

The Development of Thematic Praxis Module in Children's Literature Prose learning Based on Nationalism Character in Elementary School

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ABSTRACT

This paper studies the development of thematic modules of children's literature in character-based prose learning in elementary school. This study was motivated from several empirical facts where in recent years, the degradation of national identity and moral value becomes evident. From those concerns, this study aimed to reconstruct the implementation of moral values in the field of education by carrying children's literature as study material as an attempt to disseminate one of the good characteristic values, namely nationalism. This study was designed with a qualitative method with a Research and Development (R&D) model that was modified from the Richey and Klein model by taking several steps including (1) planning, (2) production, and (3) evaluation. The development of the module was carried out based on the PPE model with a one round of validation process and revision in order to improve the quality of the final version of the modul. The validation assessment showed that the average value of the developed module is 93,34%, meaning that the developed module is feasible to be implemented in prose learning. The developed module is assumed to be helpful in supporting the character reinforcement education. The module is expected to be an alternative reference for constructive language and literature learning.

Keywords: *Character-based Thematic Module, Children Literature, Prose Learning.*

1. INTRODUCTION

In this globalization era, character reinforcement is one of the main studies that correlates with various aspects of life, including education. This indicates that education has a pivotal role in building the nationalism characteristic, considering its essential and the substantial manner, the learning process in education is an attempt that aims to build a good characteristic of an individual. However, in the implementation of the Indonesian 2013 Curriculum especially in elementary level, the learning process was conducted thematically based on the achievement of basic competence without oriented with the development of the student's soft skills. This was in line with Fitri [3] statement who said that character building in education actually could be integrated in every subject. The learning materials that are related to norms or values in each subject still need to be developed, made explicit, and linked to the context of everyday life. Therefore, subjects related to character values need to be improved and linked to the context of everyday life through the development of teaching materials.

Previous studies showed that there was an attempt of creating a character-based teaching model on children's poetry which still needed to be further developed into a prose learning based on the nationalism values. Other than that, the limitation of the school module creates a challenge for the teacher to develop the teaching matrix in the form of modul. Module is one the most suitable teaching materials to help students learn independently [6]. Depdiknas [2] formulated the procedure of writing a module through several steps, namely preparation, draft arrangement, trials, validation and revision. The structure of the teaching materials that will be implemented in the module are implemented into three sections which are opening, core, and closing. Therefore, the teaching module development in this study focuses on the development of children's literature teaching.

This module is a guide sheet that is arranged in a systematic and attractive manner covering competencies, objectives, content, methods, and evaluations that can be used independently. The module is expected to increase the activity and ability to understand the information needed, as well as find and implement the character that each individual student should have.

2. LITERATURE REVIEW

Children's literature is any literature that can be understood by children of the age between 6-13 years old that comprises anything related with the child's world [4]. In elementary education, literature teaching is used to increase the children's ability to appreciate literary work. One of the literature studies that can be appreciated is prose. Theoretically speaking, prose is well-known as a contradiction to poetry in literary works [10]. Prose can be divided into two categories, namely old and modern prose [10]. Hence, the development of the module in this study is the modul of children's literature learning specifically on the prose learning in the fourth grade of elementary students to improve the character value.

Furthermore, Huck [5] argues that learning literature in elementary schools should provide students with experiences that will contribute to four goals, namely fostering enjoyment of books, interpreting literary readings, literary awareness, and developing appreciation. This clearly shows that learning literature if it is optimized according to its function and role will train the child's personality as a whole. The values presented and various conflicts in literary works will provide an overview and valuable provision for solving various problems in life. Literary learning with everything will fill the space of imagination and inner experience of children, so that they are moved to mature their emotions, express empathy, and build character.

As it was mentioned earlier, this study focuses on integrating the character value of prose learning for elementary students. The following are the five characteristics of the 'Penguatan Pendidikan Karakter' (PPK) or the character reinforcement education: Independent, teamwork, religious, nationalism, and integrity. The characteristic value that still needs to be reinforced is nationalism. Nationalism is a belief regarding the love and pride of our own nation. In this research, nationalistic attitude does not only reflected on how someone stand up for their county, but also the attitude that reflected on their daily life, such as: appreciating the nation, willing to sacrifice, loving the country, protecting the environment, respecting other's culture, ethnicity, and religion. Given the situation, it is necessary to conduct a study on how to develop the practical module on children's literature on nationalism character-based in elementary school.

3. METHOD

This paper studies the development of thematic modules of children's literature on character-based prose learning in elementary school. In relation to the development, research methodology related to the development is needed. Development is a process that is used to develop or to validate products in teaching and

learning process [8]. This study employed a Design and Development Model (D&D) based on Richey and Kliken's (2009) model. The implementation steps of the D&D model includes planning, production, and evaluation (PPE). Sugiyono [8] states that the planning and research development focuses on analysis where researchers develop the existing product without having to test the product externally (without field testing). The participant of this study is an expert validator as well as thesis advisor who gave the assessment on the final developed module. Descriptive method with the expert review or validation assessment is implemented. The results of the product development were reviewed based on the description and answer regarding the issue or phenomenon that occurred.

