

# Exploring the Use of Prose Appreciation Textbooks in Indonesian Higher Education Context: The Study of Multiculturalism Integration

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**Abstract:** Textbooks are the essential component of prose appreciation learning process. Analysis of textbook usage in the learning process is important so that its pedagogical contribution to teaching and learning process can be improved. Improvisation can be reached by enriching material, such as multiculturalism, that reflects diversity simultaneously, to overcome social and cultural problem recently. The study aimed to describe (1) the use of the prose appreciation textbooks conventionally in Indonesian higher education context, (2) the problems occurred during prose appreciation learning in Indonesian higher education context, and (3) the possibility of integrating multiculturalism in the textbook. This study focused on the qualitative method, which was instrumented by critical observation, purposive interview, and questionnaire. This study showed that conventional use of prose appreciation learning textbooks in Indonesia higher education context indicated that the textbooks need more enrichment; material, resources, and updated issues toward prose fiction at the present. Second, the students showed passive attention on learning process because of limited coverage in common Prose Appreciation textbooks they read. Third, the lecturers and the students interested in the possibility of integrating multiculturalism in their textbook, and felt that the supplements would give them many practical experiences and widely open their mind towards multicultural issue.

**Keyword:** textbook usage, prose appreciation, multiculturalism

## Introduction

Today, Indonesia challenged by multicultural biases and horizontal conflict which were driven by the differences of single or group interest. The differences of faith (religions) are still the effective issues released by certain groups to fight one another. LIPI (*Lembaga Ilmu Pengetahuan Indonesia*) reported that persecutions in Indonesia being popular in Indonesia are based on several factors, which are: social gap (75,2%), insecurity of other groups existence (71,1%), religiosity (67,6%), and untrustworthiness of others caused by groups, ethnic, race, and the difference of faith. (<https://m.liputan6.com>) Furthermore, it would be a serious intention to make education as the means to cultivate the multiculturalism of youth.

Banks & Banks (2010) explained that multicultural education includes three things: an idea or concept, an educational reform movement, and a process. That's why the process is an important part of multicultural teaching and learning. Higher education has an important role to arrange and ensure high-quality education by involving student to give their responses and to build proper understanding on multicultural-based learning. Horsley & Walker (in Knight, 2015) said that "for higher education learning, I support a sociocultural view of learning that proposes "learning, thinking and motivation are primarily social in nature and have their origins in the social world, in particular in social interactions between people". It's important to be

underlined that higher education supposes to including the socio-cultural view on learning, so multicultural on college learning worth to try.

De Nicolo and Franquiz (2006) recommend developing literature discussions that allow students to discuss the literature by using their life experiences as linguistic and cultural tools to help them understand the selections. Literary as a part of literature can be the means to softens the humanity and develop balance perspective of people. Parkhurst (in Lisa Garro, 2014) pointed out that fiction provides opportunities that other genres of books do not provide such as presenting moral choices, requiring the use of imagination, and depicting role models. Moral choices that fictional characters make in books, help individuals make better choices in real life. Reading prose fictions will enrich the reader's perspective and promote pluralism. The higher education students not only the part of learning but they were the subject, the agent of social change. That's why prose appreciations particularly take an important role to build and develop good humanity and social awareness, include cultivate multiculturalism. Sadly, the study by Olanweraju and Titilayo (2016) reported the opposites. They investigated that only a few readers claimed to have used prose fictions within the library collection for pleasure. They recommended on how to improve the student's readership habits through the provision of valuable and popular fictions for the use of the readers by the college and departmental libraries.

