



Teachers' Perceptions on The Use of Textbook Based on Local Maritime Potentials in West Nusa Tenggara

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Abstract. Maritime education textbooks are prepared by utilizing the natural surroundings and local wisdom found on the coast of West Nusa Tenggara. This textbooks also carries religious values and character values that can increase understanding in early childhood. This study aims to determine the teacher's perception of the effectiveness of using textbooks based on local maritime potential in early childhood education units. The method in this study uses a descriptive quantitative approach. In this study, there were 30 participants of early childhood education teachers who used textbooks based on local maritime potential to provide the learning process in the classroom. The instrument used in this study was a personality scale which was developed based on indicators of teacher perception in using textbooks based on local maritime potential. The teacher's perception will be assessed based on the element of acceptability which includes four aspects, including: usefulness, implementation, accuracy, and suitability. Data analysis used criterion referenced evaluation technique. The results of this study are that the local maritime potential-based textbooks are effective in their application seen from the element of acceptance by teachers in early childhood education units in West Nusa Tenggara Province.

Keywords: Teacher perceptions, textbooks, local maritime potential, West Nusa Tenggara

1 Introduction

The Indonesian government in building a caring character for the environment has realized a maritime education program aimed at students who live in islands or coastal areas. As for the implementation of maritime education, it teaches students to be able to design and carry out various activities in overcoming problems in coastal areas. In

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addition, the curriculum used in maritime education is developed based on maritime history, maritime cultural values, and maritime potential [1]. Furthermore, the application of maritime education for students aims to build a mindset or perspective on themselves and their environment as a maritime nation and state [2]. In general, it can be concluded that maritime education aims to provide broad insight regarding the management of quality marine resources [3]

In Indonesia, maritime education can be applied at the level of early childhood education to higher education. Especially in this case, what is important to be implemented is maritime education at an early age. As for education for early childhood, in this case it is considered important because at the early age of life the child's brain can develop very quickly so that it can properly receive and absorb various kinds of information it gets [4]. Furthermore, maritime education for early childhood is considered as one of the solutions that can improve human resources in the future and especially in managing Indonesia's marine resources, so that in this case a curriculum and operational guidelines such as textbooks are prepared and implemented in accordance with regional conditions. and the needs of students [5] [6].

Based on the suggestions from the experts above, this study will examine the effectiveness of the application of textbooks based on local maritime potential in the West Nusa Tenggara region, Indonesia. The maritime textbooks used are the result of development and research based on the needs of people living on the coast, especially Gili Indah, which is an area of three Gilis in North Lombok, West Nusa Tenggara, Indonesia. This textbook contains maritime curriculum materials, maritime learning media for early childhood, and assessments in maritime education [7]. In addition, this textbook is also equipped with semester programs, weekly programs, and daily programs that can be used by early childhood education teachers as a reference in carrying out the teaching and learning process to students.

Furthermore, in this study, the maritime textbooks will be widely tested for their effectiveness by early childhood education teachers located in the coastal islands of West Nusa Tenggara Province, Indonesia. The effectiveness of the use of textbooks will be seen in the form of teachers' perceptions of the acceptability of textbooks based on local maritime potential. Perception is the process by which the brain interprets sensory information, turning it into a meaningful picture of the world [8]. Meanwhile, according to other experts perception is a cognitive process that allows individuals to interpret and understand the surrounding environment [9]. Furthermore, what is meant by teacher perception here is the individual's ability to distinguish, classify and focus their thoughts on the use of maritime textbooks so that they can interpret them.

Individual perception can be influenced by functional factors and structural factors [10]. Functional factors are personal factors. For example, individual needs, past experiences, personality, gender, emotions, and other subjective things. While structural factors are factors outside the individual, for example environment, culture, and social norms are very influential on a person in perceiving something. Regarding teachers' perceptions of the use of learning media, many studies have been carried out such as that conducted by Mukhtar, et al in Pakistan, which examines teachers' perceptions of online learning models [11]; Mastuinda, Zulkifli, & Febrialismanto in Indonesia who examined the perception of early childhood education teachers in using loose parts

learning models [12]; and Troutman in New Jersey, USA who examined teachers' perceptions of the use of character education programs in schools [13]. This research shows that seeing teacher perceptions is very important in developing and changing the desired results in the world of education.

