

## Enrichment Book of Writing Persuasive Texts Oriented Creative Thinking Skills Containing Human Values

Muhammad Tubagus Fatahillah<sup>✉</sup>, Subyantoro Subyantoro, Haryadi Haryadi

Universitas Negeri Semarang, Indonesia

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### Abstract

The existence of books in circulation related to the skills of writing persuasive texts in general still presents material on the knowledge aspect. Although there is material on the skill aspect, but its existence is not optimal to achieve learning objectives. Not only the material, but also the existence of the book must be adapted to the demands of the times and must have an impact on the personality so that students in addition to excelling in academics are also strong in character. Therefore, books are needed to deepen the material for writing persuasive texts. The purpose of the research was to compile a prototype of an enrichment book to write persuasive texts oriented to creative thinking skills with human values. The research design used Research and Development (R&D) which was carried out in three stages, namely (1) potential and problems, (2) data collection, (3) product prototype design. The results of this study was an enrichment book prototype for writing persuasive texts oriented to creative thinking skills containing human values which were arranged by paying attention to (1) material aspects that uses the principles of meaningfulness, authenticity, assessment, and functionality, (2) presentation aspects using the principle of cohesiveness, (3) the linguistic aspect used the communicative principle, (4) the graphic aspect used the cohesive principle, (5) the creative thinking aspect used the linked principle, and (6) the human value aspect used the linked principle. Based on these aspects, the book section consisted of (1) the book cover, (2) the beginning of the book, (3) the contents of the book, and (4) the end of the book. The benefits of the research were helping students and teachers deepen the material for writing persuasive texts.

<sup>✉</sup> Correspondence address:

Desa Mandiraja, Kecamatan Moga, Kabupaten Pemalang

E-mail: [bagusfatahillah30@students.unnes.ac.id](mailto:bagusfatahillah30@students.unnes.ac.id)

## INTRODUCTION

The skill of writing persuasive texts is a basic competency that must be achieved in learning Indonesian in grade eighth of Junior High School. These skills emphasize students to create writing that has an inviting nature which is arranged based on its structure and language. For this reason, students' skills in writing persuasive texts need to be supported by teaching materials in the form of books so that they can enrich and improve their writing abilities. (Mangnga, 2015; and Septarianto & Subyantoro, 2016) explained that books in the world of education have a position as a source of knowledge that can be learned for every reader to obtain the information needed. The books used in writing persuasive texts can ideally train students in developing and improving writing skills.

Based on the results of observations conducted in several schools, it showed that the use of books in learning to write persuasive texts mostly used student books, even though the results of the study of these books provide information (1) seen from the content only conveyed the main material, (2) persuasion text material only focused on aspects knowledge even though there was a material aspect of skills but its existence was less than optimal to practice writing persuasive texts, and (3) the presentation of the material did not pay attention to the stages of writing.

Furthermore, the results of observations regarding the existence of books on persuasion texts were also carried out including (1) a book published by Yrama Widya entitled "Jenis-Jenis Text", (2) a book published by Duta Publisher entitled "Yuk, Ungkap Idemu Melalui Teks Persuasi Hingga Teks Tanggapan", and (3) a book published by PT Publisher Intan Pariwara entitled "Ragam Teks dan Aplikasinya". Of those three books, a study was conducted which concluded that the book only discussed the aspects of knowledge and it was not optimal for directing the skills of writing persuasive texts. It means that the books circulating about persuasive texts are not optimal to support or

improve students' writing of persuasive texts. Therefore, the development of enrichment books is a necessity that must be done. The existence of enrichment books can certainly provide a deepening of material to be used in learning activities (Fitria & Wisudawati, 2018; Kurniawati & Maulana, 2019; Rofiqoh & Subyantoro, 2020; and Bintarto, 2021).

Along with the development of the times and global challenges, the existence of books must be oriented to 21st century skills. Mahanal (in Sari Trisnawati, 2019) explained that students need 21st century skills or 4C (critical thinking, collaboration, creativity, and communication). From various existing skills, creative thinking skills have the potential to be applied in learning to write persuasive texts.

There are two things that underlie creative thinking skills that have the potential to be applied to persuasion texts. First, persuasive text is a type of text that persuades. (Arida, et al 2020; Nuzulia, 2020; Arsanti, Darmuki, & Setiono, 2020) explained persuasion text is a type of text that has the ability to influence its readers. For this reason, so that the resulting text has an appeal to the reader, it is necessary to consider creative ideas. Second, research from the global creativity index (in Saputri, et al, 2019) showed the creative power of human resources in Indonesia occupy 115 of 139 countries. Therefore, the role of education to improve human resources should be done, including through learning to write persuasive texts. From these two considerations, the existence of books that are oriented to creative thinking skills is needed.

