

## Development of Supplementary Book of Writing Skills for Beginner with Local Wisdom Content for Elementary School Students

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### Abstract

The objectives of this study are to analyze the need to develop supplementary book of writing skills for beginner with local wisdom content for second grade elementary school students, develop an supplementary book products, and test the effectiveness of supplementary book products. This research used a research and development method with seven steps, they are a preliminary study, analysis of development needs, initial product development, product validation and product revision, small-scale trials and product revisions, wide-scale trials and product improvement, final products. Research data were collected through a needs questionnaire, validation sheets, pre-test and post-test questions, and response questionnaires. The results of the research show that supplementary writing books are needed in the process of learning of writing for beginner. The results of the validation of the supplementary book are 74.69% with a valid category and the learning outcomes of the aspects of knowledge and skills improve with the score of n-gain 0.63 in the aspects of knowledge and 0.57 in the aspects of skills. Based on the results of the validation and effectiveness test the effective supplementary book is used as a complement book in the learning process.

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## INTRODUCTION

Textbooks cannot be separated in the learning process, although the curriculum changes but textbooks always exist in learning activities. The position of the book has an important role in the world of education which is a source of knowledge that can be learned by learners (Septianto, 2016).

The need to obtain student information on subject matter to meet competencies certainly needs to be supported by the existence of quality textbooks that are suitable for use in teaching and learning (Rahmawati, 2015). But, textbooks have advantages and disadvantages in supporting the learning process. Jayanti (2015) analysis of textbooks circulating in schools generally still contains all aspects of language skills and the material presented is lacking in depth. This is reinforced by Purnomo (2015) which states that the condition of Indonesian textbooks has limitations in terms of content, presentation, language, and graphics. Therefore to complete the textbook in learning a complement book is needed.

Based on the Minister of National Education Regulation. Number 2 of 2008 article 6 (2), other than using textbooks, educators can use educator manuals, supplementary books, and reference books in the learning process. One of the books used in the learning process is the supplementary book. Supplementary books or supporting textbooks can function as supplementary reading for students (Mudarwan, 2012). According to Syarifa *et al.* (2015) supplementary books are an alternative learning resource to maximize students' competencies This is because developed supplementary books tend to focus on just one subject.

Several studies have shown various positive results from the development of supplementary books in the learning process. Supplementary books can create a pleasant learning atmosphere so that students' learning outcomes can be optimal (Rediati, 2015). Other research also shows that supplementary books can improve early writing skills for first grade student (Andriani, 2018).

Based on the results of the analysis of the supplementary of existing writing skills books, it rarely discusses writing for beginner in second grade of elementary school. Even though the beginner of writing activities is an important writing activity given at the level of first grade elementary to third grade elementary school, the basics of these abilities are used as a provision for development at the next level of education (Gipayana, 2016). Furthermore, there are not many supplementary books that have contents that can develop the personality of students such as character values, social values, religious values, and local wisdom content. Whereas, one of the functions of supplementary books according to Suherli (2010) is to improve the personality of students, therefore it is necessary to insert content in the supplementary book.

The purpose of this research is to develop supplementary book of writing skills for beginner with local wisdom content for second grade elementary school students. The development is conducted by making a supplementary book of writing skills for beginner with writing sentences with capital letters material, period, and question marks. The scope of the developed local wisdom content is the local wisdom of the Javanese people through the noble values inserted in the short story, and illustrated pictures in the supplementary book. The results of the development of the supplementary book are useful for students in second grade of elementary schools to improve their early writing skills and are expected to integrate local wisdom content in learning.

## METHODS

This research was a development study because it produced a product, a writing skill supplementary book containing local wisdom content for second grade students. The research design used from Borg & Gall (2003) was simplified into seven steps.

The first stage was a preliminary study to observe the textbooks and supplementary books used in the writing activities for beginner. The second stage was carried out by giving

questionnaires to teachers and students to determine the need for supplementary books.

The third stage was product development carried out by making supplementary book products based on the results of the needs analysis. The fourth stage was validation and product improvement phases were carried out by providing a validation sheet to the validator then the repairs were made based on the validator's suggestion.

The fifth stage was small-scale trial phase and product revision. The six stage was wide-scale trial phase and product improvement were carried out by broad-scale product testing and then the supplementary book product improvement was carried out, at this stage the effectiveness of the supplementary book was tested through the pre-test and post-test. The design used in large scale trials was the One-Group Pretest-Posttest Design. Then an analysis of the results of the pre-test and post-test. The seven stage was refinement of the products of large-scale trial results.

The subjects of this research were 50 students of second grade State Elementary School Sengi 2 and State Elementary School Mungkid 2. Data were collected using instruments in the form of a questionnaire of needs for teacher and questionnaire for students with a guide from the researcher, product validation sheets, cognitive tests, skills tests, and response questionnaires. Data analysis techniques in this study included the analysis of needs data, data analysis of validation test results, test effectiveness of supplementary books using t-test and gain test of learning outcomes aspects of knowledge and skills as well as analysis of the results of the responses of teachers and students.