Textbooks are influential tools that help students to recognize and learn about society; and provide the means for achieving educational aims [14]. The textbook is among the most important resources utilized to achieve the aims of a course which are based on the learners' needs [15]. Maritime education is important to be applied to students who study at coast school. The aim of maritime education is to give knowledge about how to manage qualified marine resource. One thing to do before using textbooks effectively is the teacher's perception of the use of textbooks. Teacher perception means the process of interpreting experience by concluding information (Rakhmat, 2018), then Slameto (2019) states that perception is a process that involves the entry of messages or information into the human brain. Barcelos (2003) also mentions that teacher perceptions are the basis for teachers to form judgments or make decisions. Perception is very important to consider in developing teaching materials because the developer knows the real situation on the field with perception.

Amah & Nugroho [16], which states that using teaching materials will increase students' learning motivation and have an impact on increasing learning outcomes. Furthermore, in the statement "I like learning to use textbooks", 60.87% of students agreed and 21.74% of students stated strongly agree. Meanwhile, 13.04% of students said they did not agree and 4.35% of students stated strongly disagree. Students who enjoy learning to use textbooks were caused by the ease of accessing pages or turning pages and adding additional notes to the textbooks. This is consistent with research Purwanto et al [17], which states that textbooks can facilitate students who have missed learning so that they can catch up. Meanwhile, students who did not like learning to use textbooks tend to like ebooks and interactive multimedia. This is caused by the electronic teaching materials in the form of files so it does not require a large storage area. Furthermore, research Ardiyanta et al [18] justifies this statement by adding the advantages of electronic teaching materials that can be integrated with pictures and videos so that it is more interesting.

Seeing this, the teacher's perception of the use of textbooks based on local maritime potential is very important for future improvement processes in implementing maritime curriculum for early childhood in Indonesia. In addition, research related to teacher perceptions in using maritime textbooks is very minimal, and this has prompted researchers to carry out further research. Furthermore, this research can confirm the effectiveness of the use of textbooks based on local maritime potential for the formation of early childhood character in schools.

2 Basic theory

2.1 Textbooks Based on Maritime Local Potential

Early childhood education, can be defined as a level of education before the basic education level which is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness in entering further education, which is held on formal, non-formal, and informal channels [19]. Education for early childhood is very important because it can improve children's development, both cognitive, affective, and psychomotor because from the learning process children can determine the direction and quality of subsequent education. Furthermore, early childhood learning experiences gained through interaction with their environment can stimulate children to have a good interest and understanding about a thing [20].

Early childhood education is actually an educational process that aims to develop the basic potential of children through the simultaneous and sustainable development of developmental aspects [21]. An educational process that can develop aspects of children's development simultaneously and continuously will occur if the educational process is adapted to the experience, environment and daily conditions of children. Therefore, early childhood education in island areas close to the coast needs to be prepared and the content of the educational process designed that is adapted to the characteristics of the local community.

In general, the context and content of maritime education that can be introduced to children can be in the form of maritime history, maritime cultural values, maritime potential, values of love for the homeland and positive character of maritime, as well as the advantages of Indonesia as a maritime nation and state. Each context and content of the material is integrated in every early childhood education unit. The implementation of maritime education in each unit or institution of early childhood education uses a harmonious diversification and integration approach. Meanwhile, the integration process of maritime education is carried out by unifying and transplanting the context and content of maritime education (starting from the objectives, materials, activities, and assessments) and is carried out both at the preparation or planning stage, implementation to the evaluation stage.