It does not only meet the challenges of the times, the existence of books should have a role to shape character so that students not only excelling in academics but also have a strong character. The character planting that is applied is the value of humanity. Instilling these values is important in the era of science and technology development that makes people forget how to humanize humans. For example, recently there have been reports of actions that deviate from human values such as bullying in schools and the existence of Youtuber Ferdian Paleka who

makes inhuman content that is providing basic food containing rubbish. This behavior is certainly very far from the values of Pancasila, namely human values.

Seeing these conditions, the development of an enrichment book for writing persuasive texts oriented to creative thinking skills and containing human values is very much needed. The creative thinking orientation in the book is combined at the writing stage and the content of human values is combined in examples of persuasive texts, graphics, and motivational columns. The various previous studies that were used as literature reviews in this study included development research, writing persuasive texts, creative thinking, and human values.

The development research that has been done referred to Subyantoro (2012) and Haryadi (2014). Subyantoro (2012) conducted research on the development of Indonesian language learning books with cross-cultural language politeness content. The aim of the research was to develop a book containing cross-cultural language politeness. Haryadi (2014) conducted research on the development of reading textbooks containing creative thinking and character education values used by Indonesian language education students. The purpose of the research was to develop reading textbooks.

Research on writing persuasive texts referred to Mulyani & Syahrul (2020) and Nuzulia (2020). Mulyani & Syahrul (2020) in their research examined the application of the Think Talk Write model in learning to write persuasive texts. The aim of the study was to determine the effect of learning to write persuasive texts using the TTW model. Nuzulia (2020) in her research on the application of serial image media in learning to write persuasive texts. The research aimed to determine the effect of serial image media in writing activities.

Research about creative thinking referred to Puspitasari, et al (2019) and Wahyudi, et al (2020). Puspitasari, et al (2019) conducted a research about students' creative thinking in solving problems. The expected goal of the research was to analyze creative thinking. Wahyudi, et al (2020) in their research on

creative thinking skills with 3CM learning. The goal was to describe the creative thinking skills of students with the model of cool critical-creative-meaningful.

Research related to human values referred to Abdulkarim, et al (2020) and Akan and Tatik (2021). Abdulkarim, et al (2020) had done a research on textbooks based on Bhinneka Tunggal Ika. This research had the aim of developing a textbook model for Pancasila learning. Akan and Tatik (2021) in their research on the role of value education to increase moral maturity and human values. The research purpose was to analyze the value of humanity caused by the value education curriculum.

From the various studies that have been carried out, there has been no research on the development of an enrichment book for writing persuasive texts oriented to creative thinking skills containing human values. For this reason, this study acts as a complement to previous studies. This study had the aim of making a prototype of an enrichment book for writing persuasive texts oriented to creative thinking skills with human values.

## **METHODOLOGY**

This research used the type of Research & Development. There are 10 steps in this research, namely (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product trial, (7) product revision, (8) use trial, (9) product revision, and production bulk. However, this research was only carried out until the third stage, namely (1) potential and problems, (2) data collection, and (3) product prototype design. The data used in this study were the data on the need for the tendency of the enrichment book and the data on the need for the tendency of the selected enrichment book. The sources of data were obtained from 3 schools, namely SMP Negeri 1 Moga, SMP Negeri 1 Randudongkal, and SMP Negeri 2 Pematang. Data collection techniques to obtain data were using questionnaires, semi-structured interviews, and focus group discussion for teachers. Data

analysis in this study used qualitative and quantitative descriptive. Analyzing using descriptive qualitative, the activities carried out are in the form of selecting, systematically compiling, organizing data, and compiling into a pattern based on a needs questionnaire that had been filled out by teachers and students so that with this process a score was obtained from the tendency of the need for enrichment books. By using descriptive quantitative, analysis of data needs for enrichment books writing persuasive texts oriented to creative thinking skills with human values was done by classifying the amount of data obtained.

