
The Development of Thematic Praxis Module in Children's Literature Pantun learning Based on Nationalism Character in Elementary School

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Abstract

Efforts to reconstruct the cultivation of character values, one of which is the character of nationalism through the development of the thematic module of children's literature in poetry learning, are due to the emergence of the phenomenon of the disappearance of national identity with the loss of character values in social life in society. This study uses a qualitative method with a Design and Development (D&D) model, which refers to the PPE model modified by Richey and Klein. The process of developing this module uses planning, production, and evaluation steps through a one-time validation and improvement process to improve the quality of the final design. The results of the module development in rhyme learning based on the assessment of experts and validation show that it is feasible to use with an average overall score of 96.14% in the "Very Good" category. It can be concluded that this research is expected to be able to become a constructive reference in rhyme learning by inculcating meaningful nationalism character values through the developed modules.

Keywords – Character-based Thematic Module; Children Literature; Pantun Learning



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1. Introduction

Education plays a vital role in shaping the nation's character in every element of life. Character education is the preliminary study of the means of forming behavior that correlates with structural social dimensions for individual growth. However, in implementing the Indonesian 2013 Curriculum, especially at the elementary level, the learning process was conducted thematically based on the achievement of basic competence without being oriented toward developing the student's soft skills. Fitri (2012, p. 156) says that character education can be integrated into learning in every subject. Learning materials related to norms or values in each subject need to be developed, made explicit, and linked to the context of everyday life. Therefore, subjects related to character values need to be developed and linked to the context of everyday life through the development of teaching materials or modules.

It is supported by the findings of Wardana & Wachid (2021), which show that character building in learning is only applied in specific subjects such as PAI and PPKn. In line with the opinion of Camalia, et al. (2016), instilling moral values in elementary school students can be done through children's literature, namely in Indonesian learning, which requires follow-up on the development of media or teaching materials in the form of modules that are used to support the achievement of creative, innovative and characterized learning. The module is one of the teaching materials suitable for use in learning to help students learn independently (Lasmiyati & Idris, 2014, p. 163). The Ministry of National Education (2008) formulates the procedures for writing the module through the stages of preparation, drafting, testing, validation, and revision. The structure of the subject matter that will be presented in the module is divided into three parts, namely the opening, core, and closing sections. Therefore, the focus of the development of this learning module was developed on learning children's literature.

Learning children's literature is a literary work that can be understood explicitly by children and contains information about the world familiar to

children, namely children aged between 6-13 years (Heryanto, 2013, p. 425). In elementary schools, learning children's literature is intended to improve students' ability to appreciate literary works. One of the literary learning materials that can be appreciated is rhyme. According to Suroso (2008, p. 74), a rhyme consists of 4 lines in one stanza. The rhyme uses the abab rhyme formula consisting of sampiran and content. Generally, the rhyme consists of four lines when written, rhyming at the end by following the abab and aaaa patterns (not allowed aabb, or abba).

Pantun is divided into two based on the number of lines in each stanza and the content (Ambarary, 2005). The rhymes based on the number of lines in each stanza are ordinary, lightning, and talibun rhymes. At the same time, the rhymes are based on their contents, namely children's and young people's rhymes. Therefore, the development of this module was developed in children's literature learning, especially rhyme learning in fifth-grade elementary school to develop character values.

As explained at the beginning, this study focuses on integrating character values in elementary school in learning rhymes. The following are five characteristics that KDP concentrates on in the education system: Independence, cooperation, religion, nationalism, and integrity. The character value that needs to be strengthened and becomes the object of study in the research is the value of the student's nationalism. Nationalism is a view of a natural sense of love and pride for the homeland or one's nation. In this study, the nationalist attitude is not only seen in how he defends his country but is seen in the contextual sub-values of nationalism. These daily behaviors include: appreciating the nation's culture, being willing to sacrifice, loving the homeland, protecting the environment, and respecting cultural, ethnic, and religious diversity. Based on this, it is necessary to study how to develop a thematic children's literature praxis module based on the character of nationalism in pantun learning in elementary schools.