UNESCO (1991) pointed that the higher education should put knowledge at the service of society to create better world-more just egalitarian, by stimulating an interest in learning and it's acquisition as adults. The college learning arranged and held not only to make students mastering the knowledge but also to make them afford valuable experiences during their study. It is widely open to get the opportunity to develop multiculturalism so it can be used in Prose-fictions Appreciation Lecture and it's learning the process. Prose appreciation learning in higher education promotes multiculturalism through the approach, strategy, and exploration of textbooks. Textbooks and worksheet can be an effective means of learning, or on the contrary, become ineffective ones. In fact, Skidmore & Aagaard (2009) found that 35% of the student reported read the teacher-provided lecture notes every week, while only 30% read the textbook. It indicates that the textbook hasn't filled educational function properly. The percentage showed that students more interested in reading teacher-provided lecture notes than reading textbook. The textbook now will be unpopular than other resources. The evaluation of the textbook supposes to be done, by determining the curricula, and the needs of student and lecturer.

The study of textbook usage in the learning process is an important thing to do too. Lecturer and textbook should have a mutual relationship and understanding about the content. It is important to note that the focus of this study is how the textbook is used during learning. The investigation of this research would give some useful inputs to repair and develop an ideal form of a textbook to conduct prose appreciation learning in higher education. Based on the description above, the researcher believed that prose appreciation learning textbooks in higher education should be enriched by applicative material, such as multiculturalism. Furthermore, the study of textbook usage during prose appreciation learning in higher education was important to be arranged. In the study, the researcher also concerned to find the problems occurred on prose appreciation learning in higher education. The most important thing about this is the rising of awareness of the lecturer to integrate multiculturalism in the learning, through a well-structured textbook.

The study to measure and to analyze the textbook is popular but the certain study of its usage still rare. As a part of learning aspects, textbook and its investigation are as meaningful as other aspects. The study of a textbook in college shows many facts. Even the digital age qualifies there the increasing of the digital source, but we still can't deny the most effective use in the

classroom is the textbook. The educator still needs the part of meaningful involvement in their class. It can't be replaced by digital source completely. Behnke (2018) noted that the study on university students reported a largely negative attitude towards digital textbooks, such as: Yalman (2015) established Turkish student's preference for print textbooks. Woody, Daniel, & Baker (2010) noted that digital textbooks were unpopular with US college students. She cited that the student's reticence towards replacing print textbooks with digital textbooks was observed in Ghana. Overall, based on the study w the traditional textbook, however still becomes the main source of college learning.

The study of the textbook in prose appreciation learning, intends to address the main function of the textbook. Particularly, by exploring the use prose appreciation textbooks in Indonesian higher education context, researcher try to find specific facts related to (1) how lecturer use and blend the textbook into their classroom, (2) the problems occurred during prose appreciation learning process, and (3) the possibilities of integrating multiculturalism in the textbook. The investigation focused on how textbooks made its role and being used by lecturer and student in prose appreciation learning. In addition, the main additive to be discussed on it was the possibility of multicultural based in the textbooks.

## Method

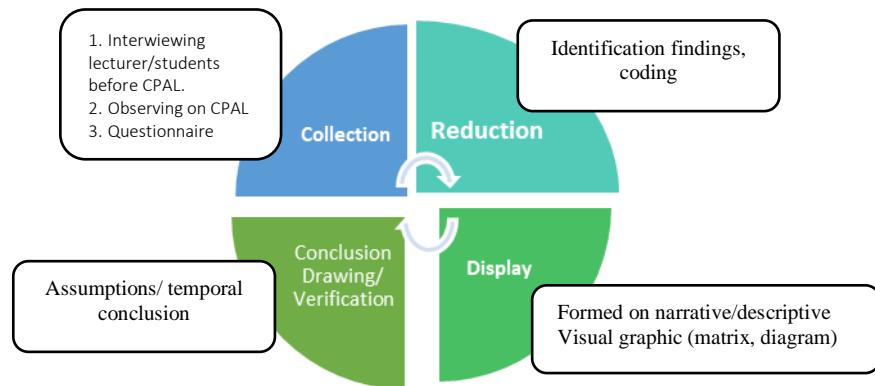
The study relied on people and situations on learning which were investigated. As the abstraction, the descriptive-qualitative method would collect data in the form of explanations, understanding, and interpretations. As the descriptive research, there was a major data source which derived from the original field and situation while prose appreciation learning process. The study was run on the chosen private college around Bojonegoro, Tuban, and Lamongan. They were IKIP PGRI Bojonegoro, UNISDA (*Universitas Islam Darul Ulum Lamongan*), and UNIROW (*Universitas PGRI Ronggolawe-Tuban*). Later in this study, the UNIROW (*Universitas PGRI Ronggolawe-Tuban*) called by University A,UNISDA (*Universitas Islam Darul Ulum Lamongan*) called by University B, and IKIP PGRI Bojonegoro called as University C.