The data were collected through questionnaires. The questionnaires were distributed to the validator in order to gather the information regarding the expert's opinion of the developed module and learning aspects that include the content and the physical form. The data which was collected from the expert media and content expert were analyzed in a descriptive manner. The analysis includes all of the conducted activities including classifying, analyzing and deducing conclusions. The validation from the expert used likert scale. Referring to Sugiyono [8] likert scale is a tool to measure attitudes, opinion, and individual or group's perspective towards social phenomena which can be analyzed into a qualitative data in order to produce results from the data during the learning process from the research instrument. The validation thread is calculated based on the Arikunto's [1] formula in the following:

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$

Note:

- P = The percentage of the validation result
 $\sum X$ = The total of the answer score
 $\sum Xi$ = The total of maximum score

4. RESULT AND DISCUSSION

This section covers a description of what, how, and why the results were obtained starting from the explanation on how the raw data becomes the descriptive data. There are two main discussion points which explain how the module was developed and the result of the module development.

4.1 The Development of Thematic Praxis Modul of Children's Literature in Nationalism Character-based learning in Elementary School

a. Designing the Module

The process of designing the module was conducted in two phases which are analysis and design. The analysis phase falls into several stages which are:

- 1) Needs Analysis

The implementation of the thematic learning process in IVth grade of the elementary school showed that the learning and teaching process were cognitive-oriented, textual, focused on language theories, and have not yet oriented in contextual learning. Another findings showed that the character development was implemented in an informal manner (hidden curriculum).

Based on the result mentioned above, the learning process is an effort to make students learn something or an activity designed to make students learn [9]. Currently, the thematic-integrated learning process in elementary school from grade one to five was implemented as the application of the 2013 national curriculum [7]. Therefore, this integrated learning could be a reference for the researchers to develop the praxis module which involved the student learning in a contextual and non-individualistic manner.

2) *Content Analysis*

The analysis of the integrated learning in characteristic-based learning through children’s literature study involved two disciplinary subjects namely Indonesian language course and Civic Education (known as PPKn). Specifically, the implementation was based on the basic competence (Kompetensi Dasar or KD) 3.9 in Indonesian course and 3.3 on Civic Education course.

According to the analysis of basic competence (KD), the material presented in the core structure of the module is presented in the following table.

Table 1. Details of the Material Content

| Subject Content | Subject matter | Sub-content |
|-----------------|----------------|-----------------------------|
| Prerequisite | Short story | Definition of short story |
| | | Writing short story |
| | | Reading short story |
| Core | Prose | Defining prose |
| | | Types of prose |
| | | Elements of prose |
| | | Diversity |
| | | Ethnic diversity |
| | | Social and ethnic diversity |

| |
|-------------------------|
| Advanced Prose and Quiz |
| Diversity |
| Sumatif test |

3) *Module Design Analysis*

Module design analysis was arranged as a fundamental aspect to develop the manuscript as it serves a function to be a guideline of the modul and point out the component which will be developed later. The researcher analyzed the modul by considering the characteristics of the child development, manufacturing device, and content material. The design of the developed module that has been prepared by researchers will be presented in an interesting way through learning activities that are expected to increase creativity, activity and most importantly, cultivate the character of nationalism in students.

4) *Software Analysis*

The software and hardware used by the researchers will be adjusted based on the needs of the module development process. The software employed in the modul development includes Microsoft Word, remove background and internet sources. As for the hardware, the researchers use a Laptop.

The design of the module preparation is carried out by using GBPP. Suparman [11] states that the GBPP (Outlines of the Learning Process) includes the formulation of objectives and subject matter. In this study, the researcher named it as an outline guide for teaching materials, which is used as a guideline in the development process based on the needs, objectives, and subject materials. The outline is way more concise than the GBPP. The activity components contained in this module are obtained from the results of material analysis which came from basic competencies to achievement indicators analysis. By doing so, the researchers arranged the learning design based on the analysis in order to achieve the objective of the learning. The activity content presented in the module are divided into three types, including prerequisite material content, core material and advanced material.

b. *The Implementation of Making the Module*

In the process of making the thematic praxis module of children's literature on prose learning based on nationalism characters-based for grade IV Elementary School, the researcher used Microsoft Word with the addition of several .png pictures from the internet. First, the researcher set up the margin into A4 (portrait), then selecting the “Modern Love” font with 16 font size for the title and selecting the “Arial” font with 12 font size for the content. Some of the things that will be loaded are adjusted to the structure of the module writing along with the material content that has been described previously.