## RESULTS AND DISCUSSION

The prototype of enrichment book writing persuasive texts oriented to creative thinking skills containing human values was prepared based on the analysis of the needs of students and teachers as well as the principles of its

preparation. The theory applied to collect data needs was the Pusat Kurikulum dan Perbukuan (2008), Santrock (2011), Haryadi (2014), Sitepu (2015), Widyaningrum et al. (2015), Purnomo & Zulaeha (2015), and Hartono (2016). According to theory The National Education Standards Agency (Badan Standar Nasional Pendidikan) (in Sholikhati & Rufaidah, 2020), the principles of book preparation that must be considered were (1) meaningfulness, (2) authenticity, (3) integration, (4) functionality, (5) communicative, (6) attachment, and (7) assessment. These various principles were arranged in several aspects, namely material, presentation of material, language, graphics, creative thinking, and content of human values.

Based on these compilation theories, the enrichment book prototype included (1) the cover of the book, (2) the beginning of the book, (3) the content of the book, and (4) the end of the book.

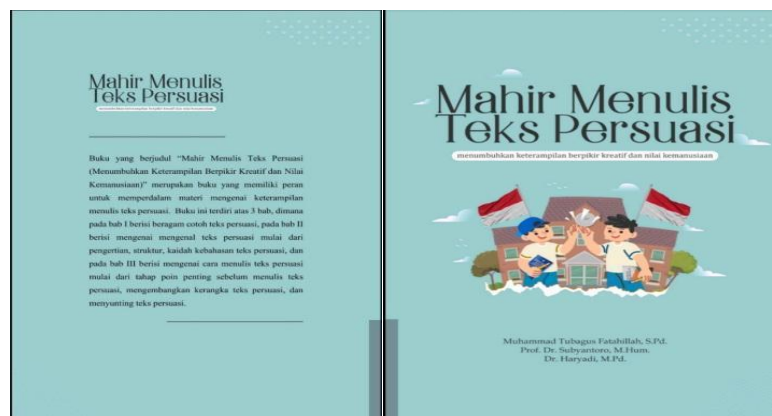


Figure 1 Prototype of Book Cover

The cover of the book was dominated by turquoise color. The cover contained the title of the book, illustrations, and the author's name. The main title of the book, namely "Mahir Menulis Teks Persuasi" printed in black with Braga font size 83 pt. Meanwhile, the sub-title, "Menumbuhkan Keterampilan Berpikir Kreatif dan Nilai Kemanusiaan ", was printed with white background and black Cambria font. The illustration on the prototype of the book cover contained human values, namely acknowledging equality, rights, and human rights obligations

without discriminating against ethnicity, religion, descent, skin color, gender, and etc. The front cover of the book also showed the identity of the author. Meanwhile, the back cover of the book contained a summary or outline of the book material. The principle used in this section was cohesiveness which was represented by the combination of various colors and content. The cover of the book acted as the first attraction for readers. Therefore, the presentation of colors, titles, and illustrations must pay attention to cohesion. The

combination of content should not be too many or empty. In line with this, (Sitepu, 2015; Hartono, 2016) explained that the comparison of illustrations for junior high school students is 20:80. Therefore, the concept of illustration on the prototype of the book skin was considered appropriate.

The initial prototype of the book consisted of (1) title page, (2) copyright page, (3) introduction page, (4) user manual page, and (5) table of contents page. The preparation of this section considered several things, including the perceptions of teachers and students. In addition, the making of this section was guided by Pusat Kurikulum dan Perbukuan (2008) and Ministerial Regulation No. 8 of 2016. The prototype of the content section was related to the content in the enrichment book. Based on needs analysis and theoretical reference, the content presented consisted of three chapters.

Chapter I contained several examples of persuasive texts entitled “Mari Jadi Pelajar Berkarakter”, “Ayo Lawan Diskriminasi”, “

Gerakan Konten Tiktok Anti Perundungan ”, and “Mari Saling Tolong Menolong”. The four examples contained human values in the form of (1) recognizing and treating humans according to their dignity as creatures of God Almighty, (2) acknowledging the equality, rights, and obligations of humans without discriminating against ethnicity, religion, descent, skin color, gender, and others, (3) developing attitude of tolerance, and (4) enjoy doing humanitarian activities. These values referred to the Curriculum and Learning Center of the Research and Development Agency of the Ministry of Education and Culture (2019). Chapter II contained the introduction to persuasive text. The material presented was in the form of understanding, structure, and linguistic rules of persuasive text. The discussion of the material referred to the theories of Kosasih & Kurniawan (2016), Keraf (in Angriani & Maharini, 2019), and Romadhon (2019). The material prototype in Chapter II could be seen as follows.



