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Evaluation of Madura Language Textbooks at Elementary School Level

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Abstract

The purpose of this study was to find out information and describe the quality of Madurese language textbooks both in terms of content, presentation, and language. The type of this research is evaluation research, namely by conducting an elementary level Madura language curriculum document study (syllabus) and research instruments provided to students and material experts. The results of the study showed that students' responses to Madurese language textbooks at the elementary level included a very good category, which was 80.86. While the results of the validation of material experts state that Madurese language textbooks are in a valid category and can be used but need minor revisions, ie with a value of 80.60.

Keywords: evaluation, textbook, Madura language

A. Introduction

Madurese language is one of the subjects of local content that must be continuously developed and updated in its presentation. This is very important because it is easier to understand the material will be absorbed by each student. For this reason, updates are always carried out by experts to find a more flexible design and systematic textbook, namely through Madura language textbooks at all levels (elementary, middle and high school) so that the textbook can be arranged communicatively, interactively, and oriented on the needs of students.

In order to improve the quality of teaching books, the teacher must prepare specifically designed material so that students who learn it can understand, digest, and even feel they are interacting with their educators. So that consequently students must be guided specifically to be able to learn it independently which is more effective and efficient.

As it is known that elementary school Madurese language textbooks that are good should be presented based on standardized standard presentation signs nationally, the substance is up to date, and students easily understand it. Therefore, in the preparation of teaching books must be in accordance with the guidelines in writing that are appropriate, namely based on the curriculum that is currently in force.

Science is currently developing in harmony with the social dynamics of society, as well as the material in textbooks is also required to follow a very dynamic development of science. Therefore a series of ongoing activities are needed to conduct study/review of teaching book material to make it better. In this case, it is intended to see the quality of textbooks that are the main learning resources of students and to maintain the quality of their learning, so the study of textbooks needs to be done and in this case the proposer has never found the study book article in question.

The study of Madurese language textbooks is a series of activities on the assessment of materials that have been used, whether the materials contained in the module are still relevant to current conditions, whether changes are needed because the material is no longer suitable. The study of textbooks in this study involved students and material experts.

This study of textbooks is very beneficial in obtaining information about "shortcomings" in textbooks. This information can then be used to improve/revise the textbook. The textbook that needs to be explored is the Madura language textbook at the elementary level. This subject is a local content that needs to be preserved for the sake of the future of local and national culture. A glimpse of the material in the Madurese language textbook according to the proposer needs to be examined in more depth both from the systematic to the material in the Madurese language textbook. The reason for the proposer is that there is still a lot of material needed for renewal, there are many changes and the need for improvement, the presentation system that needs to be reviewed, considering that Madurese language textbooks are the main source for students.

The purpose of the study of textbooks for Madura language subjects at the high school level is to find out and obtain information about; (1) the quality of the feasibility of the contents of Madura language textbooks, (2) the quality of the feasibility of presenting Madurese language textbooks, and (3) the quality of language feasibility, readability, and physical appearance of Madurese language textbooks.

B. Literature Review

1. Madura language teaching book

Teaching materials are all forms of material which are used as a teacher's aid in delivering subject matter. One teaching material that can be used as a learning resource as well as a learning medium is a book. Books that are used as the main learning resources in learning a field of study are called textbooks or textbooks or can also be referred to as textbooks.

In this study, the teaching material in question is a textbook that discusses a particular subject (Madura language). For this reason, the understanding of teaching materials is also related to textbooks. Tarigan and Djago Tarigan (1990) define textbooks as textbooks in certain fields of study which are standard books compiled by experts in the field for instructional purposes and objectives which are equipped with matching teaching facilities and are easily understood by users. in schools and colleges so that they can support a teaching program.

In the Minister of National Education Regulation Number 2 of 2008 concerning Textbooks Article 1, it is stated that textbooks are compulsory reference books to be used in schools that contain learning material in order to improve science, piety, noble character, and personality, mastery of science and technology, increasing sensitivity and aesthetic abilities, improving kinesthetic and health abilities compiled based on national education standards. The national education standard is stipulated by the National Education Standards Agency (BSNP). Article 35 paragraph 2 of Law No. 20 of 2003 states that BSNP is tasked with making references for curriculum development, education personnel, facilities and infrastructure, management, and financing including standardization of the quality of textbooks.

Clarified again by Backingham (Tarigan, 1986) who explains that textbooks are learning tools commonly used in schools and colleges to support a teaching program in the modern sense and which is commonly understood. Based on several definitions of the textbook, textbooks are one of the teaching materials that function as a means of supporting learning activities. textbooks can help teachers to convey learning material, so that learning objectives can be achieved.

