

The Development of Enrichment Books of Writing Short Story Text which Contains Local Wisdom as an Alternative Learning Material in Short Story Text Writing Learning

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Abstract

The development of enrichment book is needed to support the learning process. The enrichment book is a textbook companion book. The use of this book is important. The availability of enrichment books is still small. This enrichment book meets the characteristics of the curriculum 2013, based on the text genre. The purpose of this research is to develop an enrichment book of writing short story text which contains local wisdom. The content of local wisdom is integrated to inspire students' awareness to love and appreciate local wisdom as well as to follow the values of local wisdom. This research used Research and Development (R&D) research design from Borg, and Gall. The result of this research is the enrichment book of writing short story text which contains local wisdom as alternative learning material in short story text writing material. The existence of local wisdom can be used as a means of learning in instilling positive values. Also, the book is capable of creating innovative learning.

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INTRODUCTION

Success in learning is supported by various components. The important components are the availability of teaching material — one form of teaching materials are in the form of books. Regulation of the Minister of National Education Number 2 of 2008 Article 6 states that instead of using textbooks, educators can use educator's guide book, enrichment books, and reference books in the learning process.

The enrichment book is one of the supporting or companions in the learning that naturally adds knowledge, improves the skills, and shapes the personality of the learners (Afandi, and Zulaeha, 2017; Septarianto, and Subyantoro, 2016). The enrichment book is said to be a companion facility because its use is outside the textbook. The use of enrichment books can be used outside the classroom. In terms of material that is presented, this book has deeper, more complete, and more detailed material from the material in textbooks.

The existence of enrichment books is supported by Muslich opinion (2010), Sitepu (2012), and Pranoto (2013) that in the era of globalization the implementation of education will run well if it uses enrichment books. With the good quality of enrichment books, it can support the success of the learning.

The Indonesian language learning contained in the Curriculum 2013 is text-based. According to Septarianto, and Subyantoro (2016), the purpose of text-based learning is to develop the ability to understand and to create text. Short story text is one type of text that must be mastered by junior high school students.

The selection of short story form as one of the subject matter of writing, according to Nuryatin (2010) is beneficial seen in several aspects. Compared to other forms of prose literature, such as novels, novel or romance, short stories have the shortest form. This short form makes the learning process of short story writing can be adjusted with the allocation of learning time.

Through short story text, one tries to convey a moral message to his/her readers. This

is stated by Subyantoro (2012) stated that literature could be used as a character learning alternative or moral to achieve firmness of attitude, mature in thinking, and aware of multiculturalism.

It is supported by Zulaeha (2013) opinion that multicultural education in schools is a response to the development of the diversity of school populations, and demands equal rights for each group of learners regardless of their gender, ethnicity, race, culture, social strata, and religion. Learners can live side by side, creating a harmonious atmosphere, mutual respect, and tolerate.

The availability of the enrichment book that appropriates with the characteristics of the Curriculum 2013 is still small. *Puskurbuk/* the center of the curriculum, and books (2012) publishes the results of the assessment data on non-text lesson books that have distributed, as many as 5297 of the listed books. There are only 297 books or 5.6% of books are worthy of being used in the learning. It means that the availability of companion book does not only meet the number of needs but also must meet the quality standards/feasibility of the books that have been determined.

IT is supported by the results of observations in the schools, libraries, and bookstores. While, for some books that are found are related to short story texts such as (1) *Pendalaman Buku Teks Bahasa Indonesia: Seri Pengayaan Kurikulum 2013/Deepening of Indonesian Textbooks: Curriculum 2013 Enrichment Series* (Permadi, 2013), (2) *Terampil Membaca: Pendalaman Materi Pembelajaran Bahasa Indonesia/Skilled Reading: Deepening of Indonesian Learning Materials* (Khamdi, 2013), (3) *Mahir Berbahasa Indonesia/Proficient in Indonesia* (Isnaton, 2013), (4) *Binar Bahasa Indonesia untuk Kelas VII SMP dan MTs* (Wahyuningsih, 2014), (5) *Pintar Menulis Teks Cerita Pendek dalam Sepekan/Smart Writing Short Story Text in a Week* (Ideris, 2016), (6) *Cara Dahsyat Menulis Teks Cerita Pendek/Powerful Ways to Write Short Story Text* (Efendi, 2016). The books have advantages and disadvantages related to the aspects of (1) the material, (2) the

presentation, (3) the language, and readability, and (4) the graphic which is summarized in the following table 1.

Table 1. Observation Result of Enrichment

Book Available		Aspects			
Book	Observation Result	1	2	3	4
1	Advantages	√	√	-	-
	Weakness	-	-	√	√
2	Advantages	√	√	-	√
	Weakness	-	-	√	-
3	Advantages	-	-	-	√
	Weakness	√	√	√	-
4	Advantages	-	-	-	√
	Weakness	√	√	√	-
5	Advantages	√	-	√	-
	Weakness	-	√	-	√
6	Advantages	-	√	√	√
	Weakness	√	-	-	-

This developed enrichment book is given the content of local wisdom. According to Panjaitan, Darmawan, Maharani, Purba, Rachmad, and Simanjuntak (2014) local wisdom is understood as wise local ideas, full of wisdom, good value, embedded, and followed by the community. The local wisdom integrated into this book refers to three forms of culture, ideas, activities, and artifacts (Koentjaraningrat, 2002). It contains the values of local wisdom. They are obedience, religiosity, kinship, cooperation, harmony, patience, sincerity, work ethic, frugality, and honesty.

