the answers to the following questions:

- 1) Does the book help the target learner develop the communication skills effectively?
- 2) Does the book encourage cooperative learning?
- 3) Does the book provide conciousness-raising activities for the discovery of linguistic features?
- 4) Does the book attempt to personalize the learning process by getting learners to relate topics and texts to their own lives, views and feelings?
- 5) Does the book contain a variety of activities for learners to use different learning strategies ?
- 6) Does the book offer choices to cater for learners' differences?
- 7) Does the book provide helpful referencial materials (e.g. vocabulary lists, tape transcripts, answer keys, indexes, etc)?
- 8) Does the book include the use of computer and internet technology to support independent learning?

## II. METHODOLOGY

To see the increase of teachers' productivity in writing course books, we used a one-cycle action research design (Hartono, 2016). We only conducted the one-cycle action research because with only one cycle the results of the increase have been revealed. In conducting this research, there are six cycling steps: 1) checking the teachers' productivity before OBOT program, 2) collecting the data of the teachers' productivity by using SurveyMonkey App, 3) collecting, tabulating, and displaying the initial

data on the table, 4) applying the OBOT program to increase the teachers' course book productivity 5) checking the teachers' productivity after OBOT program, 6) collecting, tabulating, and displaying the final data on the table and chart, 7) checking the impacts and benefits of OBOT program by distributing the questionnaire using the SurveyMonkey App, and 8) drawing a conclusion and giving suggestions.

In this study we used 13 teachers. To know the teachers' responses on the OBOT program and gain the data, we distributed the questionnaire by using SurveyMonkey App to all participants. In this data collection, we used Likert scale design. The questionnaire contains ten questions that cover the teachers' experience of writing course books. To check the teachers' responses on the OBOT program benefits, we also distributed a questionnaire designed by using SurveyMonkey App. To observe teachers' productivity, we did a field observation by jotting down the teachers' activity of writing course books on field notes. Beside that we also conducted focus group discussion to share their comments on the OBOT program and talking about their writing products through this program. All data were described qualitatively, then drew conclusion and gave suggestions.

To achieve the goal of OBOT program, we set the research steps controlled month by month. The steps were organized by the researchers and school staffs (Hartono, 2019b). The steps were as follows: 1) Checking need analysis, 2) Setting the OBOT program, 3) Designing a book according to the latest curriculum, 4) Implementing the OBOT program, 5) Monitoring the OBOT program, 6) Publishing the books, and 6) Evaluating the OBOT program.

To analyze the data of questionnaire 1, we use formulation calculated automatically in SurveyMonkey system while to calculate the data of questionnaire 2 we use Likert Scale formulation. First, to calculate the score of each respondent's response, we used the formulae  $T \times Pn$ . **T** means total number of respondents who responded while **Pn** means Likert score option. Second, to interpret the assessment of respondents' interpretation of the OBOT program, we use the formulae **Index Formulation % = Total Score/High Score x 100**. To see the criteria of score interpretation, we use the following intervals:

1. Score 0% – 19,99% = Strongly Disagree
2. Score 20% – 39,99% = Disagree
3. Score 40% – 59,99% = Don't Know
4. Score 60% – 79,99% = Agree
5. Score 80% – 100% = Strongly Agree

### III. FINDINGS AND DISCUSSION

#### A) Teachers' Course Book Writing Experience

TABLE 1. DATA OF TEACHERS' COURSE BOOK WRITING EXPERIENCE

No	Question	Respondents (%)		
		Yes	No	Σ
1.	I like writing.	9	4	13
2.	I have written a handout.	4	9	13
3.	I have written a course book.	0	13	13
4.	I have written a course book developed from a handout.	0	13	13
5.	My course book is self-published.	0	13	13
6.	My course book is published by a publisher.	2	11	13
7.	I am difficult to write a course book.	12	1	13
8.	I have got a workshop of course book writing.	5	8	13
9.	I must be able to write a course book.	13	0	13
10.	I will produce course books at least one book in a year.	13	0	13