2. Quality of Madura language textbooks

Madura language textbook is the main teaching material used by each school for Madura language subjects. In the context of learning, textbooks play an important role as a medium for delivering learning information between educators and students. Thus the learning model will be able to take place independently and require the availability of quality teaching materials.

According to the Ministry of National Education Book Center and National Education Standards Agency (2008), the quality of textbooks is determined by aspects of content feasibility, feasibility of presentation and language feasibility and readability.

First, content feasibility includes, (a) conformity of material descriptions with KI and KD (breadth of material, depth of material, and choice of themes), (b) accuracy of material (accuracy of facts, concepts, and illustrations), and (c) learning support material (conformity with the development of science, updates [features, examples and references], contextual, and mutual challenges (science, environment, technology, society).

Secondly, the feasibility of presenting content includes (a) presentation techniques (conceptual wrangling, systematic consistency, and balance between concepts, (b) presentation of learning (student-centered, developing process skills, paying attention to aspects of work safety, variations in presentation, and contextual learning) , and (c) complete presentation (introduction, table of contents, glossary, bibliography, summary and concept maps, evaluations, proportions of appropriate images and texts, and illustrations that support messages).

Third, the feasibility of language includes, (a) communicative (students' understanding of the message), (b) dialogic and interactive (motivating students to respond to messages / information and motivating students to think critically), and (c) conformity with language rules Madura (accuracy of grammar).

Fourth, the feasibility of presenting books includes, (a) completeness of the presentation (beginning, core, and final section), (b) presentation of information (systematic consistency of presentation and use of terms, logic of presenting information, motivating students to think critically, and coherence)), (c) presenting learning (spurring creativity and developing life skills experiences, and containing evaluation of competencies), and (d) updating material (examples and up to date cases and current literature).

3. Study the Madura language textbooks

Review is an evaluation of the quality of something so that it will be answered how and how far a process or something results are obtained. According to Suparman (1991), the study of teaching books needs to be done because it aims to determine what should be improved, or revised so that the product is more effective so that the quality becomes better.

The study of teaching books is also one of the components of management activities for the development of teaching materials. The purpose of this study is to assess the quality of the textbook whether it is in accordance with the applicable textbook standards. According to Julaeha and Pratmoko (2004) there are six criteria that can be used to assess the effectiveness of teaching materials. The four criteria are the results/influence criteria, validation, cost effectiveness, content, material, presentation strategy, and users. From these criteria that are directly related to the quality of learning according to the principle of complete learning are the criteria for content, material, and presentation strategies. According to Sceriven (in Sadjati, 2006) the study is judging the worth and merit of object evaluation. Thorpe (in Sadjati, 2006) also states that the study is the collection, analysis, and interpretation of information about an aspect of the field of study in a system of education and training.

Sadjati (2006) added that the rationale for the importance of the study of teaching books is: 1) it has become the task of educators, 2) giving a rational consideration of expenditures, 3) giving rationality to the addition of resource needs, 4) giving clear illustrations so convincing people, 5) show the success of subjects, 6) see the problems that arise, and 7) monitor the performance of educators.

In the study of teaching books, it should meet the criteria for easy to read and digest, in the sense of using simple, communicative, and clear language, capable of involving students' thinking processes, and allowing students to evaluate mastery levels independently (Suciati in Julaeha and Pratmoko, 2006). Study of textbooks is a series of activities to study textbooks that have been used whether the material contained in them is still relevant to current conditions, whether changes are needed because the material is considered no longer suitable.

C. Methodology

This type of research includes evaluation research. To examine the quality of this textbook, it is necessary to provide recommendations for improvement of quality textbooks/teaching materials. This study aims to evaluate the quality of Madurese language textbooks from aspects of content feasibility and language. According to Ruseffensi (1998) evaluation research is research that aims to help make decisions about better things to do, in terms of effectiveness,

costs, and others. The results of the evaluation study in addition to knowing the effectiveness of a product (Madura language textbook) also produced recommendations for improvement from the textbook. According to Faisal and Waseso (1982) that evaluation research often suggests recommendations towards practical actions to improve a product.

This study wanted to know specifically about Madura language textbooks in terms of content, language, and presentation with descriptive methods and using survey techniques. With this method the researcher can describe or describe the depth of the textbook, so that the actual picture is obtained as an elementary Madurese language teaching material. Thus input can be given to fix it or improve it.

The book samples used as the object of this research are Madurese language textbooks at the elementary level in all classes namely class I, II, III, IV, V, and VI. While the subjects are 1) students, and 2) Madurese language experts/material experts.