To produce an optimal quality of diversification and integration of maritime education based on the above stages, in its operations it still refers to the principles used in the implementation of the 2013 curriculum for early childhood education, namely: child-centered, contextually developed curriculum, covering all dimensions of competence. and development programs, development programs as the basis for forming children's personalities, paying attention to children's development levels, considering children's learning methods, holistic integration, learning through play, providing learning experiences, paying attention to and preserving socio-cultural characteristics [19]

The maritime textbooks developed in this case are prepared by carrying religious values and character values such as honest leadership, creativity, responsible spirit, discipline, loving the sea, protecting the sea, and preserving the marine environment. The application of values is carried out through routine habits that are applied while the

child is in the PAUD unit. Learning activities are carried out with the principles of fun, creative, participatory. The learning model used is a group, the realization of its activities in one day children play while learning with various activities. The special programs developed in this textbook are as the flagship program of the maritime early childhood education unit in the form of: (1) optimizing materials and tools in the coastal marine environment as the main natural material media; (2) introduce and instill maritime education from an early age, including the introduction of maritime-related arts and culture; (3) introduction of local wisdom related to the marine environment; (4) development of children's talents and interests with regard to maritime affairs; (5) maritime ecotourism activities; (6) parenting activities; (7) family fun day; and (8) performing arts activities from and by children. Learning activities carried out by utilizing the natural surroundings and wrapped in local cultural wisdom are very good in increasing students' understanding [22].

In addition, learning using the natural environment is considered a learning and playing process that is very suitable for the needs of early childhood [23]. The learning strategies used in the textbook developed for early childhood education units on the Gili Indah islands are as follows: (1) inviting children to know the environment of the archipelago more carefully which includes biological potential, geography, socio-culture, profession and transportation. Through indoor and outdoor activities; (2) fostering children's love for the archipelagic region which includes biological potential, geography, socio-culture, profession and transportation; (3) foster a sense of belonging, respect in children about the archipelagic environment which includes biological potential, geography, socio-culture, profession and transportation; and (4) introduce children to the environmental management of their archipelagic territory which includes biological potential, geography, socio-culture, profession and transportation.

2.2 Teacher's Perception

Teachers as implementers in the learning process in the classroom must be able to condition all learning components owned by the school. This includes learning methods, the media used in learning, the use of learning time, as well as psychological and social factors that significantly affect teacher motivation when teaching. As for producing quality learning, teachers are required to be able to improve the quality of teaching so that they can continuously produce new innovations in order to compete in the progress of the times and technology. This statement is in line with Satori, et al who stated that the quality of education depends more or less on the condition of the teacher [24].

In this case, the teacher is a determining factor for learning success in addition to the tools, facilities and abilities of the students themselves, including the participation of parents and the community. Regarding the teacher factor, there are many skills that must be possessed, and must be mastered properly so that the educational process becomes meaningful and always relevant to the objectives and teaching materials. In addition, in building the character of students, a teacher also needs to pay attention to the approach used. This is in line with the opinion of Khmelkov, Narvaez, Turner & Vaydich in Troutman who revealed that a teacher must have good self-confidence and the right method in directing students to have a positive character [13].

In addition, mastery of the material becomes the basic foundation of a teacher for teaching skills. As a professional teacher must master the subject matter and basic scientific concepts. Furthermore, teachers are also expected to be able to recognize and be able to use appropriate teaching methods so that they can achieve success in school. Teaching methods or learning models used by teachers must be able to achieve the expected competencies or learning objectives [25]. A teacher must address all the problems that occur in learning responsively so that learning can continue to be carried out and students get relevant learning experiences in accordance with learning objectives. However, to increase the active involvement of teachers and the delivery of meaningful learning in learning, teachers' perceptions of learning also need to be studied further.

The perception is the human ability to distinguish, classify and then focus the mind on a thing and to interpret it. In addition, perception is also said to be a top-down process, where the brain organizes information and carries it in a context which will then produce a human perspective on something as an individual interpretation and or which can be understood together socially and culturally. Through perception, the brain tries to interpret the collection of sensory stimuli that impinge on the sensory organs. Perception in this case is a cognitive process that allows individuals to interpret and understand the surrounding environment [9]. Individual perceptions are influenced by functional factors and structural factors, where functional factors are personal and structural factors come from outside the individual.

