

## LITERACY OF INDONESIAN LANGUAGES BASED ON LOCAL CULTURE MODEL COOPERATIVE CIRC

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### ABSTRACT

This type of research is development research that will produce a product in the form of an Indonesian textbook. The aims of this study to develop Indonesian literacy teaching books that contain local culture (Duduk Sampean , Gresik Regancy) The developed textbooks contain a cooperative learning model of Cooperative Integrated Reading and Compositon (CIRC ) model which is more focused on reading and writing skills.This research is research development model adapted from *The Four D Models* or often referred to as 4-D.The model consists of several stages, namely stage define, stage design , development (*develop*), and the deployment phase (*disseminate*).The results of the data analysis showed that the material feasibility element got an average rating of 93%, the feasibility element of the presentation got an average value of 91%, the language feasibility element got an average value of 95%, and the element of the feasibility of graduation get an average value of 96% Indonesian language textbooks based on CIRC's newfangled, cooperative culture in the category are well worth using.Meanwhile, student learning outcomes have increased from pretest to posttest with 100% classical completeness .

**Keywords :** *Textbook, Local Culture, CIRC Model*

### INTRODUCTION

The importance of cultivating children's literacy at elementary / MI (Islamic Elementary )level can not be separated from government efforts that want to improve the habits of Indonesian people to read Literacy has a major element in PISA research ( *Program for International Student Assessment* ) to be assessed.In research conducted by PISA, Indonesia is categorized as a low literacy country until 2012. The literacy coverage examined by PISA includes mathematical literacy, science literacy, financial literacy, language literacy.

The application of literacy culture should start early, especially elementary school children because this stage is the

child's curiosity on a very big thing. The role of education spearheading the government's efforts to familiarize people with reading from students to the general public. Therefore, children of elementary age should be introduced to books that are interesting reading so that the passion of reading children at that age increases.

Books in use in Schools have a great influence on reading interest of children.The book used is certainly the basic book or textbook issued by the government through Kemendikbud. (The Government of Education and Culture) According to Suharjono (2001) textbook is a book used as a textbook in a particular field of study, which is a standard book compiled by experts in the field for instructional purposes and purposes , equipped with harmonious

teaching tools and easily understood by the wearers in schools and colleges as to support a teaching program. Another opinion according to Mintowati (2003) textbook is one means of successful teaching and learning process. The textbook is a learning units that contain information, discussion and evaluation. The textbooks are structured systematically will make learners easy to learn in the material so as to support the achievement of learning objectives. Therefore, textbooks should be structured in a systematic, interesting, high readability, easy to understand, and obey the applicable rules of writing.

Based on some understanding of the textbook above, it can be concluded the textbook is a paper that is used in a particular learning process and arranged systematically by experts according to the field of study. The author of textbooks should attend into characteristics and needs of the participants. This statement also same with Kurniasari (2010) who suggested to write and arrange their own teaching materials in accordance with the characteristics and needs of learners. The author of textbook should be tailored to the learning objectives to be achieved, including containing the instructional objectives.

aside from the textbooks that used in schools, primary school children should also be introduced to other insights, especially those closest to them, local culture. Culture is the totality of thought, the creation and the artistic of human who is not rooted in his instincts, and can only be initiated by man after the learning process (Koentjaraningrat, 1997). The definition is linked with Gresik Regency, Gresik belongs to the category of

Regency that is rich in culture. Gresik is a port city that is open to various ethnic groups, including Arab, Chinese, European and Madurese. Cultural diversity of each region is very influential on the life of the Gresik people, especially the Ethnic Arabs with their Islamic religion. Given the dynamic culture, do not rule out Gresik culture that is currently attached to be changed due to globalization factor. Of course education has a vital role to maintain the integrity of local culture in order to remain preserved.

At the time of the author's interview in MI (Islamic Elementary school) Al Azhar found a problem related to local cultural insight. Most students of MI ( Islamic Elementary School )Al Azhar Class V do not know the culture in Gresik. Meanwhile, when the researcher observes the learning of folklore, the teacher only tells the story in the textbook. The condition is very unfortunate because students are not given local folklore. Therefore, teachers must do the learning that has previously made the design of learning adjust with student's needed

Based on these reasons, the researcher provides a solution by developing a book in which provides insight into local culture so that the child will know the potential of the existing culture. according Saliman (2007) statement which asserted that the development of local cultural concepts in the learning process then the learning will be easier to be understood and accepted by students. The development of this textbook also involves teachers at the school. This is because teachers are more aware of the characteristics of learners. The

reason researchers do collaboration with teachers supported by Marwati (2011), the development of local cultural concepts will be more easily understood and accepted by students in learning when developed by teachers.

