

The Development of Folklore Enrichment Books with Character Education Values for Junior High School

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Abstract:- This research is motivated by the urgent need for the development of folklore enrichment books containing the values of character education. The formulation of the problem in this research is (1) how is the need for enrichment book development, (2) what are the principles of enrichment book development, (3) how is the prototype of enrichment book development, and (4) how is the acceptance of developing an enrichment book to write folk tales containing character education values for junior high school students.. This research approach is Research and Development. The results showed that (1) teachers and students needed folklore enrichment books containing character education values, (2) the principles of enrichment book development used the principles of relevance, consistency, and adequacy, (3) succeeded in realizing an enrichment book prototype, which was developed from the results of the research compiled based on the applicable curriculum, and (4) 75% of the sample could receive a folklore enrichment book containing the values of character education as a textbook for junior high school students.

Keywords:- *Enrichment Book, Folklore, Character Education.*

I. INTRODUCTION

Books as teaching materials or learning materials, in general, consist of knowledge, skills, and attitudes that must be learned, and are expected to be mastered by students in accordance with educational goals (Depdiknas 2010). Books can be a benchmark for improving the quality of education as well as an effective means of achieving educational goals. The selection and use of teaching materials must be done selectively and should not be careless considering its very important role in influencing the success of students in the learning process in addition to the role of a teacher. Therefore, it is necessary to formulate teaching materials that are able to support the implementation of a good education.

In learning Indonesian, there are several teaching materials that serve to enrich Indonesian language learning materials for students. Conditions in the field at this time, found books, especially Indonesian subjects that still need to be refined in several components (Jayanti et al., 2015). These components, such as completeness of theory and task instructions, use of language and sentence structure adapted to the readability of junior high school students, and

textbooks that integrate character values are still rare. Textbooks circulating in schools generally still contain all aspects of language skills, but the material presented is not in-depth.

Currently, the development of enrichment books is considered important, in addition to being used to add insight and knowledge, it is also used to complement textbooks used in schools. Enrichment books contain material that can enrich basic, secondary, and tertiary education textbooks (Sitepu 2012). Therefore, enrichment books compiled based on the needs of participants can be used as an effort to optimize the competence of students and provide varied knowledge.

No less important thing needs to be included in the folklore enrichment book, namely the inclusion of character values that are easy to understand and integrate into the behavior of students. Realizing the importance of character values by a person, nowadays many parties demand an increase in the intensity and quality of the implementation of character education in formal educational institutions (Kurtul, 2012). The need for enrichment books is in accordance with competency standards and basic competencies in folklore learning, namely by identifying various elements of folklore, which include characterizations, characterizations, settings, themes, storylines, and mandates. For this reason, it is necessary to develop an enrichment book for writing folklore that is in accordance with the needs of students (Jayanti et al., 2015; Komariah, 2018).

Based on the background of the problem that has been described, the research problem can be formulated as follows.

- (1) What is the need for developing folklore enrichment books containing character education values according to the perceptions of teachers and junior high school students?
- (2) What are the principles of developing folklore enrichment books containing character education values for junior high school students?
- (3) What is the prototype for developing a folklore enrichment book containing character education values for junior high school students?
- (4) How is the acceptance of developing folklore enrichment books containing character education values for junior high school students?

II. METHODOLOGY

Design Research

The approach in this research is Research and Development (Borg & Gall, 2016) with the stages (1) research and information collecting, (2) planning, (3)

developing preliminary form of product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, (10) dissemination and implementation. The stages of development research are visualized in the following chart.