The subject of the study was the participants including the lecturers and students of those colleges. Prose appreciation in UNIROW held in two classes contributed by 70 students. In UNISDA also participated by two classes which have 72 students. The last, in IKIP PGRI Bojonegoro there were two observed classes which contributed by 70 students. The object of study emphasized the learning process, specifically on prose appreciation learning. The researcher collaborated with lecturers of prose appreciation subject of each private college. Sampling used for spreading questionnaire and purposive interview on random participants to complete the picture of results.

The study depended on the researcher as a major instrument. It helped by critical observation, questionnaire, and interview. By observing critically, the researcher would be able to explore the learning process, and the role of textbooks, and how the lecturer and student used them as resources for learning. Interview with the lecturers and students gave subjective results and informations while interacting with prose appreciation textbook and what they expected from textbooks. The questionnaire was the only quantitative tool used in the study which took part to create a balanced result of the study. Questionnaire completed the instruments, and taken at 6 observed classes and filled by students who was attended the prose appreciation class. Those instruments and findings engaged by inductive and deductive reasoning.

The research took place at the First Period of Academic Year of 2017/2018, September - December 2017. Firstly pre-observation held by the random discussion with the lecturers, connecting assumptions and some depth discussion with the lecturer on pre and post observation phase. The interview pointed at how the lecturer engages information on the textbook and conduct learning. The researcher used an interview manual to help to collect proper relevant information. Secondly, the researcher did critical observation by using note field and checklist. By observation researcher found some facts and data to be compared and concluded with the noticeable finding pre-observation. The last, the researcher asked some students to be interviewed and filled out the questionnaire.

As the qualitative research, it lends itself to analyzing data as it was collected in the field. Before analysis could occur, the researcher did the identification coding of data from interview result and field notes. Especially form interview, the researcher made findings into the pattern and its relevancy to assumptions. Data analysis adapted to Miles and Huberman (1992) interactive models. The general step of data analysis could be found on followings.



**Figure 1.** The Data Analysis on Exploring Textbook Usage in the Prose Appreciation Textbooks in Higher Education Context.

To ensure the trustworthiness and validity of the findings, the researcher tried to employ consistent measurements procedures for interpretations. Secondly, evaluated the evidence found to the inferences or the temporal conclusions while collecting data process. Triangulation used to ensure the conformability of findings. The researcher also used several studies of the same nature and different researcher and then compared them.

## Results and Discussion

### ***Usage of Textbook in Prose Appreciation Textbook in Higher Education***

The study investigated valuable findings on the usage of the textbook in the prose appreciation learning. Before observing the classroom, the researcher interviewed the lecturer and concluded that the lecturer combines various references and book title for their classroom, and all of them were clearly stated in the RPP (*Rencana Pelaksanaan Pembelajaran*) and the syllabi. Each participant (lecturer) was observed at their classical performance. The result of the observations was divided into three phases, introduction phase, main phase, and the closing phase. Each observation arranged for 100 minutes long.