## RESULTS AND DISCUSSION

The product produced in this study is the supplementary book of writing skills for beginner with local wisdom content for second grade elementary school students. Supplementary books have a role to support and complement learning resources that are in line with school needs (Nuha *et al.* 2019). The development of

supplementary books is very necessary because supplementary books can complement material on a particular subject, this is in line with Astra & Saputra (2018) which states that supplementary books can be used as learning resources that support the learning process.

The developed supplementary book in this study is an supplementary book of writing skills for beginner with local wisdom content for second grade elementary school students. The results of the needs analysis are conducted through filling out a questionnaire by students and teachers in three elementary schools namely State Elementary School Mungkid 2, State Elementary School Sengi 2 and State Elementary School Pendowo. The need analysis to develop an supplementary book of writing skills for beginner with local wisdom content for second grade students is presented in four aspects, they are the content or material aspects, presentation aspects, linguistic aspects, and graphic aspects.

The results of the needs analysis on the content or material aspects show that the supplementary books prepared must be in accordance with the 2013 curriculum. The writing material for beginner is writing sentences using capital letters, periods and question marks. This is in line with Kurniasari *et al.* (2014) that the supplementary book material must be related to the competency standards and basic competencies in accordance with the current syllabus. In addition to the subject matter in the supplementary book, local wisdom material is also inserted, namely the values of gratitude, harmony, care for the environment, mutual help, cooperation.

This is in accordance with Khaerudin (2016) who gives examples of the materials taught in the book what should be used daily in the daily interactions of students.

The material is inserted through examples of illustrated images and short stories about one's daily activities and in the environment as well as stories of local traditions with local wisdom. The materials are shown in Figure 1, Figure 2 and Figure 3.



Figure 1. Simple Story with Local Wisdom Content

Local wisdom content in the form of simple stories gives students knowledge about the local culture that needs to be preserved.

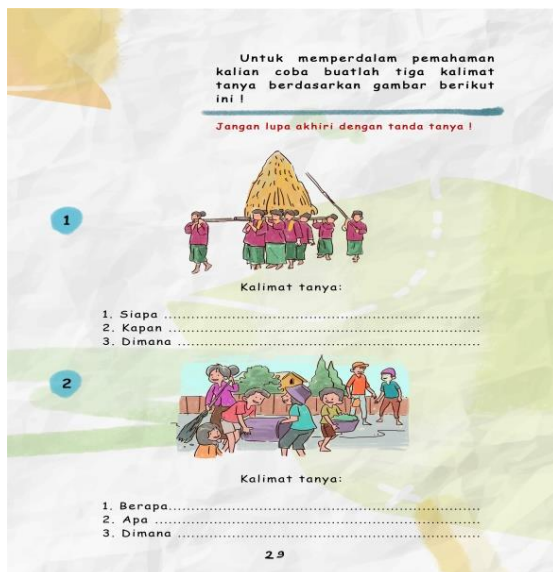


Figure 2. Local Wisdom Content to Make Sentences

Local wisdom content stimulates student to create question sentences.



Figure 3. Values Containing Local Wisdom

Local wisdom content serves as an explanation in composing sentences based on images.

Integrating local wisdom in similar learning with Mulyani (2011) which states that local cultural wisdom has positive values to be transformed to students to form positive personalities. Through the integration of local wisdom content, it is expected to support the strengthening of character education for students.

In the aspect of presentation based on the needs analysis that is the systematic sequence of presentation of the supplementary book title, preface, table of contents, material, exercises, a glossary of bibliography. The material is presented from easy to difficult material, then given examples and exercises. Each material is equipped with illustrations and attractive colors. Natali & Lakoro (2012) states that the existence of illustrations can explain the information written in teaching materials, so students can understand the material in depth.

The linguistic aspects in the preparation of supplementary books, writing letters and punctuation must be in accordance with the General Guidelines for Indonesian Spelling, using the right choice of words and using effective paragraphs, choice of words that are suitable for reading and drawing/illustration, using vocabulary that is easy for students to understand, the sentences used in the supplementary book are effective, straightforward, and unambiguous and communicative.

On the graphic aspect of supplementary book, the size is A4 (21cm x 29 cm), the color of the cover with a matching color combination, the

cover image is the picture of the child writing and is equipped with other relevant images, the layout of the cover writing is in the middle. The typeface is comics sans, with the note the size of the letters adjusted to the ability of students to easily read the writing in the supplementary book. Illustration images used are pictures of human activities, pictures of traditional games, and images of cultural traditions of the community. The paper used in the supplementary book uses HVS 70 gram paper, and the number of pages of the supplementary book is less than 50 pages.

The developed supplementary book based on the results of the needs analysis is further validated by five validators. Table 1 shows the results of the validity test recapitulation conducted by the validators.