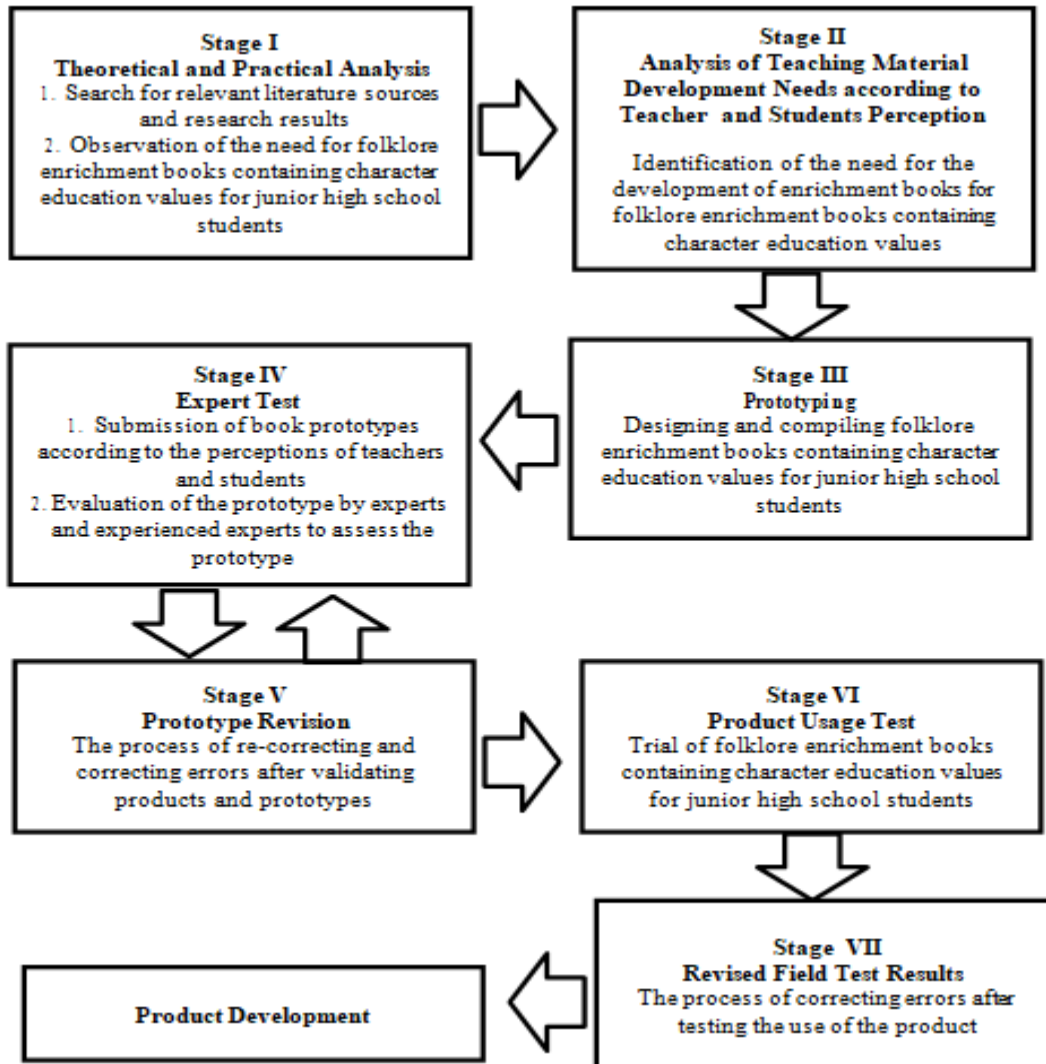


Figure 1. Stages of Research Development (Gustiani, 2019)

Research Data Source

There are three kinds of data collected for the purposes of this research, as follows: (1) scores from the analysis of needs for enrichment books; (2) assessment scores from material experts and enrichment book developer experts; and (3) acceptance test scores from expert teachers during the limited test. The data sources involved in the development of this product consist of students (30), an Indonesian Language Teacher (2), an expert in book development, and an expert in the field of book materials.

Instruments

In this study, the techniques used were observation techniques, interview techniques, and questionnaire techniques. The data collection questionnaire instrument

used in this study included (1) a needs questionnaire according to the perceptions of teachers and students of folklore enrichment books containing character education values, (2) an assessment questionnaire of expert enrichment book developers, and (3) an assessment questionnaire. materials by material experts (Lusiana & Lestari, 2013).