The instrument of this study consisted of: 1) the appropriateness of the contents of Madurese language textbooks, 2) the feasibility of presenting Madurese language textbook material, and 3) the language feasibility of Madurese language textbooks. In addition, this study also uses a questionnaire, which consists of: subject teachers, students, and material experts / experts. The details are (1) questionnaire for students including: completeness of textbooks, material review (language, presentation, and material), (2) expert questionnaire 1 (learning expert) using an evaluation questionnaire for Madura language subjects, and (3) questionnaire expert 2 (Madura linguist) about validating teaching material for all existing textbooks.

Data on the quality of Madurese language textbooks was collected through a study of supporting documents (Madura language syllabus documents), while observations, questionnaires aimed to obtain opinions (validation) on Madura language textbooks. Questionnaires were given to students, and experts (1 and 2). Then each data will be analyzed based on a Likert scale.

Thus, the data collection technique in this study uses quantitative descriptive data analysis. Enter suggestions and criticisms of improvements in the validation instrument questionnaire used to analyze the data obtained in the form of percentage analysis. Data that has been collected on the test questionnaire validation sheet is first converted into quantitative data according to the weight of the score. Changing is done by the following formula (Arikunto, 2007).

$$P = \frac{\sum x}{\sum xi} \times 100\% \dots\dots\dots (1)$$

Information:

P = Percentage

Σx = Number of respondents' answers in 1 item

Σxi = Amount of ideal value in item

100% = constants

The validity criteria for the validator questionnaire assessment data can be reviewed from the results of the percentage criteria in table 1.s

Table 1. Validity and questionnaire data validator assessment criteria

Value Scale (%)	Level of Validity
85,01 – 100,00	Very valid, usable but needs a small revision
70,01 –85,00	Valid, usable but needs a small revision
50,01 – 70,00	Less valid, usable but needs major revisions
01,00 – 50,00	Not valid, can not be used

(Source: Akbar, 2013)

D. Finding and Discussion

The discussion of this study will describe things based on findings in the research data. Namely includes student response data, and the results of expert validation. The following will be detailed every data obtained by the researcher.

1. Student response

The student responses discussed were about the appearance of textbooks, presentation of textbook material, and the benefits of textbooks. Based on questionnaire data given to students, the results of the study show that in general the value of the display of Madurese language

textbooks is in the category of Very Good which is equal to 82.08 according to the Likert scale. The details of each item cited about the appearance of this textbook are as follows.

Table 2. Value of student response about display of textbooks

No.	Statement	Value
1.	Text or writing is easy to read	14.58
2.	Image displayed clear/not blurry	12.92
3.	Image displayed enough (not too much and not too little)	13.54
4.	Pictures with description	13.33
5.	Pictures are displayed attractively	13.54
6.	Image according to material	14.17
Total value		82.08

Based on questionnaire data given to students, the results of the study show that in general the value of the presentation of Madurese language textbook material is in the category of Very Good which is equal to 80.29 according to the Likert scale. The details of each item cited about the presentation of this textbook material are as follows.

Table 3. Value of student response about presentation of textbook materials

No.	Statement	Value
7.	This book explains a concept using illustrations of problems related to everyday life.	7.12
8.	This book uses examples of issues related to daily life problems.	6.06
9.	If in the process of learning using this book I'm having trouble, then I dare to ask and address the problems I faced to the teacher.	5.87
10.	The presentation of material in this book encouraged me to discuss with other friends.	6.15
11.	Presentation of material in this book relates to other Madurese language material or with other subjects in problem solving and its application.	5.96
12.	I can understand material easily.	6.06
13.	The material presented in the book is coherent.	5.96
14.	I can follow the step by step learning activities easily.	6.25
15.	I can easily understand the sentence used in this book.	6.15
16.	There is no sentence that gives rise to double meaning in this book.	6.25
17.	I can understand the symbols or symbols used in this book.	6.15
18.	I can understand the terms used in this book.	6.25
19.	The sample questions used in this book are in accordance with the material.	6.06
Total value		80.29

Based on questionnaire data given to students, the results of the study show that in general the value of the benefits of Madurese language textbooks is in the category of Very Good which is equal to 80.21 according to the Likert scale. The details of each item cited about the benefits of this textbook are as follows.

Table 4. Value of student response to the benefits of textbooks

No.	Statement	Value
20.	I can understand Madurese language material using this book easily.	15.00
21.	I find it easier to learn by using this book.	13.33
22.	I am very interested in using this book.	12.92
23.	By using this book I am more interested in learning the language of Madura.	13.13
24.	With the illustration at the beginning of the material, it can provide motivation to learn Madurese language material.	12.71
25.	I study more diligently by using this book.	13.13
Total value		80.21

Based on the above data, based on the students' responses about Madurese language textbooks used in the school, the category is Very Good, 80.86 according to the Likert scale. The details of each item cited about this textbook are as follows.