2. Method

The research method used in this study is a qualitative research method with a D&D approach. The design and Development Model (D&D) refers to Richey and Klein's research and development model (2009). The implementation stages of D&D research on the Richey and Klein model include planning, production, and evaluation (PPE). Sugiyono (2019, p. 40) said that the implementation of this design and development research focuses on analysis where researchers develop existing products and do not test these products externally (tested in the field). The orientation of the study development process of this research aims to develop the thematic module of children's literature in learning rhymes based on the character of nationalism in elementary schools. The participants used were three learning experts who provided validation of the developed module. One of the methods used is descriptive based on expert reviews or expert reviews through validation. Where the results of research on product development need to will reviewed through descriptions and answers to problems or phenomena that are currently happening.

The data were collected through questionnaires. The questionnaires were distributed to the validator to gather information regarding the expert's opinion of the developed module and learning aspects that include the content and the physical form. The data which was collected from the expert media and content experts were analyzed descriptively. The analysis includes all of the conducted activities including classifying, analyzing, and deducting conclusions. The validation from the expert used Likert the ale. Referring to Sugiyono (2019, p.1Linkertkert scale is a tool to measure attitudopinionsnion and individual or groups perspective towards social phenomena which can be analyzed into qualitative data and introduce results from the data during the learning process from the research instrument. The validation thread is calculated based on Arikunto's (2013) formula in the following:

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$

Note:

- P = The percentage of the validation result
 $\sum X$ = The total of the answer score
 $\sum Xi$ = The total of the maximum score

3. Result and Discussion

The discussion in the section focuses on the development process and results. Process results on what, how, and why results are studied are obtained from raw data to process on descriptive data.

The Development of Thematic Praxis Modul of Children's Literature in Nationalism Character-based Pantun Learning in Elementary School

a. Designing the Module

The process of designing the module was conducted in two phases which are analysis and design. The analysis phase falls into several stages which are:

1) Needs Analysis

Facts in the field show that thematic learning activities in class V are still cognitive-oriented, textual focused on linguistic theories, and not yet oriented to contextual learning. Another finding is that character education do instill in schools through an informal curriculum approach (hidden curriculum).

Based on these findings, the learning policy that should be applied in SD today is thematic-integrated, a learning approach used in implementing the 2013 Curriculum in Elementary Schools (SD) in Indonesia from Class I to Class VI (Rilianti, 2019, p. 36). The policy becomes a reference for researchers to develop practical modules that involve students in learning contextually and not individually.

2) Content Analysis

Subjects involved in integrating character education through literature in thematic learning are Indonesian with Basic Competencies

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3.6 and Civics by taking Basic Competencies 3.3, and 3.4 in class V.

Based on the results of the KD analysis, the material presented is at the core of the module writing structure.

Table 1. Details of the Material

| Subject Content | Matter | Sub-matter |
|------------------------|----------------------|--|
| Prerequisite | Old Poems | Definition of old poems Types of an old poem |
| Core | Pantun | Pantun history Definition of pantun Characteristics of pantun Types of pantun Meaning and function of pantun Existence of pantun Procedure the write of pantun |
| | Diversity | Ethnic diversity Social and cultural ethnic diversity |
| Advanced | Pantun and Diversity | Quiz Summative Test |

3) Module Design Analysis

The analysis stage is used as the basis for developing content or an outline of the module. The considerations are based on the child's development characteristics, creation tools, and material content. The preparation of this module design does expect to be able to develop creativity and activeness and foster the character of nationalism in students. So that researchers will present an exciting arrangement through activities or learning activities in the module.

4) Software Analysis

The software and hardware used by the researchers will be adjusted based on the needs of the module development process. The software employed in the module development includes Microsoft Word, Adobe Photoshop, Corel draw, remove background, and internet sources. As for the hardware, the researchers use a Laptop.

The activity components in the module are obtained from the material analysis results in the form of an analysis of essential competencies to achievement indicators. In preparing the module design, the researcher uses the guidelines for the outline of teaching materials for development based on the analysis of needs, objectives, and materials. Suparman (Wuryanti, et al., 2021, p. 31) states that the GBPP (Outlines of the Learning Process) includes the formulation of the objectives and the subject matter of the module.