This text textbook should have a difference with the main textbook used by the school. The process of introducing local cultures in Indonesian language literacy books is also modeled on cooperative CIRC. The reason for applying this model is because Slavin (2006) finds a positive effect on students' reading ability, including an increase in reading test scores and standardized languages. The CIRC learning model has several elements in it. According to Slavin (2005: 205-209) the elements of this type of CIRC are as follows: 1) Reading group, students are divided based on the level of reading ability. 2) Team, students are divided into pairs in their reading group. 3) Story-related activities, (reading in pairs, writing stories, expressing words aloud, meaning words, retelling, spelling). 4) Inspection by partner 5) Test, students are given an understanding test of the story. Based on the description of the CIRC learning model that this model was created based on the background of teachers who still use conventional learning model in teaching and learning process, it is expected ability and interest in reading students can be increased by the CIRC learning model.

## RESEARCH METHODS

The type of this research is development research using 4-D model research design proposed by Thiagarajan (1974). This model has four stages, namely

the definition (*define*), design (*design*), development (*develop*), and the spread (*disseminate*). In the early stages of defining, there are several stages of analysis including early preliminary analysis, student analysis, concept analysis, task analysis, and analysis of learning objectives. This stage is an important stage in the process of developing the book because the book will be developed later adjusted to the needs analysis at the definition stage. At the planning stage, textbooks are compiled and written should pay attention to the appropriateness of content, feasibility of presentation, language feasibility, and feasibility of chart (Muslich, 2010). The planning stage by compiling a draft of this book is the first draft of textbook that has not been validated by the validator. After The first draft is written and compiled, the meal will be validation process from linguist, presentation, material, and graffiti. The third stage is the development stage which aims to revise the first draft of textbook. The first draft of textbooks that have been assessed and input from each validator will be revised at this stage. Of course the process of improvement with adjusted input from each validator field of materials, language, presentation, and chart. The recitation of the first draft of textbook is called The second draft of textbook and then brought back to the validator to be validated in accordance with the record on the validation of draft I. After the second validation of each validator according to the field, The second draft is called draft II textbook. In the second validation stage, textbooks get the notes that textbooks are very feasible.

The next step is to conduct a limited trial to observe the implementation process of textbook draft III. The trial was limited using the subjects of 10 heterogeneously selected students in one class and one teacher in the trial class. After extensive testing, teachers and students were given a questionnaire related to the developed textbook. The teacher notes that the sentence of the order in the book should be made of different colors and fonts. This variation will make it easy for students to distinguish which is the reading material and which one is the command sentence. Meanwhile, The note from the students that there is a picture that is too small so, students can not explain or tell the picture in accordance with the sentence command.

From the results of limited trials, researchers make improvements in accordance with field notes obtained from teachers and students. The result of this revision is called draft IV textbook which is the final draft of textbook for extensive testing. Extensive trials were conducted with a single class research subject consisting of 22 students and 1 teacher.

### **Data and Data Sources**

The data in this research comes from the process of developing Indonesian language literacy book based on CIRC newfangled culture and the quality of textbooks developed and product trial. Data for the development process include the defining and planning phases. The results of this stage are the formulation of KI (Inner Competence) and KD (Basic Competence ) and the draft of the textbook I. The quality data is the result of the assessment

performed by each validator .The quality of textbooks is obtained from the results of material validator assessment, presentation validator, language validator, and validator of the graffiti as well as the results of limited trials and extensive trials.

Sources of data include two aspects, namely the data source development process and data source textbook quality .The data source of the development process is KI (Inner Competence) and KD (Basic Competence), while the source of book quality data obtained from 27 respondents consisting of 4 validators, 22 students, and 1 teacher.

The first data collection technique that is about textbook development process is taken from the documentation techniques for the materials prepared based on KI (Inner Competence) and KD (Basic Competence) in the curriculum 2013. Meanwhile, the second collection technique related to the quality of textbooks using validation techniques from validators according to their fields. Validation techniques include *check lists* of each component compiled on the validation sheet and notes for improvement. Validation includes material, language, presentation, and graphic. The third data collection technique is using observation techniques, questionnaires, and tests. This technique is to answer the feasibility of textbooks in terms of their use in the field.

The data instruments in this research include the development process of local culture-based textbooks with CIRC model covering curriculum analysis documents, student analysis, task analysis, concept analysis, and objective learning

analysis. The second instrument relates to the quality of textbooks based on local culture with CIRC model using validation sheets. The third instrument relates to the use of textbooks in the field using instruments such as observation sheets, questionnaires, and tests .

