



Development of an Enrichment Book for Writing Fable Texts Oriented to Creative Thinking Containing Values of Pancasila Student Profiles for Middle School Students

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Current books only contain material without integrating character education. This research aims to describe the need for book development, develop a prototype enrichment book, describe expert assessments, and test the effectiveness of the book on a limited scale. This research uses Research and Development (R&D) methodology by utilizing data on the needs of students and educators. The results show that the prototype enrichment book for writing fable texts oriented towards creative thinking, incorporating the values of the Pancasila Student Profile for junior high school students, consists of (1) the book cover, (2) the introduction, (3) the main content, and (4) the conclusion. Validation tests conducted by two experts resulted in an average score of 89.95, which is categorized as good. Effectiveness testing indicates that the enrichment book is effective in writing fable texts, as evidenced by the improvement in pretest and posttest scores with a t-test result of Sig (2-tailed) $0.01 < 0.05$. The benefit of this research is as a resource for deepening the skills in writing fable texts and instilling the values of the Pancasila Student Profile.

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INTRODUCTION

One of the printed teaching materials used in the learning process is books. Books are a medium that can contain and present information, especially for educational purposes. Through books, educators can manage learning activities effectively and efficiently. Books are divided into two types: text books and non-textbooks. Enrichment books are a type of book that can be used as a method frequently employed by educators during the teaching and learning process. Essentially, all books can be used as materials for study in learning (Deby et al., 2016). According to Husniyatul & Bambang (2016), enrichment books are a tool that can be used to achieve specific learning objectives.

Kurniasih & Sani (2014) state that in the 2013 curriculum, there are several important requirements that must be met when presenting learning material in enrichment books. The learning process must address three domains: attitudes, knowledge, and skills. In reality, although many books are available in schools, there is still a lack of books that comprehensively address the domains of attitudes, knowledge, and skills. These books often only present material in a general manner or cover the content broadly, without offering specific material coverage. The existing books tend to lead teachers to merely follow the book's instructions and teach the content contained within the books. Nurgiyantoro (2010) defines fables as stories featuring animals that serve as personifications of human characteristics. The animals in these stories can talk, act, and behave like humans. According to Ampera (2010), fables are animal stories that feature animals as characters who can think and interact like humans.

Currently, students face difficulties in writing; they are unable to develop ideas and concepts in written form (Hayatun Nufus et al., 2023). Writing fable texts is one of the skills that students need to understand and master. Writing is defined as a practical skill, meaning that writing is an activity that requires continuous practice; without it, it is highly unlikely that someone could write effectively (Winda et al., 2020). Arta

et al. (2022) further add that writing is a skill for communicating thoughts, ideas, and information, which requires early practice. Writing as a learning activity involves an active process. Holdinga et al. (2021) state that writing is a decisive factor in success across all fields. Additionally, Zandvakili et al. (2019) reveal that writing is the language skill that is typically mastered last. Observations conducted at SMP N 3 Wonosobo, SMP N 1 Kertek, and SMP N 3 Kertek have identified issues with students' writing skills. The problems observed include students' lack of confidence in translating their ideas into precise, organized, and complete language. As a result, students feel confused and require a lot of time to begin writing.

Writing fable texts, in addition to being a skill that needs to be understood and mastered, is also beneficial for students as it contains commendable moral values. These moral values can serve as life lessons that are commonly encountered in everyday life. This is in line with the view of Kurniasih & Sani (2014), who state that in the 2013 curriculum, there are several important requirements that must be met when presenting learning material in enrichment books. The learning process must address three domains: attitudes, knowledge, and skills.

Holdinga et al. (2021) state that writing is a determining factor in success across all fields. Additionally, Zandvakili et al. (2019) reveal that writing is the language skill that is most difficult for an individual to master. Observations conducted at SMP N 3 Wonosobo, SMP N 1 Kertek, and SMP N 3 Kertek found that students face issues with writing skills. The problems identified include students lacking confidence in translating their ideas into appropriate, organized, and complete language. As a result, students feel confused and need a lot of time to begin writing.

Mutiara Adnin et al. (2022) state that the Pancasila Student Profile represents the ideal student who embodies the values of Pancasila, which can then be implemented in everyday life. The development of the Pancasila Student Profile aligns with the vision and mission of the Ministry of Education and Culture, which aims to realize

an advanced Indonesia that is sovereign, independent, and has character through the creation of Pancasila students who are critical thinkers, creative, independent, faithful, devout to God Almighty, virtuous, cooperative, and globally diverse. The six elements of the Pancasila Student Profile are: 1) virtuous, 2) globally diverse, 3) independent, 4) cooperative, 5) critical thinker, and 6) creative. In line with Irawati et al. (2022), the Pancasila Student Profile explains the competencies and character traits that need to be developed in every student in Indonesia and can guide educational policies to be student-centered, aiming to build these six dimensions of the Pancasila Student Profile comprehensively. These six elements are seen as an integrated whole that supports and is continuous with one another.