*Source: Hartono, R., Purwanto, B. and Bahri, S. (2019)*

Table 1 describes teachers' responses on course book writing experience before the OBOT program. Based on the research it was found that there are 69.23% of teachers dislike writing and 30.77% of teachers like this activity, 30.77% of teachers have ever written a handout while 69.23% of teachers have done yet, 100% of teachers have ever written, developed, and self-published a course book, 15.38% of teachers published their course books and 84.62% of teachers did not, 92.31% of teachers were difficult to write a course book, 38.46% of teachers got a

course book writing workshop, and 61.54% of teachers did not get it, 100 % of teachers agreed they must be able to write and produce a course book in a year. The finding from table 1 has a close relation to what several *SABUSABU* developers and practitioners found in the real-life that teachers are lack of experience of writing course books and they agreed that all teachers should have inner motivation to do this effort (Ihsan, 2019; Kompasiana, 2018; Maslani, 2017; Rahayu, 2017).

#### B) Teachers' Responses on OBOT Program

TABLE 2. DATA OF TEACHERS' RESPONSES ON OBOT PROGRAM BENEFITS

No	Question	Response/Score				
		SA	A	DK	DA	SD
		5	4	3	2	1
1.	The OBOT program is a very important program for teachers to produce coursebooks.	11	2	0	0	0
2.	The OBOT program is very interesting for us to follow.	8	5	0	0	0
3.	The OBOT program is a very challenging program for teachers to produce coursebooks.	10	3	0	0	0
4.	The OBOT program can lead teachers to be active, creative, and productive coursebook writers.	11	2	0	0	0
5.	OBOT is very much in line with the character of 21st century teachers.	9	4	0	0	0
6.	The OBOT program is very easy for teachers to follow and implement.	3	8	2	0	0
7.	The OBOT program requires self-readiness, completeness of materials, and patience to implement it.	8	5	0	0	0
8.	OBOT program requires good and regular time management, so that all writing targets are achieved.	11	2	0	0	0
9.	The OBOT program must be supported by the government, institution, and school.	9	4	0	0	0
10.	The OBOT program can improve the teachers' welfare and enrich the school libraries.	8	4	1	0	0

*Source: Hartono, R., Purwanto, B. and Bahri, S. (2019)*

Based on table 1, question 1 shows 63% of teachers agreed on OBOT as a very important program for teachers to produce course books. According to question 2, 60% of teachers agreed to the program because it is very interesting for them to follow. Question 3 indicates that 62% of teachers agreed to the program because it is very challenging. Question 4 shows 63% of teachers agreed to the program because it can lead teachers to be active, creative, and productive writers. Question 5 describes that 61% of teachers agreed to the program because it is very much in line with the character of 21st-century teachers. Question 6 indicates 53% of teachers did know whether the program is easy or not for them to follow and implement. Question 7 shows 60% of teachers agreed that the program requires self-readiness, completeness of materials, and patience to implement it. Question 8 describes that 63% of teachers agreed the program requires good and regular time management so that all writing targets are achieved. Question 9 indicates that 61% of teachers agreed the program must be supported by the government, institution, and school. Finally, question 10 shows that 59% of teachers did know whether the OBOT program could improve the teachers' welfare and enrich the school libraries or not.

C) Teachers' Productivity In Writing Course Book After OBOT Program

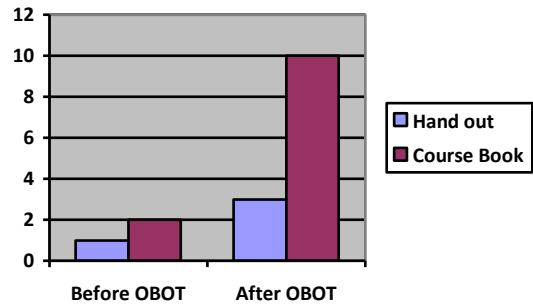


Chart 1. Comparison writing product before and after OBOT

Chart 1 describes that only 7.6% of teachers wrote handouts and 15.4% of them wrote course book before the OBOT program implementation. Conversely, after the OBOT program was implemented there was a very significant increase. Only 23.1% of teachers wrote handouts and 76.9% of them wrote course books.