Data analysis techniques in this study include the process of textbook development, the quality of textbooks, and implementation of textbooks in the field. (1)

in the assessment using Likert scale with gradient answer from positive to negative (Sugiyono, 2010)

**Table of Intrepretation**  
Criteria Score

SCORE	INFORMATION
4	Execellent
3	good
2	good enough
1	Not good

To determine the feasibility of each component, the scores obtained are converted to percentages by scale. The interval is used as follows.

**Table of Book**  
Supplements Validity Scores

SCORE	Criteria
0% - 20%	Not Eligible
21% - 40%	Less Eligible
41% - 60%	Decent enough
61% - 80%	Well Decent
81% - 100%	Excellent Decent

(Riduwan, 2006: 88)

Techniques in the textbook development process include identification of local culture such as dialect, livelihood system, art, and religious / ritual activities. Further maps KI (Inner Competence) and KD (Basic Competence) as well as identification of the acquisition of teaching materials .(2) A data analysis for textbook quality includes content assessment, language, presentation, and graphic .Scale used

(3) Data analysis for teaching book implementation using observation sheet and questionnaire given to teachers and students

The data-analysis procedure for textbook development process through literature study, KI (Inner Competence) KD (Basic Competence) analysis, and indicators to be developed. Data analysis procedures for product quality and usage are: (1) editing by examining the validation results; (2) data processing by the formula

$$P = \frac{\text{Number of total score}}{\text{Criteria Score}} \times 100\%$$

(Riduwan, 2005: 21)

Description:

Score criterium = highest score × number of items from statement × respondents

**Table** Criteria Interpretation of Supplementary Book Rating Score

SCOR E	INFORMATIO N
0% - 39%	Not qualified

40% - 59%	Less quality
60% - 74%	Quality enough
75% - 84%	Good / quality
85% - 100%	Very good / very good quality

(Arikunto, 2006: 40)

Textbooks are considered eligible to be used if their interpretation is  $\geq 60$ .

The data analysis procedure for teaching book implementation includes observation analysis on teacher and student activity, teacher and student response, and student learning outcomes. Analysis of teacher and student activity using the following percentage scores.

$$M = \frac{\sum f}{N} \times 100\%$$

AND

M = percentage of activity

$\sum f$  = number of activities performed in the process  
teach

N = total number of activities in sheet

observation

**Table** Criteria percentage of acquisition of teacher and student activity

SCORE	Criteria
80% - 100%	Excellent
61% - 79%	good
41% - 60%	Enough
21% - 40%	Insufficient
<21%	Less once

Arikunto (2009:

40)

Analysis of teacher and student response is calculated based on the following *rating scale* formula .

$$P = \frac{\text{Number of total score}}{\text{Criteria Score}} \times 100\%$$

Riduwan (2005: 21)

Description:

Score criterium = highest score  $\times$  number of items from statement  $\times$  number of respondents.

Analyze student questionnaires after using textbooks obtained and calculated on a Guttman scale. The Guttman scale is the scale used for clear and consistent answers.

Guttman Scale Table

<b>STATEMENT</b>	<b>Value / score</b>
Ya	1
No	0

N = number of respondents

Arikunto (in Punggeti, 2012: 54)

**Table Criteria Analysis**

Response

Percent age	Criteria
85% - 100%	Very Decent
75% - 84	Well worth it
60% - 74%	Decent enough
40% - 59%	Not feasible
0% - 39%	Very Inappropriate

Riduwan (2005: 15)

**Table Criteria Questionnaire**

SCORE	Response Criteria
20% - 55%	Negative
56% - 75%	Neutral
76% - 100%	Positive

Jufri

(in Punggeti, 2012: 54)

The formula used in the calculation to obtain a percentage is:

$$P (\%) = \frac{F}{N} \times 100\%$$

**INFORMATION**

P = percentage of respondents' answers

F = number of respondents' answers

**RESULTS**

The beginning of the process of book development in August 2017. In accordance with the 4D model used, the initial process is (1) definitions include the initial preliminary analysis, student analysis, concept analysis, task analysis, and objective learning analysis. This stage begins by identifying the underlying problems that exist in the School. The problems that occur are the lack of understanding of teachers in the development of teaching materials and the number of students who do not know the local culture. At this stage also carried out the process of mapping of KI (Inner Competence) and KD (Basic Competence) and from the mapping was developed with suitable indicators to the needs.