In addition to the Pancasila Student Profile, this research is oriented towards 21st-century skills. M. Mansyur et al. (2022) argue that applying the 21st-century education concept enables students to compete in problem-solving. The 21st-century education concept is crucial to develop, as the increasingly competitive job market demands more than just cognitive skills from students. 21st-century skills encompass critical thinking and problem-solving, creativity and innovation, collaboration, and communication, which students need to face future challenges (Redhana, 2019). According to Malibayeva et al. (2020), creative thinking is driven by demands for quality such as originality, flexibility, speed, accuracy, and the high potential of current technological advancements. This research focuses solely on one skill: creative thinking. Creative thinking is the process an individual undergoes when generating or coming up with new ideas or concepts, which are combinations of previously unimplemented ideas (Lila, 2019).

Thus, the enrichment book for writing fable texts, oriented towards creative thinking and incorporating the Pancasila Student Profile, can serve as an additional reference for students in learning to produce fable texts. It is also hoped that through the emphasis on creative thinking skills and the integration of the Pancasila Student

Profile, the book will strengthen the relationships among students, regardless of existing differences.

METHODOLOGY

This research uses the Research and Development (R&D) method (Borg & Gall, 2003). The researchers do not only refer to the theory of Borg and Gall but also to the development research methodology proposed by Sugiyono. Therefore, the researchers have limited the research steps to 7 stages, which include: (1) potential and problems, (2) data collection, (3) design, (4) design validation, (5) design revision, (6) product trial, and (7) product revision.

The data for the research on the development of an enrichment book for writing fable texts, oriented towards creative thinking and incorporating the Pancasila Student Profile for junior high school students, consists of four types of data: (1) data on the tendency of enrichment book needs, obtained from surveys and interviews with students and educators; (2) data on the tendency for the prototype enrichment book needs, obtained from surveys with students and educators; (3) data on the quality assessment scores of the product, obtained from expert evaluation surveys; and (4) data on the effectiveness scores of the product, obtained from the effectiveness testing of the enrichment book. Data sources refer to the subjects from which the data are obtained (Arikunto, 2013). The data sources in this study are aligned with the research focus, which is the development of an enrichment book for writing fable texts oriented towards creative thinking and incorporating the Pancasila Student Profile for junior high school students. Data collection was carried out in three stages: 1) needs analysis stage; 2) expert evaluation stage; and 3) effectiveness testing stage. The collected data includes both qualitative and quantitative data.

RESULTS AND DISCUSSION

This research has resulted in an enrichment book for writing fable texts, oriented towards creative thinking and incorporating the

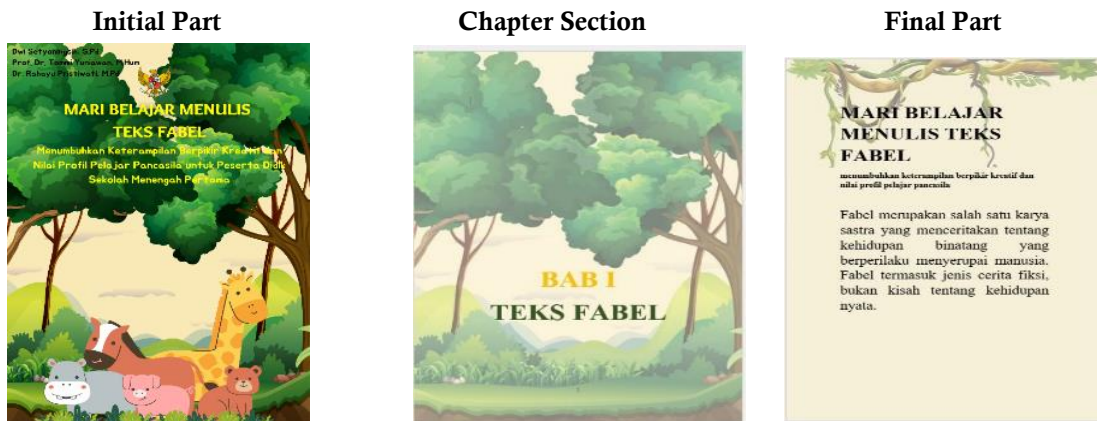
values of the Pancasila Student Profile for junior high school students. The research and development findings are as follows: (1) the prototype of the enrichment book for writing fable texts, oriented towards creative thinking and incorporating the values of the Pancasila Student Profile; (2) the validation test of the enrichment book for writing fable texts, focusing on creative thinking skills and the Pancasila Student Profile values; and (3) the limited trial of the enrichment book for writing fable texts, oriented towards creative thinking and incorporating the values of the Pancasila Student Profile.