Firstly, in University A, the observation shown that in the introduction phase the lecturer started the class by greeting, and asking some students about their resume at the previous

meeting. She continued the Prose Appreciation Subject by focusing on several paradigms of prose fictions appreciation. At the pre-observation interview, the lecturer pointed that she uses to categorize each textbook she used into several meetings. The lecturer explained the theories of Kasnadi & Soetedjo's (*Apresiasi Prosa*, 2010: Pustaka Felicha) and Wellek & Warren's (*Teori Kesusasteraan*, 1990: Gramedia) into diagram she draws on the board. She asked some questions about what the differences between the techniques those approaches. A male student describes his point of view and his opinion about the similarity between prose and poem. The lecturer added some pieces of information about the connectivity of prose appreciation and poem appreciation toward other examples. The Prose Appreciation Subject ended with the conclusion she made and for the closing phase. In addition, she mentioned some title of textbooks for extensive reading in the Indonesian Language Department's library. Some students wrote down on their notes.

The different results of observation founded in UNISDA. The observation indicated that at the first meeting of the class the lecturer had given the copied form of syllabi to the student. From the interview, researcher knows that the lecturer authored a book for his Prose-Fiction Appreciation classroom, to be used during this semester (*Perspektif Strukturalisme Genetik, Gender, dan Nilai Pendidikan dalam Teks Novel: Teori dan Aplikasi*, 2013: CV. Pustaka Ilalang). The certain book for conduct Prose Appreciation Subject in UNISDA, owned by all students in the classroom, even though the lecturer makes sure that that's not a must. At the opening phase, one lecturer uses audio-visual media such as video, as the first step of learning. He explained the meaning of the video and relevancies to their learning. In the main phase of Prose Appreciation Subject, the students were grouped into several teams. The class was driven of the certain groups who presented their paper and discuss it with entire students. Activity focused on how student delivers their knowledge, ideas, and argued others. Several times the lecturer gave some open questions and example to trigger group's response. At the closing phase, the lecturer concluded the result of the group discussion and accepted better participation and activeness of the students.

The third observation was arranged in third place, University C. Here there were similar findings with first observation in University A. For the introduction, the lecturer began with the greeting and made sure that the devices for projecting screen were ready for Prose Appreciation Subject. He briefly explained that this Prose Appreciation Subject will continue the previous course. He displayed his materials on LCD projector media and conducted students to paid attention to it. From the interview at pre-observation, the researcher knows that the lecturer authored certain modules for College Prose Appreciation subject. In his class, he delivered passage of the text and become a source of information. The lectures wrote some note on the board and emphasized some information in the textbooks. He cited some approaches in the Panuti Sujiman's book, Wellek & Warren's, and the Aminuddin's. He pointed out the information are described briefly in his module. He suggested the student read intensively so they can build their basic scheme before entering the class and join the course. During Prose Appreciation Subject the students didn't ask him questions, but they replied, affirmed his words. The lecturer repeatedly asked some student to give opinions and their understanding related to the subject matter. The course ended with his explanation of the task for the next meeting.

From the observations can be indicated that the usage of textbook in Prose Appreciation Subject include: (1) clearly stated in the RPP and syllabi, (2) as the open resource to be accessed in the library, (3) explained as the affirmative information of subject, (4) as the major source of Prose Appreciation Subject especially lecturer-authorized textbook, (5) as the secondary source to supplement Prose Appreciation Subject, because of there were the briefly-arranged modules

of the lecturer. Based on the interview, 33% the lecturer confirmed the needs of a practical guide to conduct Prose Appreciation Subject. Many titles didn't match her needs and some of them are lack of supplementary materials. Then, 66% of lecturers didn't find difficulties during the Prose Appreciation Subject by using various books. In their opinion, textbooks are not the only source in Prose Appreciation Subject. Otherwise, the lack of materials will empower students to find out for themselves.