The second stage is the stage (2) of the planner carried out in September 2017. At this stage have started preparation draft textbook of local culture. Material and images are obtained from several relevant sources , both from books, interviews on the humanist, and from the internet. The material written in the drafting course of course accompanied by interesting pictures so that students' interest to read the book also increases. After draft I so then done validation to each validator. Some notes are given by validators ie, material validators provide notes to add material that is close to the student environment and does not extend to the culture of gresik in general. Language validators provide notes to replace some words that are less appropriate with elementary school children. The presentation validator notes that searching for the reverence of the new book as well as the validator of the graffiti providing a note on the back cover should be matched with the front cover.

The next stage is (3) the development which is the result of revision of the draft I textbook that has been getting input and suggestions from each validator. After the next revised draft of this textbook is called draft II textbook. This draft is then returned to each validator for further assessment. In this second validation each validator notes that this textbook is excellent for use and continued on field trials.

Based on these records, a limited trial was conducted with 10 heterogeneous students and 1 teacher. In this trial students are given pretest at the beginning of learning to know the initial understanding of students and given posttest at the end of learning. At this stage the student notes that the reference image used is less. Furthermore, researchers revised the results of limited trials and then

continued extensive trials. The learning process in the broad trial is similar to the limited trial but at this stage the total of 23 students are directly involved with 1 class V teacher.

In the assessment phase the quality of textbooks developed includes the assessment of each validator and its use in the classroom. Based on the assessment of each validator, textbooks get an average score of 93.75%. More details are as follows.

**The textbook rating table of the validator**

No.	Book Criteria	Validator Rating	Category
1	Material Feasibility	93%	Very good
2	Feasibility of Presentation	91%	Very good
3	Feasibility of Language	95%	Very good
4	Feasibility of Kegrampilan	96%	Very good
Average		93.75%	Very good

The quality of textbooks is assessed from their use in the classroom divided into 2 categories namely based on teacher and student's perspective. Assessment categories from the teacher's perspective include: (1) teacher activity during textbook use, obtained from assessment results during the learning process using RPP (Lesson Plan) assessed by two observers. The results can be seen in the following table.

**Teacher activity tables during textbook usage**

Observer	Trial is limited	Extensive trials	Average	Criteria
Observer 1	92.3 %	96.45%	94.38 %	Very well



Observer 2	90.4 %	95.35%	92.88 %	Very well
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Meanwhile, the teacher's response earned an average percentage of 95.13% with criteria very feasible to use. The following table of teacher responses during the trial is limited and extensive trials.

**Teachers' response table to the textbook**

No	Trial is limited	Extensive trials	Average	Criteria
1	93.80 %	96.45%	95.13%	Very decent

Furthermore, book quality data obtained from (2) student's point of view include student activities during the use of textbooks, student responses to textbooks, and student learning outcomes. Student activity at the time of trial is limited to an average percentage of 90.35% by observer 1 and average percentage 91.85% by observer 2 with the same category that is very good. Student activity at the time of the broad trial obtained an average percentage of 97% from observer 1 and 96.45% by observer 2 with very good category. Student responses during the limited trial obtained a percentage score of 91% with very decent category and 96% on extensive trials with very decent category. Meanwhile, the students' learning outcomes using textbooks have improved during limited trials and extensive trials. The average pretest score at the time of the limited trial was 50 with 50% classical completeness. While the average score of posttest at the time of extensive trial is 80 with 100% classical completeness. Meanwhile, for the average pretest score in the broad trial is 70.67 with 62.33% classical completeness and the average posttest score on the 83.67 wide experiment with 100% classical completeness.

**Conclusions and Suggestions**

Based on the description of research results in accordance with the formulation of problems that have been validated by each material validator, presentation, language, and graphic show that textbooks that have been developed into the category of highly qualified. The book is suitable for use in MI (Islamic Elementary school) Al Azhar of Gresik Regency. The following is a description of the results of research development of textbooks based on local culture.

- a. The Material feasibility validation gets an average score of 93% with very good category.
- b. Validation of presentation worthiness gets an average score of 91% with very good category.
- c. Validation of language worthiness gets an average score of 95% with very good category.
- d. Validation of the feasibility of graduation get an average score of 96% with very good category.
- e. Teacher activity during the use of textbooks get an average score of 93.63% with excellent criteria.
- f. Teacher responses during the use of textbooks get an average score of 95.13% with very decent category.
- g. Student activity during the use of textbooks get an average score of 96.73% with very good category.
- h. Students' responses during the use of textbooks get an average score of 96% with very good category.
- i. Student learning outcomes by using textbooks based on local culture CIRC newfoot experienced an increase in the original 70.67 with 62.33% classical completeness to

83.67 with 100% classical completeness.

Based on the results of the research, there are several suggestions, namely, CIRC-based local culture-based textbooks can assist teachers and students in enhancing local cultural insights and this textbook can be used as reference in making other books for the learning process.

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