1. Prototype Enrichment Book for Writing Fable Texts, Oriented Towards Creative

Thinking and Incorporating the Values of the Pancasila Student Profile

The prototype of the enrichment book that has been developed is titled "Let's Learn to Write Fable Texts: Developing Creative Thinking Skills and Pancasila Student Profile Values." It consists of three main parts: the introduction, the content, and the conclusion. Introduction this section includes (1) the title page, (2) the copyright page, (3) the preface, (4) instructions for using the book, and (5) the table of contents. Content this section covers (1) fable text material, (2) creative thinking material, (3) material on Pancasila student profile values, and (4) examples and practices of retelling fable texts. Conclusion this section includes (1) a summary, (2) a glossary, (3) a bibliography, and (4) the author's identity.

Picture 1: Display of the Supplementary Book



2. Results of the Validation Test for the Enrichment Book on Writing Fable Texts Oriented Towards Creative Thinking with Pancasila Student Profile Values

The validation results for the enrichment book on writing fable texts oriented towards creative thinking skills with Pancasila student profile values were conducted by two expert validators. The average scores were as follows. Content aspect 95.83, presentation aspect 95.45, graphics aspect 93.13, language aspect 91.67,

creative thinking aspect 87.5, integration of Pancasila student profile values 81.25.

3. Results of the Limited-Scale Trial for the Enrichment Book on Writing Fable Texts Oriented Towards Creative Thinking with Pancasila Student Profile Values

The trial was conducted in one class of VII D with 26 students. The results of the pretest and posttest indicated a positive impact on the learning of writing fable texts.

Table 1: Average Pretest and Posttest Results

Hasil	N	Minimum	Maximum	Rata-Rata
<i>Pretest</i>	26	48	80	61.3
<i>Posttes</i>	26	69	90	79.07

Based on the results of the pretest and posttest conducted in class VII D at SMP N 3 Kertek, the average scores achieved by the students were as follows: the pretest had an average score of 61.3, while the posttest had an average score of 79.07.

a. Analysis of the Normality of Pretest Results

The effectiveness of enrichment books is measured by knowledge scores. These scores are assessed based on the students' total scores using predefined assessment guidelines. This process is carried out to determine whether the data is normally distributed or not.

Table 2 Normality Pretest
One-Sample Kolmogorov-Smirnov Test

		Pre	
N		26	
Normal Parameters ^{a,b}	Mean	61.3077	
	Std. Deviation	9.87834	
Most Extreme Differences	Absolute	.155	
	Positive	.155	
	Negative	-.118	
Test Statistic		.155	
Asymp. Sig. (2-tailed) ^c		.110	
Monte Carlo Sig. (2-tailed) ^d	Sig.	.109	
	99% Confidence Interval	Lower Bound	.101
		Upper Bound	.117

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the results of the One-Sample Kolmogorov-Smirnov Test, the significance value (Sig (2-Tailed)) is 0.110, which is greater

than 0.05. Therefore, the data is normally distributed.

b. Analysis of the Normality of Posttest Results

Tabel 3 Normality Posttest
One-Sample Kolmogorov-Smirnov Test

		Nilai	
N		26	
Normal Parameters ^{a,b}	Mean	79.0769	
	Std. Deviation	6.02610	
Most Extreme Differences	Absolute	.157	
	Positive	.157	
	Negative	-.101	
Test Statistic		.157	
Asymp. Sig. (2-tailed) ^c		.100	
Monte Carlo Sig. (2-tailed) ^d	Sig.	.099	
	99% Confidence Interval	Lower Bound	.091
		Upper Bound	.106

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 299883525.

Based on Table 4.31, the results of the One-Sample Kolmogorov-Smirnov Test show that the significance value (Sig (2-Tailed)) is 0.100, which

is greater than 0.05. Therefore, the data is normally distributed.

c. Paired Sample T-Test

Table 4 Paired Sample T-Test

		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre test	--	7.11229	1.39483	-	-	-	25	<.001	<.001
	Post test	17.76923			20.64195	14.89652	12.739			

The table indicates that the Sig (2-Tailed) value is 0.001, which is less than 0.05. Therefore, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. The hypotheses for this study are as follows.

Ho: The enrichment book on writing fable texts oriented towards creative thinking skills with Pancasila student profile values does not have a positive impact on fable writing instruction. (Rejected)

Ha: The enrichment book on writing fable texts oriented towards creative thinking skills with Pancasila student profile values has a positive impact on fable writing instruction. (Accepted)

Based on these results, it can be concluded that the enrichment book on writing fable texts oriented towards creative thinking skills with Pancasila student profile values is proven to be effective for use in fable writing instruction.