The needs questionnaire instrument according to the perceptions of teachers and students, in the form of a list of questions provided with possible answers to be chosen. The answer is based on their perception and experience. For each item, the respondent can give more than one answer through a checkmark (V) on the choice with a Likert scale score of 1 to 4. This questionnaire contains 20 items which are divided into sections on needs for enrichment books, guides on how to study enrichment books, language in

enrichment books, elements of folklore, and physical books. A material expert assessment questionnaire instrument needs to be made to facilitate the creation of an enrichment book. The assessment is based on aspects of conformity with the curriculum, substance of the material, and suggestions for improvement.

Data Analysis and Validation

Data analysis was carried out by determining the characteristics of needs according to the perceptions of teachers and students by determining the percentage of answers to each question/statement item. This means that in each item the frequency of respondents' answers will be calculated. The highest frequency is taken into consideration as a description of the respondent's will in each question/statement item so that in the development of the enrichment book prototype, the results must be considered. Meanwhile, the scores and categories of assessment by enrichment book developers and material experts can be seen in the following table.

Table 1. Prototype Assessment by Book Developer Experts

Average Score	Score Interval	Category
4	76-100	Very Good
3	51-75	Good
2	26-50	Enough
1	0-25	Less

Table 2. Prototype Assessment by Book Material Experts

Average Score	Score Interval	Category
4	61-80	Very Good
3	41-60	Good
2	21-40	Enough
1	0-20	Less

III. RESULTS AND DISCUSSION

The results of the research presented in this chapter include four things, namely (1) the need for enrichment book development, (2) the principles of enrichment book development, (3) enrichment book prototypes, and (4) the acceptance of folklore enrichment books containing values. the value of character education for junior high school students.

The Need for Development of Folklore Enrichment Books Containing Character Education Values according to teachers

Based on the table, it can be stated that the folklore enrichment book that the teacher wants is a collection of folklore books equipped with an evaluation. The desired indicator of the book from 2 teachers, 100% of the teachers wants the book to be equipped with an evaluation. Indicators of obstacles as much as 50% of teachers choose materials/materials. The type of folklore that is desired is that 50% of the teachers choose a legend. In the indicator of the pattern of a character application, 100% of teachers choose the pattern of character application in the content of

the reading. Indicators of character values as much as 100% of teachers chose the character values of honesty, independence, courage, justice. material aspect. On the other hand, there are 100% of teachers who choose the storybook to be interesting, accompanied by a moral message, and words that can motivate students.

Indicators of practice questions and evaluation 100% of teachers agree. In the variety of languages, 100% of the teachers choose a simple and straightforward language. In the selection of the theme of the story of heroism, 100% of the teachers chose human and animal characters. The characterization indicators in the respondent's story choose the nature of the character who is kind, brave, and honest. Indicators of illustrations/pictures in storybooks from all teachers 100% want the book to have illustrations.

The Need for Development of Folklore Enrichment Books Containing Character Education Values according to Students' Perceptions

The folklore enrichment book that students want includes the desired book indicator from 30 students, who want a collection of folklore books to be equipped with an evaluation with a student voter turnout of 70%. Indicators of obstacles when participating in learning to write folklore as many as 60% of students choose materials/materials. The indicator of the preferred type of folklore is 74% of students like folklore legends. The types of legends that students like are folklore legends that match their place of residence, and 33% like legends of characters. Aspects of character insight include two indicators, namely the pattern of character application and character values. In the indicator of character application patterns, 80% of students choose the pattern of character application in the reading content. On the character value, 56% chose the characters of honesty, independence, courage, and justice. 50% of the material desired by the students chose to make the storybook interesting, accompanied by a moral message, and words that could motivate students. In interesting indicators, 50% of respondents chose accompanied by a moral message and words that can motivate students. 56% of the folklore storybooks of interest to students chose a clear guide to make it easier for readers to understand the contents of the story.

On another aspect, 74% of respondents (students) choose a simple practice and evaluation questions. The desired indicators of practice questions and evaluations are practice questions and evaluations that are easy to understand. Indicators of a language variety as much as 70% of students choose a straightforward language. The indicator of the theme of the story as much as 60% of students chose the theme of heroism. As for the characters featured in the book, 66% of respondents chose human and animal characters. The character that appears is a character with a kind, brave, honest character. The choice of cover color for this folklore enrichment book that the respondents liked the most was 100% choosing a cover color that was varied and harmonious and wanted the book to have illustrations.

