

DEVELOPMENT OF A SURROUNDING ENVIRONMENT BASED LEARNING BOOK FOR STUDENTS AT SDN PURWOREJO 03 SANANKULON

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ABSTRACT

The objectives to be achieved in this research are to analyze the Feasibility of the Environment-Based Kewan Lan Wit-Witan Javanese Language Support Book at SDN Purworejo 03 Sanankulon Blitar and to analyze the Effectiveness of the Environment-Based Kewan Lan Wit-Witan Javanese Language Support Book at SDN Purworejo 03 Sanankulon Blitar. This research is included in development research which uses a Research and Development (R&D) approach. This development research is longitudinal (gradually) to develop a new product or improve an existing product and test its effectiveness so that it can function in the wider community. The results of the research are environment-based interactive learning media about animals and plants (Kelantan) by material experts considered appropriate with a percentage of 86.25% media experts rated "appropriate" with a percentage of 85%, and linguists rated "appropriate" with a percentage of 88.60%. Then The level of readability of interactive learning media based on the surrounding environment about animals and plants (Kelantan) by material students is considered very feasible with a percentage of 90%.

Keywords: Javanese; Kewan; Wit-Witan; Supporting Books, Environment

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1. INTRODUCTION

According to Ki Hadjar Dewantara, "Education is not just about providing knowledge but also honing moral attitudes and producing works for the benefit of humanity." In honing moral attitudes, it is very necessary to apply character education to children and the younger generation. Education that will be imprinted on children until they become adults, one of which is through Contextual Character Education (Elias et al., 2014). Contextual Character Education is a learning approach designed to educate and equip students with knowledge, skills and character that are built to be able to face and adapt to the demands of the 21st Century (Haniah et al., 2020). Contextual Character Education can be a means of preparing Indonesia's young generation. So that they have the skills and character of the value of tolerance to be able to live in this country which is thick with diversity.

Implementing Contextual Character Education really requires a local content subject. Local content is a curricular activity to develop competencies that are adapted to the characteristics and potential of the region. This includes regional advantages, the material of which cannot be grouped into existing subjects (Miswari & Rusdarti, 2021). In practice, the substance of local content subjects is determined by educational units that are adapted to the characteristics of each region. So that one region and another may not be the same. Local content lessons are very necessary, especially for regional progress which automatically has a positive impact on national progress. Local content is also needed for cultural preservation, cultural development, and changing environmental attitudes towards the environment. Local content is provided to familiarize students with the environment, train students to think analytically, and develop student potential. Local content is a combination of knowledge, skills, independence and the ability to adapt education to actual conditions in each region. When students are familiar with the environment, local learning becomes actual and leads to solving problems faced by local communities. So local content is a regional characteristic resulting from the natural and human potential that exists in an area.

Local content is not new in the world of education. Where in instilling local content values, education needs to emphasize the local content education curriculum. Local content curriculum can be formulated jointly by the government together with educational practitioners and local communities. The function of local content is to expand students' knowledge according to regional conditions. Local content is a means for students to develop the knowledge, skills and arts possessed by the potential of their respective regions. Local Content is an integral part of the Indonesian national education system. This is proven in Law Number 20 of 2003 concerning the National Education System article 37 paragraph (1) which states that the primary and secondary education curriculum must contain: a) religious education, b) citizenship education, c) language, d) mathematics, e) natural sciences, f) social sciences, g) arts and culture, h) physical education and sports, i) skills/vocational, and j) local content.

Furthermore, the Minister of National Education Regulation Number 22 of 2006 concerning Content Standards states that local content and self-development activities are an integral part of the curriculum structure at the primary and secondary education levels. The national policy relating to the inclusion of local content in the Content

Standards is motivated by the fact that the Unitary State of the Republic of Indonesia consists of various regions with diverse geographical conditions, natural resources and communities (human resources) with different historical and cultural backgrounds.

In accordance with Minister of Education and Culture Regulation Number 67 of 2013 concerning the Basic Framework and Curriculum Structure for Primary Schools/Madrasah Ibtidaiyah, regional languages as local content can be taught in an integrated manner with Arts, Culture and According to Kurniawati & Dwiyaniti (2016) the use of media is closely related to children's stages of thinking from concrete to abstract because through learning media, abstract things can be concretized and complex things can be simplified. A child's ability to focus attention cannot last for just a few minutes. If this is allowed to continue, it will make students get bored and tired more quickly. The use of media or concrete examples can make students more enthusiastic in learning and focus more attention. As explained by Sanjaya (2016), the use of learning media can increase students' learning motivation so that students' attention to learning material can increase.