The relevance of the product can be assessed by the following criteria, (1) The enrichment book meets the needs and characteristics of both students and educators, (2) the enrichment book enhances students' skills in writing fables. The enrichment book on writing fables, oriented towards creative thinking and incorporating the values of the Pancasila student profile, is developed according to the needs and characteristics of both students and educators. The analysis of the book is based on the following aspects, (1) Content or Material, Fable Text Material, Creative Thinking Material, Pancasila Student Profile Values Material, Recounting Fable Text Steps. (2) Presentation, (3) Language, (4) Creative Thinking. Pancasila Student Profile Values, (1) Fable Text Material, (2) Creative Thinking Material, (3) Pancasila Student Profile Values Material, (4) Recounting Fable Text Steps.

The needs for the general presentation aspect are, (1) the book section consists of the beginning of the content section and the end section (2) the summary presentation is presented at the end of the chapter (3) the material presentation begins with easy material and continues with difficult material and (4) the material in the book is equipped with tables and charts.

The need for language aspects in general are (1) the use of formal and easy to understand language according to spelling and (2) each consisting of three sentences. The graphic aspect requirements are (1) using A5 book size, (2) vertical book shape and (3) illustration to text ratio, namely 20:80. Furthermore, the general needs for creative thinking aspects include creative thinking material and the thinking stage presented with the writing stage. The needs in the value aspects of the Pancasila student profile include, (1) having noble character, (2) global diversity, (3) mutual cooperation, (4) independence, (5) critical reasoning, and (6) creativity. The enrichment book for writing fable texts with a creative thinking orientation contains Pancasila student profile values, apart from being adapted to the needs of students and educators, an expert test has also been carried out which

aims to assess the suitability of the book for the learning process. Two experts in the field have assessed that the enrichment book for writing fable texts with a creative thinking orientation containing Pancasila student profile values thus has good validity. The results of the content aspect assessment by experts obtained an average score of 95.83. In the presentation aspect, a score of 95.45 was obtained. In the language aspect, the average was 91.67. The graphic aspect had an average of 93.13. The creative thinking aspect obtained an average of 87.5. Apart from that, experts also provide suggestions aimed at making this enrichment book more feasible.

Currently, the majority of enrichment books related to writing fable texts only focus on the knowledge aspect, although there are skills, but the explanation related to the material, especially fable texts, is not yet optimal if used as a support for achieving national education goals, namely achieving basic competencies. 4.15 Telling stories fill in the text of the local regional fable in class VII SMP. The existence of this enrichment book aims to train students to write fable texts which so far are still general in nature and have theoretical explanations. However, in this research an enrichment book was developed using the concepts of the material presented along with examples. This can be seen in material such as important stages before writing a fable text which is presented along with examples of its application.

Creative thinking skills have a very important role for the progress of science and technology. Creative thinking skills are applied in the material, therefore material development also needs to be carried out with an orientation towards creative thinking skills combined with the writing stages. Apart from that, this enrichment book for writing fable texts contains Pancasila student profile values which aim to shape the character of the students. Not only that, the preparation of enrichment books for writing fable texts is based on the needs of students and educators related to fable texts which are then assessed by experts in their fields, so that the reach of enrichment books in the future, especially in the field of education, is very valid.

CONCLUSION

This research produced an enrichment book for writing creative thinking-oriented fable texts containing Pancasila student profile values for junior high school students. It can be concluded that the enrichment book for writing creative thinking-oriented fable texts contains Pancasila student profile values in accordance with the needs of students and educators covering six aspects, namely (1) content or material aspects, (2) presentation aspects, (3) linguistic aspects, (4) graphic aspects, (5) creative thinking aspects, and (6) value aspects of Pancasila student profiles.

In the aspect of material content, the average score was 95.83. In the presentation aspect, the average score was 95.45. In the graphic aspect, the average score was 93.13. In the linguistic aspect, the average score was 91.67. In the aspect of creative thinking, the average score was 87.5. In the aspect of divine value content, the average score was 81.25.

The results of limited trials on the use of enrichment books for writing fable texts oriented to creative thinking containing Pancasila student profile values have had a good impact on learning to write fable texts. This can be seen based on the results obtained from the pretest, namely 61.3 and for the posttest, the score was 79.07. These results show that there is an increase between the pretest results and the posttest results. As for the results of the paired sample T-test, the Sig (2- Tailed) obtained was $0.001 < 0.05$. This means that there was a significant increase and the enrichment book was proven to be effective for application in learning to write fable texts.

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