Book Development Principles

The theoretical framework for developing enrichment books includes the principles of relevance, consistency, and adequacy. A folklore enrichment book containing the values of character education that is relevant to the thinking power of students. The relationship includes the type of folklore and character values. The indicator of determining and comparing the values in folklore with today's values is the link between enrichment books and the application of moral values to students.

Folklore enrichment books containing character education values are adequate in helping students master basic competencies. In addition, moral values are also contained in the contents of the certificate. Determination of learning objectives to motivate students to understand the content of the reading. The content of the moral values contained in it can be seen in the reflection, value habituation, and value deepening sections.

Based on the results of the needs questionnaire according to the perceptions of teachers and students, it can be stated the principles of developing folklore enrichment books containing character education values for junior high school students. There are several principles of developing folklore enrichment books containing character education values for junior high school students, including indicators: (1) content/material, (2) display of material, (3) use of language, (4) story elements, (5) graphics, and (6) book anatomy.

Folklore Enrichment Book Prototype

Based on the results of the questionnaire according to the perceptions of teachers and students, the data obtained from this study became a reference and consideration in the preparation of a prototype of a folklore enrichment book containing character education values for junior high school students. First: The contents of the Enrichment Book for Writing Folklore, namely

- (a) contains a collection of folk tales equipped with evaluation,
- (b) the desired learning materials/materials are not general in nature but are in accordance with the characteristics of students,
- (c) the type of folklore desired, (d) the pattern of application of character values is contained in the content of the story, and (e) exercises and evaluation questions that are easy to understand.

Second: Display of Material in Folklore Enrichment Book in the prototype of the enrichment book as follows: (a) interesting, accompanied by moral messages and words that can motivate students, (b) clear guidelines, (c) practice questions and evaluations. Third: The language in the Folklore Enrichment Book is straightforward, simple, easy to understand, and without much use of figurative language. Fourth: The story elements in the Folklore Enrichment Book include (a) the theme of the story about the spirit of heroism, (b) the characters and characterizations are kind, brave, and honest human beings. Fifth: The graphics in the Folklore

Enrichment Book include (a) 80-gram HVS paper type, (b) standard paper size, (c) Times New Roman font. Choice of 80- gram HVS paper type with standard paper. Sixth: Anatomy in the Folklore Enrichment Book includes (a) a matching and varied cover color, (b) a rectangular book, (c) a cover with pictures.

Development of Books Containing Character Education Values

The development of the folklore enrichment book containing the values of character education was carried out through several activities, namely (1) preparation of an initial draft of the enrichment book, (2) expert testing, (3) revision of the early stage enrichment book, (4) limited trials, evaluation and refinement of the enrichment book, and (6) preparation of the final stage of the enrichment book (Ramadana et al., 2019)

Book Acceptance

The acceptance of the enrichment book according to the teacher's assessment was carried out by senior teachers at SMPNegeri 1 Limbangan Kendal Regency, Indonesia. To find out the acceptance and rejection of folklore enrichment book products containing character education values are as follows.

Table 3. Acceptance Test of Prototype Characteristics

Indicators	Average Score	Category
Systematics of the enrichment book framework	4,00	Good
Spelling accuracy	4,00	Good
Accuracy of language use	4,00	Good
Systematic numbering	5,00	Very Good
Interrelationships	4,00	Good
Enrichment book materials	4,00	Good

From Table 3, it can be stated that the quality of acceptance of the characteristics of enrichment book products in general on the systematic indicators of the enrichment book framework, spelling accuracy, accuracy of language use, and interrelationships between sections and completeness of material obtained the highest choice of four points with good categories. As for the systematic indicator of chapter numbering into sub-chapters with a very good category.