Table 5. Average value of student response to textbooks

No.	Statement	Value
1.	Student Response about Display of Textbooks	82.08
2.	Student Response to Presentation of Textbook Materials	80.29
3.	Student Response to the Benefits of Textbooks	80.21
Average value		80.86

2. Expert validation

The expert validation discussed is about the appearance of textbooks, presentation of textbook material, and the benefits of textbooks.

Based on the validation instruments given to material experts, the results of the study show that in general the value of the feasibility of Madurese language textbook content is in a valid category and can be used but needs a small revision of 82.04 in accordance with the criteria of validity level. about the feasibility of the contents of this textbook are as follows.

Table 6. Data validation of the expert team on content feasibility

No.	Statement	Value
1.	Completeness of material	4.07
2.	Material area	3.97
3.	Material depth	3.87
4.	Accuracy of concepts and definitions	3.87
5.	Accuracy of principle	3.57
6.	Accuracy of facts and data	4.37
7.	Example accuracy	3.97
8.	Question accuracy	3.97
9.	Accuracy of images, diagrams and illustrations	4.37
10.	Accuracy of notations, symbols and icons	3.97
11.	Accuracy of references	3.77
12.	Reasoning	3.57
13.	Linkages	3.67
14.	Communication (<i>write and talk</i>)	3.87
15.	Application	3.37
16.	material attractiveness	4.27
17.	Encourage further information	4.07
18.	Conformity, material with the development of science	3.87
19.	Actual images, diagrams and illustrations	3.87
20.	Using examples of cases inside and outside Indonesia	3.87
21.	Library updates	3.87
Total value		82.04

Based on the validation instrument given to material experts, the results of the study show that in general the value of the feasibility of presenting Madurese language textbooks is in a valid category and can be used but needs a small revision of 79.32 according to the criteria of validity level. The details of each item that is summarized about the feasibility of presenting this textbook are as follows.

Table 7. Data validation of the material expert team on the feasibility of presentation

No.	Statement	Value
1.	Systematic consistency of presentation in learning activities	5.65
2.	Presentation sequence	5.51
3.	Examples of questions in each learning activity	6.25
4.	Practice questions at the end of each learning activity	6.10
5.	Key answers to practice questions	3.72
6.	Feedback on training	5.51
7.	Introduction	6.25
8.	Glossary	5.65
9.	Bibliography	5.95
10.	Summary	5.51
11.	Involvement of students	5.65
12.	Introduction section	5.80
13.	Contents section	5.95

14. Ending section	5.80
Total value	79.32

Based on the validation instruments given to material experts, the results of the study show that in general the value of the language feasibility of Madurese language textbooks is in a valid category and can be used but needs a small revision of 80.45 according to the criteria of validity level. The details of each item that is summarized about the feasibility of presenting this textbook are as follows.

Table 8. Data validation of the expert team on language feasibility

No.	Statement	Value
1.	Accuracy of sentence structure.	6.41
2.	Effectiveness of sentences.	6.09
3.	Standard term	6.09
4.	Message readability	6.09
5.	The accuracy of the use of language rules.	6.73
6.	The ability to motivate messages or information.	6.57
7.	The ability to encourage critical thinking.	5.93
8.	Suitability of intellectual development of students.	5.93
9.	Conformity with the level of emotional development of students.	5.93
10.	Sequence and integration between learning activities	6.25
11.	Coherence and integration between paragraphs	6.09
12.	Consistency in the use of terms.	6.41
13.	Consistency of using symbols or icons.	5.93
Total value		80.45

Based on the validation instruments given to material experts, the results of the study show that in general the value of the language feasibility of Madurese language textbooks is in a valid category and can be used but needs a small revision of 80.45 according to the criteria of validity level. The details of each item that is summarized about the feasibility of presenting this textbook are as follows.

Table 9. Data validation of the expert team on language feasibility

No.	Statement	Value
1.	Validation Value about Content Feasibility	82.04
2.	Validation Value about Feasibility of Presentation	79.32
3.	Validation Value about Language Feasibility	80.45
Average value		80.60

E. Conclusion

Based on the discussion above, researchers can conclude that (1) based on student responses, Madurese language textbooks used in Elementary Schools (SD) get a value of 80.86 and are in a very good category. While based on the results of expert validation, Madurese language textbooks used in Elementary Schools (SD) get a value of 80.60 and are in the valid category and can be used but need minor revisions. The advice that can be given is that the parties concerned (teachers, writers, and practitioners) should be more contextual in providing material and examples in textbooks so that students are easily understood and presented in an interesting manner.

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