Interviews with the students concluded that 80% of participants felt that the lecturer explanatory teaching is well delivered. They wanted to more explanation from other resources so they able to compare and decide and conclude the mainframe and theories in the textbooks. The other 20% expected more discussion to be held in Prose Appreciation Subject. They believed that discussion during Prose Appreciation Subject learning will promote their critical thinking. Both the lecturer and students agreed that textbooks need more enrichment; material, resources, and updated issues toward prose fiction at the present.

### ***The Problem Occurred***

The problem occurred while using textbooks in the Prose Appreciation Subject are divided into two parts, first based on students' point of view and the lecturer point of view. From the observations and interviews to the students, the problem of Prose Appreciation Subject and the usage of textbooks are: (1) the students wanted to get more interesting materials, by latest issues and the developmental theories or paradigms, (2) the students passively contributed during the Prose Appreciation Subject. Most of them thought that the references in the library didn't update and the title they need (based on lecturer suggestion) wasn't available in the library collections, and (3) the student's reading habits to read textbooks were poor, because they used to find material by using an online source (un-trusted material such as; blogspot's articles, in-scientific essays etc) and fictions digitally, such as *wattpad*, *webtoons*, and *cyber sastra*, *cerpen kompas* etc.

The lecturers during Prose Appreciation Subject indicated that there were some problems occurred, these are: (1) lecturer found some difficulties to fill their needs of various materials and recent fictions to connect the theories and the students knowledge and background, (2) dissatisfaction of the lecturer who were expected more readable textbooks which was selected properly in order to make the student actively participated in the Prose Appreciation Subject, (3) some lecturer over-referred to some title such as Wellek and Warren's, Nurgiyantoro's, and Aminuddin's. Though, those titles were rapidly reprinted and haven't been edited or supplemented lately.

### ***Integrating Multiculturalism in Textbook: Framing the Possibilities***

The possibility of integrating multiculturalism in the textbook derived from questionnaire and interview to teacher and lecturer. The interview on student post-observational phase indicated : (1) most of the respondents (students) didn't know the trusted-wholeness information about multiculturalism, (2) the students agree about the idea of using multicultural approach in the prose appreciation textbook, (2) the students recommended the easy to use-textbook for helping them during Prose Appreciation Subject with multiculturalism, (3) the students are openly minded of the appearance of textbook which is multiculturalism-included, (4) the students expected fiction which reflected multiculturalism could be blended as the varieties form of prose in the multicultural prose appreciation textbook.

The lecturer agreed with the multicultural approach in the textbook especially for conducting Prose Appreciation Subject. But 67% of the lecturer disagrees of usage the multicultural textbook as the main source of courses. The lecturer more appreciated the efforts of complementing existing textbooks with new approach and materials, not for replacing them. All the lecturers and the students interested in the possibility of integrating multiculturalism in their textbook, and felt that the supplements would give them many practical experiences and widely open their mind towards multicultural issues. The lecturers stated that multiculturalism in the textbook should be able to be easily adopted into lesson plan (RPP) and allows the student to interact with the text and use multicultural issues as the classical understandings.

## Discussion

From the study can be concluded some findings related to Prose Appreciation Subject in private college in Bojonegoro, Tuban, and Lamongan. The exploration of textbook usage during Prose Appreciation Subject indicated that the lecturer combined various references and book title for their classroom, and they were clearly stated in their RPP (*Rencana Pelaksanaan Pembelajaran*) and their syllabus. Majid and Khaivar (2014) said that textbooks are the central core of a variety of language learning and teaching programs and they have many advantages.

Secondly, the lecturer arranged the usage of the textbook to conduct their classroom activities through the multi-models approaches, such as the *banking system* (lecturer oriented) was found at University A, audiovisual-group discussion was found at University B, and module-based learning was found in University C. The major functions of textbook appear in the banking system model. Explorations of theories in the textbook are easily combined by *banking system* teaching style. Besides, as the secondary source of Prose Appreciation Subject, in this case, because of the briefly-arranged modules of the lecturer, the textbook was transformed into more practical use. The lecturer provided materials which were adjusted by their students need. But it's important to underline that this teaching style can limit the students' willingness to explore other resources.