The local wisdom can be used as a source of inspiration in writing short story texts. This is following the Mulyani opinion (2012) that the social, and cultural environment around the learners can be utilized because the place is closest, and learners directly involved. Also, the application of local wisdom refers to Appendix II Regulation of the Minister of Education, and Culture number 81A of 2013 on the implementation of a curriculum that regulates local content development guidelines.

Following the explanation above, the purpose of this research is to develop an enrichment book of writing short story text which contains local wisdom. The development research of this enrichment book does not only aim to improve the skills of writing short story text, but also instill positive values in the culture surrounding the learners. This means that in the

learning process, learners are not only demanded to be smart in IQ but also smart in EQ (Mulyani, 2012). This is because EQ contributes 80%, while IQ contributes 20% to one's success (Nggermanto, 2008).

The Research related to local wisdom was conducted by Mungmachon (2012) entitled "Knowledge, and Local Wisdom Community Treasure." The findings of this research show that the traditional Thai community is wealth, and has a positive influence on the environment and social. This means that the community has local wisdom that has a positive impact on the environment. The relevance of Mungmachon research (2012) with this study is in terms of studying local wisdom while the difference lies in the source of research data.

Kusumaningsih (2013), in her research entitled "Indonesian Text Role as Draft Science in Curriculum 2013" is discussed in terms of text-based learning, and strategies for improving writing skills. Some of these texts are observational texts, complex procedural texts, exposition texts, anecdotal texts, negotiated texts, and literary texts. The similarities of these two studies are on literary texts (short stories).

Still, on the issue of local wisdom, Syarif, Subyantoro, and Nuryatin (2015) conducted a study entitled "The Development of Enrichment Textbook of Producing Text Technique of With Local Wisdom For XI graders of Senior High School Students" published in *Seloka* journal. The enrichment book and the local wisdom is the similarities of the object of the study discussed in both studies. The difference lies in the discussed text, which is the recount text, and the short story text.

The research in the same year was conducted by Kusnida, Mulyani, and Su'udi (2015) entitled "The Effectiveness of Audio Visual Media Usage, and Strip Comic Media in Short Story Writing Learning Based on the Character Values" they examined the effectiveness of media usage in writing short story texts. The similarity with this research lies in short story text.

Nisa, and Supriyanto (2016) conducted a similar study entitled "The Development of

Reading Learning Material of Literature with Local Wisdom of Javanese.” In the study, it was explained that local wisdom was made as local content in developing literature reading materials. The relevance of Nisa, and Supriyanto research (2016) is in terms of the development of teaching materials, and content of local wisdom. The differences in language skills are believed to result in different research.

METHODS

This research used to research and development (R&D) approach, which was proposed by Borg, and Gall (2003) consisted of 10 research steps. These steps are simplified into seven steps, namely (1) theoretical, and practical analysis, (2) initial draft development, (3) product drafting design, (4) product validation, (5) product design revision, (6) trial of limited product, (7) description of research results.

Data, data sources, and instruments are listed in the following table 2.

Table 2. Data, Sources, and Instruments in the Research

Aspect	Source	Instrument
the validation of enrichment book of writing short story text which contains local wisdom	Educator (having experience in book writing) The lecturer who experts in the field of learning The lecturer who experts in the field of literature and local wisdom	Validation assessment sheet

Next, the research instrument was using a questionnaire addressed to educators and expert lecturers. Data collection techniques used in this research was non-test techniques (questionnaire). The data analysis technique used in this research is qualitative analysis by using descriptive statistic. The data that have been collected, and analyzed was in the form of assessment data from educators, and expert lecturers as the process of revising and supporting the developed book.

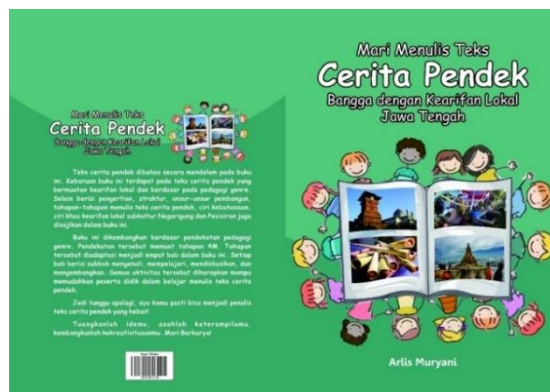
RESULTS AND DISCUSSION

The results of this study include the development of short story textbooks containing local wisdom and the assessment of the development of short story textbooks with local wisdom.

The Development of The Enrichment Book of Writing Short Story Text Which Contains Local Wisdom

The realization of the book cover of enrichment book of writing short story text which contains local wisdom is as follows.