**Table 1.** The Validity Test Recapitulation

Validator	Score (Percentage)	Category
Vld-1	66.67	Valid
Vld-2	76.87	Valid
Vld-3	74.16	Valid
Vld-4	80.83	Valid
Vld-5	79.16	Valid
Average	75.53	Valid

The results of the validity test show that the supplementary book is feasible to use, however, there needs to be an improvement by considering input from the validators. The improvement is the title of the book. The validator requires the title of the book to be focused on the material in the supplementary book. Figure 4 and Figure 5 show the results of the improvement of the title of the supplementary book.



**Figure 4.** Title of Supplementary Book Before Revision



**Figure 5.** Title of Supplementary Book After Revision

The second improvement is the addition of the intended use of the book shown in Figure 6.



**Figure 6.** Instructions for Use of The Book

The third improvement is the presentation exercise that must be coherent. Figure 7 and Figure 8 show the results of the improved exercise which is coherent on each material.



Figure 7. Presentation of Material Before Revision



Figure 9. Writing Material for Beginner Before Revision



Figure 8. Presentation of Material After Revision



Figure 10. Writing Material for Beginner After Revision

The fourth improvement is changing terms and spelling show the results of improvements in the conversion of “uppercase” terms into “capital” letters.

The fifth improvement is the focus of writing material for beginner from writing material sentences with capital letters and periods into writing material sentences with capital letters, periods, and question marks presented in Figure 9 and Figure 10.

After further revisions, the supplementary book is trialed in a limited and broad-scale trial. A limited scale trial is conducted toward 10 students of second grade of State Elementary School Mungkid 2. After that, observation and content tests are carried out in the small scale trial process. Next, the supplementary book product is revised. After that, the supplementary book product is tested on a broad scale.

The results of learning on a broad-scale trial on the use of an supplementary book of writing skills for beginner with local wisdom content for second grade elementary school

students include aspects of knowledge and aspects of skills. Table 2 shows the results of a broad-scale trial of aspects of knowledge.

**Table 2.** Learning Outcomes of the Knowledge Aspects

Description	Pre-test	Post-test
Total	3252	4359
Average	65.04	87.18
The highest score	83	100
The lowest score	44	70
Fulfill the minimum criteria of mastery	8	45
Percentage	16%	90%
Do not fulfill the minimum criteria of mastery	42	5
Percentage	84%	10%

The N-gain score is 0.63, the learning outcomes in the aspect of knowledge is medium category.

The learning results of skills aspects are shown in Table 3.

**Table 3.** Learning Outcomes of the Skill Aspects

Description	Pre-test	Post-test
Total	3122	4208
Average	62.44	84.16
The highest score	80	100
The lowest score	46	60
Fulfill the minimum criteria of mastery	7	44
Percentage	14%	84%
Do not fulfill the minimum criteria of mastery	43	8
Percentage	86%	16%

The N-gain score is 0.57, the learning outcomes in the skill aspect is the medium category.

After knowing the learning outcomes on the aspects of knowledge and skills, then it is carried out a t-test with the score  $t_{count} > t_{table}$ , 11.19 > 1.66 on aspects of knowledge and 10.12. > 1.66 on the aspect of skills  $t_{count} > t_{table}$ , the difference between the results of the pre-test and post-test is significant.

The improvement of students' learning outcomes on the aspects of knowledge and skills in the trial test of the use of products due to the application of new companion books that fit the needs, characteristics and environment of students (Neina *et al.* 2015). The supplementary book has a complementary function or supplement in a subject, therefore it can be used as a source for doing exercises for students.

The supplementary book is different from other companion books. Supplementary books are arranged interestingly so students can learn with enthusiasm and pleasure. This is in line with

Riyanto (2013) that supplementary books can improve the enthusiasm and interest of students. In line with the results of Febriani's study (2015) which states that supplementary books can attract and motivate students.

Based on the results of data analysis above, the supplementary book of writing skills for beginner with local wisdom content for second grade elementary school students is concluded to be effective in improving aspects of knowledge and writing skills for beginner of second grade elementary school students, thus helping students practice writing correctly early on. Integrating local wisdom content into supplementary books is an effective way to introduce students to the values of local wisdom content in the surrounding community. Exploration of local cultural values is a strategic step in efforts to build the nation's character (Wagiran, 2012).

Students' and teachers' responses also show positive responses to the use of supplementary book of writing skills for beginner with local wisdom content for second grade

elementary school students based on the results of the questionnaire responses by teachers and students. In line with research on the development of supplementary books on how to write explanatory texts containing local cultural values (Rediati, 2015) which shows that supplementary books write explanatory texts with local cultural values, creating a pleasant learning atmosphere so that the results obtained by students can be optimal. Besides, this book can also improve the attitude of love towards local culture

## CONCLUSION

The conclusion of this research is supplementary book on the beginner of writing skills with local wisdom content for elementary school students valid and effective used in the learning process of beginner writing.

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