In the process of making the module, the researchers add some images and decorations in every page that match with the content material so that it would be more

attractive and makes the content easier to understand because during the process of arranging the module, the researcher also consider the student's characteristics as well as the compatibility of the learning content. As a result, the module would be useful for the students to achieve the learning objective. Based on the explanation of the process of implementing the module mentioned earlier, the module can be assessed as a preliminary design. The preliminary design of the prose learning based on the nationalism character-based in Elementary School module can be assessed for the expert judgement.

c. Assessment of the Expert

The developed modules were examined by 2 skilled individuals who have the expertise in learning activities. In this research, the expertises were the homeroom teacher of an IV grade class from one of the national elementary schools in Bandung. The validation process was conducted virtually through WhatsApp. As attached to the module assessment instrument, the components that are validated are the appropriateness of content, the presentation of the language along with their several sub-components and indicators.

As for the assessments given by learning experts 1 and 2 on the thematic praxis of children's literature on prose learning based on the nationalism character-based for grade IV, it can be summarized that the average rating is in the "Excellent" category. In addition, the assessment given by the content expert also received an "Excellent" rating.

4.2 The Result of The Development on the thematic praxis module of children's literature on prose learning based on nationalism characters-based for grade IV Elementary School

a. Revising and Developing the Module

As it was mentioned earlier, the revision only occurred in one round. Based on the experts' judgement on the thematic praxis module of children's literature on prose learning based on nationalism characters-based for grade IV Elementary School, there are several feedbacks from the experts that can be seen in the following table.

Table 2. Feedback and Revision from the Expert

| No. | Feedback | Revision |
|-----|---|--|
| 1. | On the cover of the module, it would be better to address the audience of the module, by adding "for students and teachers" | Revising the cover by adding the phrase "for students and teachers" pada bagian cover. |
| 2 | Add, "giving the pleasure" | Revising the module by adding the benefit of "giving the |



| | | | |
|---|---|---|--|
| | (halaman tentang manfaat) | 3 | pleasure" in the fifth point. |
| 3 | Citation consistency | | Revising each citation by only mentioning the year of publication to make it consistent. |
| 4 | There were no PPKn (Civic Education (indicator, it would be better to add the indicator | | Revising the module by adding and subtracting the indicator based on the basic competence of the learning objective which has been compiled. |

It can be seen from table 4.4, the researchers made some changes and revision of the thematic praxis module of children's literature on prose learning based on nationalism characters-based for grade IV Elementary School module based on experts feedback. The result of the revised version of the module produces the final design of the module. The comparison of the initial and final design of the module can be seen in table 4.4 below.

b. Final Design of the Module

The final design of the thematic praxis module of children's literature on prose learning based on nationalism characters-based for grade IV Elementary School is adjusted to the feedback given by the experts. The full-version of the final module design is attached in the appendix section, however, some changes based on the expert's feedback are listed in the following table.

Table 3. Final Design of the Module

| No. | Section of the Final Module Design | Final Module Design |
|-----|---|---|
| 1. | Cover |  |
| 2. | Introduction (Introduction Section) page. 3 |  |
| 3. | Citation consistency | (the change of writing style) |

4. Competency objective on indicators page. vi



c. Appropriateness of the Module

According to the result of the assessment, the thematic praxis module of children's literature on prose learning based on nationalism characters-based for grade IV Elementary School module attain feasibility value of 87,37% with an "excellent" achievement level which indicates that the module is valid and no revision is required.

The results of the assessment from learning experts on the thematic module of children's literature praxis in prose learning based on nationalism characters for grade IV Elementary School, including learning experts 1 exceeds 96.84% eligibility while the assessment from learning experts 2 attained 95.79% with a "Excellent" category which means that the module is very valid/does not require revision. To sum up, it can be concluded that the praxis of children's literature on prose learning based on nationalism characters for grade IV Elementary School might be suitable to be implemented in thematic learning in grade IV Elementary school.

5. CONCLUSION

According to findings and discussion of this study, it can be concluded that:

1. The development of the thematic module for children's literature praxis in prose learning based on nationalism in elementary schools for grade IV students in thematic learning was designed through three stages of PPE.
2. The final result of the thematic praxis module of children's literature on prose learning on nationalism characters-based for grade IV Elementary School module was arranged based on the validation result from the learning expert. According to the validation from the expert, there are some suggestions to revise the cover of the module, writing the learning objectives, mentioning the benefit of learning literature works, and making the citation consistent. The validation assessment showed that the average value of the developed module was 93,34%, meaning that the developed module is very feasible to be implemented without having to get another revision.

AUTHORS' CONTRIBUTIONS

All authors contribute to the content of the paper from the beginning to the end of writing the paper.

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