3 Research Methods

This study uses a descriptive quantitative approach. In this study, there were 30 participants of early childhood education teachers who used textbooks based on local maritime potential to provide the learning process in the classroom. The participants were collected from various early childhood education institutions located on the island of Lombok and Sumbawa island, West Nusa Tenggara, Indonesia. The instrument used in this study is a personality scale that was developed based on indicators of teacher perception in using textbooks based on local maritime potential. The teacher's perception is assessed based on the element of acceptability which includes four aspects, including: usefulness, implementation, accuracy, and suitability. Furthermore, the personality scale developed uses a Likert scale with 5 selection criteria, namely: Very Appropriate, Appropriate, Less Appropriate, Not Appropriate, and Very Disagree. The data obtained in this study were analyzed using a criterion referenced evaluation technique.

Analysis of research data in the form of a personality scale on teacher perceptions obtained through respondents, and in this case early childhood education teachers, was carried out to meet the acceptability element of textbooks based on maritime local potential by calculating the average percentage of respondents' positive responses. From the results of these calculations obtained user perceptions of the validity and feasibility of textbooks based on local maritime potential tested, so that it can be concluded from the criteria (very good, good, poor, very poor) which has the highest percentage [26]. More specific criteria can be seen in Table 1.

Table 1. Textbook Assessment Conversion Guidelines

Percentage of Score Obtained (%)	Effectiveness Level
$X > 76$	Very Good
$50 < X \leq 75$	Good
$25 < X \leq 50$	Poor
$X \leq 25$	Very Poor

4 Results and Discussion

This study aims to determine the teacher's perception of the use of textbooks based on local maritime potential. Respondents in this study were early childhood education teachers spread across the islands of Lombok and Sumbawa, West Nusa Tenggara, Indonesia, which are located close to the coast. The respondents in this study were all female. As for the initial data collection obtained, it can be concluded that the use of textbooks based on local maritime potential aims to see the ease of early childhood education teachers in carrying out maritime-based learning for students in accordance with the needs of coastal communities. Based on the results of the distribution of the instrument to 30 early childhood education teachers, the average response result was 68% with the category Good. More specifically the results can be seen in Table 2.

Table 2. Results of Respondents' Responses to Textbooks

Respondent	Instrument Indicator	Percentage (%)	Total Percentage (%)	Category
Teacher 1	Functional Factor	44	83	Very Good
	Structural Factor	39		
Teacher 2	Functional Factor	37	74	Good
	Structural Factor	37		
Teacher 3	Functional Factor	39	78	Very Good
	Structural Factor	39		
Teacher 4	Functional Factor	35	71	Good
	Structural Factor	36		
Teacher 5	Functional Factor	40	79	Very Good
	Structural Factor	39		
Teacher 6	Functional Factor	38	75	Good
	Structural Factor	37		
Teacher 7	Functional Factor	40	76	Very Good
	Structural Factor	36		
Teacher 8	Functional Factor	37	71	Good
	Structural Factor	34		
Teacher 9	Functional Factor	35	70	Good
	Structural Factor	35		
Teacher 10	Functional Factor	38	74	Good
	Structural Factor	36		