While the physical form and the contents of the enrichment book can be described as follows.



Physical books

This enrichment book of writing short story text which contains local wisdom is packed with B5 size. This is following student and teacher expectations based on the needs of analysis. Also, the cover of this book uses a soft cover, and consisted of 68 pages.

Content

In the contents of the book, there are three dimensions, namely the front parts, the contents, and closing.

1. Front parts

The front parts of the enrichment book consist of a title page, copyright page, preface, table of contents, and instructions for using the book.

2. Content

The enrichment book of writing short story text which contains local wisdom consists of four chapters. Each chapter has a short story text containing local wisdom values. Also, the genre pedagogy approach is used in the arrangement of this book. There are four stages in the genre pedagogy (*4M*); they are building the context, review the model, guided construct, an independent construct. All these activities are expected to facilitate learners in writing short story text

By using this enrichment book, it is expected that the learners can imitate the values of wisdom, and awakened consciousness to love and appreciate the local wisdom.

Table 3. The Result of The Assessment of The Short Story Text Writing Books that are Local Wisdom

Book eligibility aspects	Value score (%)	Category
Content	81.25	Strongly support product development
Presentation	78.57	Strongly support product development
Language and Readability	79	Strongly support product development
Graffiti	81.4	Strongly support product development
Average	80.05	Strongly support product development

Based on the data in table 3, it can be concluded that the enrichment book of writing short story texts that have local wisdom obtains a score of 80.05 or with category of strongly support product development. It means the enrichment book is feasible to use, and proceed to the effectiveness test stage.

The challenge of education in Indonesia is character/moral education. Although it has long been discussed, it seems that the character of education has not yet led to perfection. There are still many obstacles encountered, either in the learning process, learning evaluation, or even on the ability of educators to improve the character/moral education. It becomes a problem when the Indonesian people must hurry to prepare their generation to face globalization with strong character. Education should be able to create a generation with a strong

3. Closing

The closing part of the enrichment book consists of a glossary, references, and author biography.

The Assessment Result of The Enrichment Book of Writing Short Story Text Which Contains Local Wisdom

The assessment of the enrichment book of writing short story text which contain local wisdom is performed by several validators. The validator is an educator, a lecturer in the field of learning, an expert lecturer in literature, and local wisdom. The results of the assessment of the enrichment book of writing short story text can be seen in table 3.

character/morale. It is supported by the opinion of Fahmy, Subyantoro, and Nuryatin (2015) that distributed books must also contain character education. The introduction to the noble values of the Indonesian nation should be listed in the books that are used in the learning and learning enrichment books.

Local Wisdom as a Learning Facility in Embedding Positive Values

Other findings in this study are the presence of local wisdom to make learners more familiar and love the culture in the environment. Local wisdom exists in the learners' environment is introduced through short story texts. Learners as short story writers, introduce ideas, norms, traditions, behaviors, human activities in the society, and artifacts that exist in each of the elements of short story text supporter.

The results of this study are relevant to the Mulyani opinion (2012), who states that local wisdom should be internalized in education because it has advantages. The advantages are (1) local wisdom can be a means of learning for every human being to be smart, clever, and wise, (2) local wisdom has positive values to be transformed to learners to form a positive personality.

It is supported by Syarif, Subyantoro, and Nuryatin (2015) that understanding, and embedding the values of local wisdom through learning in schools gives a deep impression. By

using the short stories text with local wisdom, learners can introduce, preserve, promote local wisdom in the environment, and even imitate the positive values to apply in everyday life.

The Enrichment Book of Writing Short Story Text Which Contain Local Wisdom can Create Innovative Learning

In line with the research findings of Fatmawati, Subyantoro, and Mulyani (2018) that when educators use an interesting book, the results of learning will have a positive impact. It fosters the interest and motivation of the learners. Furthermore, the use of textbooks to write short story text can create innovative learning. Innovative criteria are found in the elements of interest, pleasure, and ease. Elements are interesting because learners get more detailed and in-depth material. The element is a pleasure because, in the learning process, they use 4M learning stages. The element is easy because there is modeling that helps learners in practice to write short story texts that contain local wisdom either is guided and independent. The learners sharpen the ability to write short story texts outside the class. This refers to the argument of Afandi, and Zulaeha (2017) that education is not limited by space and time.

The selection and the use of books selectively in learning is a form of an effort to improve the quality of learning. The quality of books correlates with the quality of learning (Subyantoro, 2017). It means that if the quality of the book is good, it is likely that the quality of learning will be good. Conversely, if the quality of the book is bad, the quality of learning will be difficult to achieve the expected results.

CONCLUSION

The profiles of enrichment books of writing short story texts which contain local wisdom include the front parts, content, and closing. From, the validation test results, it is obtained 80.05, which is categorized as strongly support product development. Based on these scores, this enrichment book is worthy of its effectiveness test

so it can be used as a companion book in writing short story text.

Local wisdom can be a means of learning in introducing, preserving, promoting local wisdom in the environment. In addition, it can be a means to imitate positive values to be applied in everyday life. In terms of its use, the enrichment books of writing short story texts which contain local wisdom can create innovative learning.

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