Javanese language learning is one of the local content learning that is developed at various levels of education. Javanese is a regional language which is included in the variety of the Indonesian national culture. Javanese language is a culture that needs to be preserved. Therefore, the Javanese language is included in the local content curriculum. Learning local Javanese content aims to train students to improve their language skills and knowledge. Learning local Javanese content will provide understanding to the younger generation, especially students, to always appreciate and be proud of their culture. The coverage of Javanese language material at SDN discusses material about uploading basa, parikan, paribasan, macapat songs, geguritan, writing Javanese script, macaque and writing and so on. The learning resources used are books, worksheets and packets.

Crafts subjects or taught separately if the region feels it is necessary to separate them. Education units can add study hours per week according to the needs of the education unit.

Based on the results of observations made by researchers at SDN Purworejo 03 Blitar Regency in grades 2 and 3, the description of learning Javanese local content is very concerning, especially animal and plant material. Learning about animals and

plants is conveyed in passing or only a few are actually explained. In addition, the teachers also only use worksheets and packs without using media or visual aids that should be used as learning support tools/media.

Students in this learning material tend to ignore it and get bored quickly because of the lack of media used during the learning process. The solution to overcome this problem is that researchers offer a companion book Kelantan because this book is the right companion book because it discusses animals and plants in the surrounding environment and this book is also accompanied by pictures of animals and plants. The solution is to make the Kelantan book encourage researchers to make supporting books or learning companions that are in accordance with the needs of the material being taught so that both teachers and students have no more difficulties when learning the material about kewan and wit-witan because this book is equipped with language that is easy to understand and There are pictures that are interesting and appropriate to the material being taught.

Based on this background, researchers feel interested in conducting research and examining further matters related to supporting development. In this case the researcher will conduct research on "Development of an Environment-Based Javanese Supporting Book on Kewan Lan Wit-Witan Materials at SDN Purworejo 03 Sanankulon Blitar."

2. RESEARCH METHODS

This research is included in development research which uses a Research and Development (R&D) approach. This development research is longitudinal (in stages) to develop a new product or improve an existing product and test its effectiveness so that it can function in the wider community.

According to (Sugiyono, 2013), there are ten steps that will be used as a reference in carrying out development research, namely:

- a. Potential and problems, define existing problems and formulate objectives.
- b. Data collection, collecting various information and literature studies that will be used as material for product planning.
- c. Product design, compiling product designs based on survey results and adjusted to needs.

- d. Design validation, an assessment of the product design by experts or specialists based on rational thinking.
- e. Design revision, improving the design based on the results of discussions with experts or experts.
- f. Product trials, testing products that have been created.
- g. Product revision, improving products that have been tested.
- h. Usage trials, product testing in a wider domain, and ongoing assessment for further improvements.
- i. Product revision, the process of correcting product deficiencies to improve product performance.
- j. Mass production, establishing collaboration with companies or publishers to produce products in large quantities.

The research steps that will be carried out by researchers only involve expert testing and product revision. The details of the stages that will be carried out by researchers are as follows.

- a. Identify problems, look for problems and then look for solutions to problems experienced by students in the learning process.
- b. Needs analysis, searching for data that will be used in making a three language vocabulary book.
- c. Making prototypes, designing and compiling prototypes from the Javanese Language Support book.
- d. Expert test, the prototype of the Javanese language supporting book that has been created will be tested by experts and teachers.
- e. Product revision, based on the results of expert tests by experts and teachers, requires improvements to the weaknesses of Javanese language supporting books.