Respondent	Instrument Indicator	Percentage (%)	Total Percentage (%)	Category
Teacher 11	Functional Factor	37	77	Very Good
	Structural Factor	40		
Teacher 12	Functional Factor	39	74	Good
	Structural Factor	35		
Teacher 13	Functional Factor	38	78	Very Good
	Structural Factor	40		
Teacher 14	Functional Factor	35	69	Good
	Structural Factor	34		
Teacher 15	Functional Factor	36	71	Good
	Structural Factor	35		
Teacher 16	Functional Factor	39	78	Very Good
	Structural Factor	39		
Teacher 17	Functional Factor	39	78	Very Good
	Structural Factor	39		
Teacher 18	Functional Factor	40	77	Very Good
	Structural Factor	37		
Teacher 19	Functional Factor	40	79	Very Good
	Structural Factor	39		
Teacher 20	Functional Factor	39	76	Very Good
	Structural Factor	37		
Teacher 21	Functional Factor	41	79	Very Good
	Structural Factor	38		
Teacher 22	Functional Factor	37	71	Good
	Structural Factor	34		
Teacher 23	Functional Factor	41	78	Very Good
	Structural Factor	37		
Teacher 24	Functional Factor	38	77	Very Good
	Structural Factor	39		
Teacher 25	Functional Factor	39	75	Good
	Structural Factor	36		
Teacher 26	Functional Factor	33	69	Good
	Structural Factor	36		
Teacher 27	Functional Factor	38	73	Good
	Structural Factor	35		
Teacher 28	Functional Factor	39	77	Very Good
	Structural Factor	38		
Teacher 29	Functional Factor	38	77	Very Good
	Structural Factor	39		
Teacher 30	Functional Factor	37	73	Good
	Structural Factor	36		
Mean			68	Good

From the results of the data above, it shows that textbooks based on local maritime potential get good categories so that they can be used as guides by early childhood education teachers in carrying out the teaching and learning process in non-formal education units. In addition, it can also be said that textbooks based on local maritime

potential have met the element of acceptance or acceptability of early childhood education teachers, especially in the West Nusa Tenggara region, Indonesia. Textbooks based on local maritime potential used by early childhood education teachers in the West Nusa Tenggara region, Indonesia can be well received because the content contained in the textbooks has adapted to the characteristics of its users. In addition, the contents of the textbooks developed have shown the depth of competence that can be taught to students and adapted to the goals, needs, abilities, and geographical conditions. In this case, maritime-based education must be adjusted to the learning objectives so that it can improve the competence of students in the maritime context [27].

Furthermore, the material contained in textbooks based on local maritime potential is given more contextually covering all dimensions of competence and child development programs as the basis for personality formation according to their socio-cultural characteristics [28]. In addition, textbooks based on local maritime potential also carry character values. The application of character values is carried out through routine habits that are applied to children with the principles of fun, creative, and participatory. In addition, the learning model used is a play group which contains a variety of positive activities.

5 Conclusion

Based on the results of the research that has been obtained, it can be concluded that the teacher's perception of the use of textbooks based on local maritime potential gets a good category to be applied to non-formal education units, especially for early childhood who live in coastal areas. This is to the statement from the Directorate of PAUD which reveals that early childhood education must use a harmonious diversification and integration approach [14]. Furthermore, in this study, diversification and integration are carried out using grafting on the context and content of maritime education which makes it easier for teachers to apply it at every stage of activity [17]. As for its application, it is easier for teachers to use textbooks based on local maritime potential because the process is fun, creative, and participatory which emphasizes the natural surroundings [18].

In addition, textbooks based on local maritime potential have met the element of acceptance so that they are considered feasible to be used by early childhood education teachers. Fulfilling the element of acceptance in this study shows that textbooks based on maritime local potential theoretically meet the element of usefulness, which refers to how much benefit textbooks based on maritime local potentials are for early childhood. In addition, there is an element of implementation which refers to the suitability between the content and the activities carried out in the teaching and learning process. As for the element of accuracy in the development of textbooks based on local maritime potential, it refers to how precise the textbooks are used in outlining the goals and expected results in each activity. The results of this study have taken into account the elements in the development of educational programs carried out by The Joint Committee on Standards for Educational Evaluation [24]. This is also in line with the results of research conducted by Gunawan where the textbooks developed are effective in their

application because they have taken into account the elements of acceptance contained in The Joint Committee on Standards for Educational Evaluation [25].

Research Limitations and Future Research Directions

This study was limited to a group of early childhood education teachers located in the coastal area of West Nusa Tenggara, Indonesia. In addition, this research is also limited to the need to look at the perception of early childhood education teachers in using textbooks based on local maritime potential in carrying out the teaching and learning process for students. Meanwhile, future researchers are expected to be able to conduct research in different areas with different characteristics.

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