Textbook becomes the relevant choice for extensive reading or as the open resource to be accessed in the library. The study indicated that there was the directive suggestion by the lecturer to the students, to read more books in order to expand their knowledge and develop the understanding. The study of Fatiloro, Adesola & Alaba (2017) confirmed that their surveillance among College of Education Student shown that 65,5% of the respondents understand the importance of reading. They noticed that the students need to read more novels, and articles, in order to boost their vocabularies. In addition, the textbook could be the affirmative information of the subject. By extensive reading, the student placed textbook not only for learning but also for completing their understandings and for pleasure reason.

The noticeable findings of this study were the descriptive conclusion about the problem occurred the Prose Appreciation Subject were the students passively contributed during the learning and most of them thought that the references in the library didn't update and the titles they need (based on lecturer suggestion) wasn't available in the library collections. The questionnaire also resulted that the student's reading habits are poor. It indicates that Prose Appreciation Subject hasn't promoted student's reading habits, or hasn't optimized yet.

The lecturer found some difficulties to fill their needs with various materials and recent fictions to connect the theories and the student's knowledge and background. It strengthens by the fact that in Indonesia, developments of sales and printing college textbook wasn't significant with the increase in a number of faculties and new college students who entering

college/university ([www.ikapi.go.id](http://www.ikapi.go.id)). The dissatisfaction of the lecturer who was expected more readable textbooks which were selected properly in order to make the student actively participated in the Prose Appreciation Subject. This content-disappointing are common in lecturer's interview results. This situation supposed to be avoided by the lecturer because the Prose Appreciation Subject isn't depended on the textbook itself. Graves (2000) suggests that in order to minimize difficulties when selecting textbooks as a resource for students, but not the only resources, use textbooks as the guide, be free to modify, evaluate, develop, change, eliminate or add material in the textbook.

All the lecturers and the student interested in the possibility of integrating multiculturalism in their textbook, and felt that the supplements would give them many practical experiences and widely open their mind toward multicultural issues. Besides that, the lecturer disagrees of usage the multicultural textbook as the main source of courses. The multicultural in Prose Appreciation Subject by using textbooks and learning was accepted as the new approach which can socio-culturally responded. The lecturer notices that the textbooks should enrich materials, not for replacing previous prose-appreciation books. Majid and Khaivar (2014) pointed out that "even the improvement of technology textbook is still seen as a central teaching-learning by the majority of teachers in most of the national educational system.".

Banks & Banks (2010) noticed that the first step in multicultural education was the transform of curricula. The same point in the study indicated that the lecturers suggested the approach of multiculturalism in the textbook can be easily adapted into lesson plan (SAP) and allows the student to interact with the text and use multicultural issues as the classical understanding. These findings imply a good beginning for developing textbook by adding multicultural perspective and multicultural literature into the textbook to conduct Prose Appreciation Subject.

## Conclusions

The use of the textbook in Prose Appreciation Subject not only as the major source of information, but most of the student used the digital application to help them found other important resources. The conventional use of textbook by lecturers indicated lack of various materials. Limited coverage of discussing in textbooks and the student's interest of multiculturalism in their textbooks were other findings. Researcher summarizes some conclusion that the lecturer and the college student should have active participation in learning, by using the proper textbook. This generates a need for the multicultural approach to be supplemented in the textbooks. The textbooks should be placed as a primary resource optimally, so the attributive results from the multicultural content possibly the appearance of alternatives in prose appreciation learning.

The limitations in a small sample size and demographic homogeneity of the participants, consider a deeper and explorative study in the future, especially on literary textbook would be a very complete resource. The researcher noticed that literary on its origin genre (poem, drama, and prose) was the ultimate tools to eliminate biases and convert misunderstanding related to the multicultural problem in Indonesia by using meaningful learning of literacy.

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