Therefore, researchers designed activities by the results of the analysis to be able to achieve learning objectives. The activity content presented in the module is divided into three types, including prerequisite material activity content, core material, and advanced material.

b. The Implementation of Making the Module

In the process of doing the thematic praxis module for children's literature in learning rhymes based on nationalism characters for grade 5 SD, the first thing the researcher did was to determine in advance the paper size A4 (portrait) with the typeface used for the page title "Modern Love" size 16 and the typeface for writing. The description uses "Arial" size 12. The content is loaded based on the module creation guidelines and adapted to the content of the material prepared previously. Software used in the module preparation is Microsoft Word, Corel, and Photoshop for animation design to complement the module to make it more attractive.

Researchers consider each content loaded on the module according to the child's characteristics. Each page is equipped with images and decorations that match the material content to produce fascinating page after page with linguistic content that is easy for students to understand. So that this module can be used as a reference for teaching materials that can be used the d by students to achieve learning objectives, based on the manufacturing or editing

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process described previously, this can produce an initial design that is used as an assessment material for experts to make judgments.

c. Assessment of the Expert

The learning experts involved were three fifth-grade teachers in one of the public elementary schools in the city of Bandung. The implementation of this validation process was implemented online via WhatsApp. As attached to the module assessment instrument, the validated components were the appropriateness of content, presentation, and language, which were complemented by several sub-components and their indicators.

As for the assessments given by learning experts 1, 2, and 3 on the thematic praxis of children's literature based on the nationalism character for class V, researchers can summarize that they have an average rating in the category of "Very Good."

The Result of The Development of the Thematic Praxis Module of Children's Literature on Pantun Learning Based on Nationalism Characters-based for Grade V Elementary School

a. Revising and Developing the Module

The results of the overall expert assessment of the thematic module of children's literature praxis in learning rhymes based on nationalism characters for grade V Elementary School which have been described previously, carried out one round of revisions based on the assessment of suggestions and improvements from experts while the suggestions for improvement are summarized in the following table:

Table 2. Feedback and Revision from The Expert



| No. | Feedback | Revision |
|-----|--|--|
| 1. | The cover should be adapted to the character of the elementary school students | Researchers improved by adding animation or images of elementary school students on the cover. |
| 2. | In addition to the content of the module on the matter of the pantun-types. | Researchers made improvements by adding pantun-type material. |
| 3. | Add animation of the content | Repair module by adding interesting animations so children are happy when reading. |

Based on the suggestions and improvements from the experts in table 2, the researchers improved children's literature praxis in learning rhymes based on nationalism characters for grade V Elementary School. These improvements can produce the final design of the module.

b. Final Design of The Module

The final design of the thematic module for the praxis of children's literature on nationalism-based pantun learning for grade V Elementary School is adjusted to the suggestions and improvements of experts. The final design will be attached to the appendix, while some changes based on suggestions and improvements from research experts are described in the following table:

Table 3. Final Design of The Module

| No. | Section | Final Module Design |
|-----|-------------------------------------|--|
| 1. | Cover |  |
| 2. | Content of matter (Types of pantun) |  |

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| No. | Section | Final Module Design |
|-----|-----------------------|--|
| 3. | Addition of animation | Addition of animation in some parts of material's content. |

c. Appropriateness of The Module

The results of the assessment from learning experts on the thematic module of children's literature praxis in pantun learning based on nationalism characters for grade V Elementary School, including learning experts 1 exceeds 96.84%, the assessment from learning experts 2 attained 96,31% with an "Excellent" category, while assessment from learning experts 3 attained 95,26% with an "Excellent" category which means that the module is very valid/does not require revision. To sum up, it can be concluded that the praxis of children's literature on pantun learning based on nationalism characters for grade V Elementary School might be suitable to be implemented in thematics learning in grade V Elementary school.

4. Conclusion

According to the findings and discussion of this study, it can be concluded that:

- a. The development of the thematic module for children's literature praxis in pantun learning based on nationalism in elementary schools for grade V students in thematic learning was designed through three stages of PPE.
- b. The final result of the thematic praxis module of children's literature on pantun learning on nationalism characters-based for the grade V Elementary School module was arranged based on the validation result from the learning expert. According to the validation from the expert, there are some suggestions to revise the cover of the module, types of pantun (content), and addition of animation. The validation assessment showed that the average value of the developed module was 96,14%, meaning that the developed module is very feasible to be implemented without having to get another revision

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