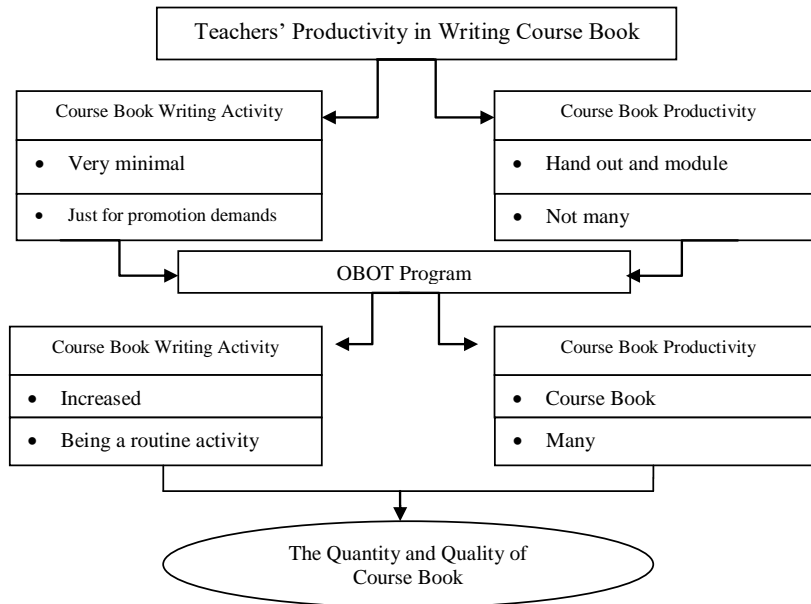


Figure 2. Teachers' course book activity and productivity before and after OBOT program

Figure 2 generally describes the teachers' course book writing activity and productivity before and after the OBOT program implementation. It is a summary taken from the observation and focus group discussion (FGD). Based on observations, it was found that the teachers at SMA IT Bina Amal did not have the skills and activity to

write course books. During this time there are some teachers who like to write but only compile handouts and the numbers are very few or minimal. They compile handouts or modules only for the needs of the teacher's promotion. So productivity before the OBOT program was implemented was only in the form of handouts and

lesson modules. At that time there was only one teacher who had made a textbook but that was not published. They had never made a course book that could be published. At that time the school and the local government had not yet organized a course book writing program for teachers.

What happens after the OBOT program was implemented? The activity of writing course books for teachers was intensified and improved well. Teachers were asked to prepare teaching materials to be arranged into course books. This program has become a routine activity that continues to be guided and monitored by the OBOT program organizer team assisted by the school. All stages of the OBOT program were carried out intensively and thoroughly, starting from the preparation of teaching materials to be prepared in accordance with the curriculum, syllabus, and lesson plan, writing the initial draft, checking the draft based on the contents and rules of preparing the appropriate textbooks, editing and revising the initial draft until it became the final draft that was ready to be published, making book covers and other formats, and finally publishing the drafts in publishers (Hartono, 2019a; Trimansyah, 2019a, 2019c, 2019d). During the OBOT program, teachers succeeded in increasing course book productivity by 76.9%. This is a proof that the OBOT program was successful. So the productivity of teacher's textbooks increased better. This is in line with the spirit of productivity in writing course book (Hartono, 2015; Oebaidillah, 2017).

The impact of the OBOT program, not only is the quantity of textbooks increase but also the quality of books is getting better. The quality of the books produced is appropriate and adjusted to the anatomy and standard criteria of good course books (ConnectedPE, 2019; Rappahannock, 2014). The course books they produced have the good anatomy: or course book: 1) Preface, 2) Foreword, 3) Table of Contents, 4) Chapters, 5) Review Material, and 6) Bibliographies. The course books are well structured, so that they are suitable to the criteria as ideal course books, for example: 1) greatly assisting learners in developing their communication skills effectively, 2) encouraging learners to actively learn and work together, 3) providing a variety of exercises which is fun, 4) containing a variety of exercises with variations in learning strategies, 5) becoming a reference used in learning, and 6) being adaptive to the latest conditions in accordance with the era of internet and digital technology.

#### IV. CONCLUSION

From all the findings of the above research, we can conclude that the OBOT program is able to increase the productivity of textbooks made by teachers in schools. This program greatly helps to improve the work and performance of 21st century teachers who are active, productive, and innovative. They gained a lot of experience on how to arrange textbooks that they rarely do. They succeeded in making written works from teaching materials, handouts, and modules into standard textbooks that have good anatomy. They have a pride

because their works can be published and become references for themselves, their students, and all those who need it. That is the great benefit of the OBOT program which has inspired teachers to be able to write their own textbooks.

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