3. RESULTS AND DISCUSSION

The result of this media development is an interactive learning media product based on the surrounding environment about animals and plants (Kelantan) in the form of a book. In this media there are various variations of plant and animal names in

Javanese, material, assignments and discussion of assignments. Based on the following presentation value formula;

$$NP = NK/NM \times 100 \%$$

$$NP = 69/80 \times 100\%$$

$$NP = 86.25 \%$$

When carrying out validation, the material expert validator assessed that in terms of content and language in the material, this media was categorized as appropriate with a percentage of 86.25 %. The percentage results were obtained from the points in the questionnaire, especially points (1) conformity with basic competencies and indicators (2) suitability of the material with KD and learning objectives (3) the material presented is interconnected. This is in line with the characteristics of elementary school mathematics learning described by (Syamsuddin & Syamsuddin, 2003) that the characteristics of Javanese language learning are providing concepts by giving examples of concrete objects, learning is taught in stages and learning should be meaningful. Kelantan media meets the characteristics of elementary school learning, such as (1) in the material section, each material is given example questions and discussions using pictures of concrete objects. (2) the material is presented in stages starting from the definition equipped with Javanese and Indonesian script (3) using the principle of learning while playing. In terms of media, the media validator stated that Media Kelantan was in accordance with the appearance of the media, suitability of the illustrations and ease of use of the media. Based on the following presentation value formula;

$$NP = NK/NM \times 100 \%$$

$$NP = 70/82 \times 100\%$$

$$NP = 85 \%$$

Based on assessments from three media validators, Kelantan media is categorized as feasible with a percentage of 85%. Mainly found in points (1) Clarity of text, images, font size, character selection. This is in line with Levie & Lentz's statement (as cited in Pakaya & Machmud, 2021) that media is said to be appropriate if it fulfills the functions of (1) attentional function, namely attracting students' attention: (2) affective function, namely arousing students' emotions; (3) cognitive function, namely making it easier for students to learn the material: (4) compensatory function, namely presenting the

material verbally through the media. Apart from that, Kelantan media also meets the criteria according to Kemp & Daython (as cited in Pakaya & Machmud, 2021) namely: (1) motivating interest and action (2) presenting information: (3) giving instructions.

In terms of language, the language expert validator also stated that Kelantan media is in accordance with language rules, in accordance with student development, the language is easy to understand. Based on the following presentation value formula;

$$NP = NK/NM \times 100 \%$$

$$NP = 70/79 \times 100\%$$

$$NP = 88.60$$

Based on assessments from three language validators, Kelantan media is included in the appropriate category with a percentage of 88.60%. The percentage results were generated from the points contained in the questionnaire, including points (1) Communicative language (2) The language used is easy for students to understand and punctuation is accurate. This can be interpreted as meaning that the language in Kelantan media is appropriate to the students' level of thinking according to Piaget (in, Adisaputera et al., 2015) namely at the concrete operational stage. Apart from that, the language in Kelantan media has also been adapted to Javanese language rules.

4. KELANTAN MEDIA READABILITY RATE

After completing validating the media, limited trials are then carried out. The trial was carried out by showing the media to students, and ended by filling out a readability questionnaire which discussed the appearance of the learning media, understanding of the material, selection of questions, selection of images, appropriateness of language use and interest in the media. Based on the following presentation value formula;

$$NP = NK/NM \times 100 \%$$

$$NP = 54/60 \times 100\%$$

$$NP = 90$$

Based on the student readability questionnaire, the media was rated "Very Appropriate" because it received a score of 54 out of a maximum total score of 60 so that with a total percentage of 90% it was included in the "Very Appropriate" category seen from the Kelantan media which contained (1) KD indicators (2) material which was equipped with illustrations, example questions with gradual levels, and discussion

of assignments; (3) in completing assignment questions that students can find when reading; (4) each material, example questions and quizzes contain appropriate images.

A trial was also carried out on 5 teachers to determine the assessment. The trial was carried out by showing the media to the teacher, and ended by filling out a readability questionnaire which discussed the suitability of the learning objectives. use of language, interest and ease in using media. . Based on the following presentation value formula;

$$NP = NK/NM \times 100 \%$$

$$NP = 355/375 \times 100\%$$

$$NP = 94.4$$

Based on the readability questionnaire, the media was considered very worthy because it received a score of 355 out of a maximum total score of 375 and received a percentage of 94.4%, including the "Very Decent" category.

5. CONCLUSION

Based on the results of research and development of environmentally based interactive learning media products about animals and plants (Kelantan), it can be concluded that:

- a. Environmentally based interactive learning media about animals and plants (Kelantan) was assessed by material experts as feasible with a percentage of 86.25%. Media experts assessed it as "feasible" with a percentage of 85%, and language experts assessed it as "decent" with a percentage of 88.60%.
- b. The readability test results obtained from students were assessed as "very adequate" with a percentage of 90% and the teacher's readability test results were assessed as "very adequate" with a percentage of 94.4%.

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