Table 4. Enrichment Book Content Acceptance Test

Indicators	Average Score	Category
The enrichment book comes with an evaluation	5,00	Very Good
Teaching materials according to the characteristics of students	4,00	Good
The Variety language of simple, interesting, and communicative	5,00	Very Good
Heroic theme	4,00	Good
Human and animal characters	4,00	Good
The character traits in the story are kind and brave	4,00	Good

From Table 4, it can be stated that the enrichment book containing a collection of folk tales equipped with evaluations and various languages obtained a very good category. Indicators of conformity with the characteristics of students, story themes, characters, and characterizations received the highest choice of four points in the good category.

Table 5. Acceptance Test of Character Education Values

Indicators	Average Score	Category
Folklore types of legends as a medium of education in the family	4,00	Good
The application of the moral values of honesty, independence, courage, and justice in folklore	5,00	VeryGood
The display of the material is accompanied by a moral message and words that can motivate <u>students</u>	4,00	Good

Based on Table 5, the quality of acceptance of character education values in the enrichment book on folklore indicators as an educational medium in the family gets the highest choice of five points in the very good category. The indicators for the application of moral values of honesty, independence, courage, and justice in folklore and display of material accompanied by moral messages and words that can motivate students to get the most choices are four points in the good category.

Acceptance of Folklore Enrichment Book

The acceptance test of the enrichment book was carried out by 25 (twenty-five) students of class VII B SMP Negeri 1 Limbangan. Based on the table of acceptance test results for the prototype enrichment book, it can be stated that the results of the acceptance test carried out on class VII students of SMP Negeri 1 Limbangan out of a total of 25 people, who obtained the very good category 14 people, who got the good category 8 people, and those who got the very good category enough for 3 people.

In this final section, it is stated that the acceptance of folklore enrichment books containing character education values for junior high school students is expected to motivate students in learning to write folklore because the material is in accordance with their characteristics. The presentation of the product is in accordance with the principles, characteristics, and thinking patterns of students (Winke & Stafford, 2002).

This product is expected to have a broad reach, namely to reach and color the development of books and reach the needs of folklore materials. This book is designed properly and well so that it can function as an effective learning tool because it is equipped with a specific and integrated presentation of material. The proportions of understanding of the material, exercises, and evaluations are balanced between cognitive, affective, and psychomotor content.

IV. CONCLUSION

Based on the results of the research and discussion, conclusions can be drawn relating to the development of folklore enrichment books containing character education values for junior high school students. (1) Teachers and students need folklore enrichment books containing character education values for junior high school students. The enrichment book includes material/content development, material presentation, linguistic aspects, and graphics. Besides that, there is also the integration of character education values into folklore material. (2) The principles developed in the folklore enrichment book include the principles of simplicity, relevance, consistency, adequacy, and are adapted to the thinking stage of students. (3) The prototype of the developed folklore enrichment book is based on KI/KD. The contents of the enrichment book prototype are (1) contains a collection of folk tales equipped with evaluation, (2) the desired learning materials/materials are not general in nature, but are in accordance with the characteristics of the students' area, (3) the desired type of folklore is the legend of the residence students, (4) the pattern of application of character values contained in the content of the story, and (5) practice and evaluation questions that are easy to understand. (4) The test of acceptance of enrichment books is carried out by students and teachers.

Limitations

This development research is strived to be in accordance with the research procedure. Weaknesses and limitations in this study need to be disclosed so that there are no errors in utilizing the results. The limitations of this study include (1) The sources of research data are teachers and students from SMP Negeri 3 Boja Kendal. The data sources involved were only 30 students and 2 teachers, as well as a teacher as a respondent for the acceptance of the enrichment book. This was done because of the limitations of this study.

(2) The research instrument used is not a fully standardized instrument and is in accordance with existing rules. It can be obtained data that is not in line with expectations. The adjustment of this instrument was carried out to suit the research objectives. (3) The material presented in the enrichment book is limited to folklore. Thus, students are expected to be active and creative in finding sources of information together with community leaders. (4) The procedures that must be followed in development research are basically up to the dissemination and implementation stages. However, this development research was only able to reach the stage of revising the field test results. Further research can be carried out to improve the prototype of the folklore enrichment book containing the values of character education.

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