Figure 2 Material Prototype Chapter II

Based on Figure 2, the material presented considered the perceptions of teachers and students. The materials compiled were understanding, structure, and linguistic rules of persuasive text. Although this enrichment book was a skill book, the existence of the material as an identifier of persuasive texts was very necessary. There was very little material in Chapter II compared to the majority of the

material in the book. It was due to adjustments to the type of skill enrichment book. Therefore, the material written in this book focused on developing and improving students' abilities in writing persuasive text skills (Pusat kurikulum dan perbukuan, 2008; Alfarisi & Suseno, 2019). The principles of arrangement used to compile this material were meaningfulness, authenticity, and assessment.

Then, the discussion of the material in Chapter III referred to the theory of Suparno & Yunus (in Sunarsih, 2016), Santrock (2011), and Keraf (in Munirah, 2019). The material presented was in the form of important points before writing persuasive text, developing persuasive text framework, and editing persuasive text. The prototype of the material presented in Chapter III could be seen in the following figure.

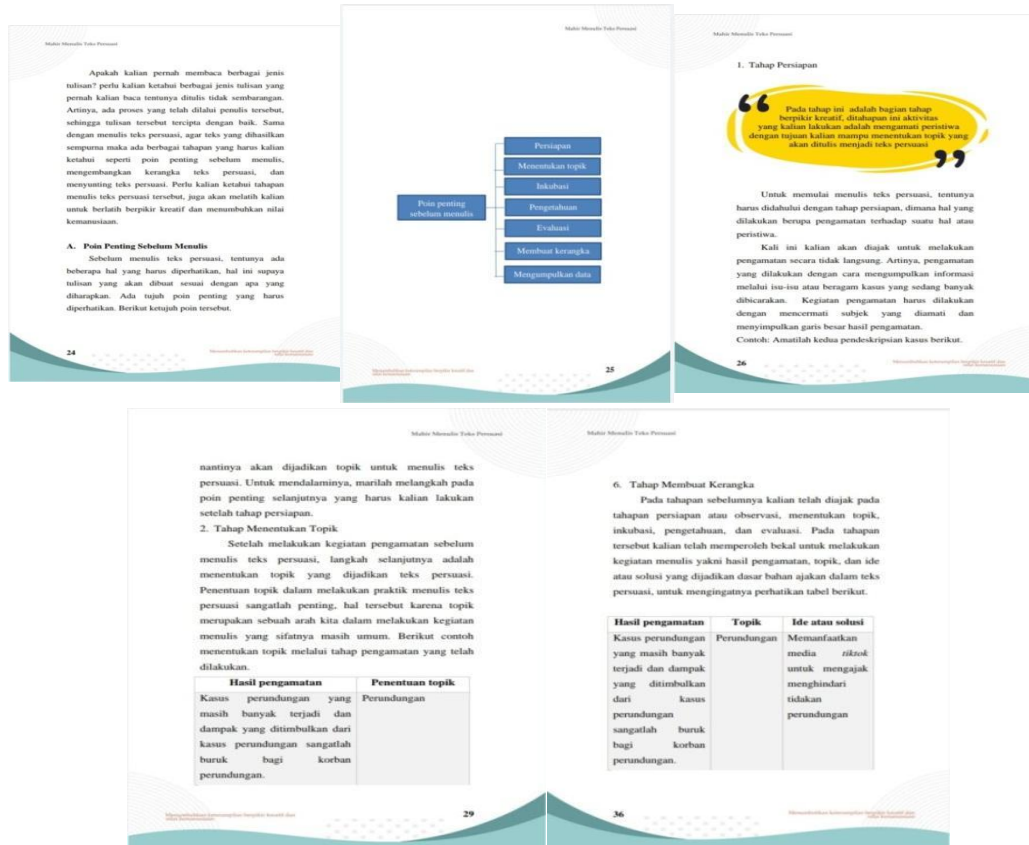


Figure 3 Material Prototype Chapter III

The material presented before writing consisted of seven steps based on the pre-writing and creative thinking stages. Since the enrichment book presented was a skill enrichment book, the presentation of the material paid attention to the writing achievement of students by providing demonstrations at each step. At the initial stage before writing, students were directed to determine topics and creative ideas in the form of solutions or invitation materials in persuasive texts. The stages of determining the topic were in the form of indirect observations through case descriptions. After observing, students were immediately directed to determine the topic. After determining the topic, students were then

directed to think creatively at the incubation stage.

The incubation stage provided access for students to think of a variety of creative ideas based on observations. The creative ideas that arose were continued at the knowledge stage, namely the selection of one of many creative ideas by paying attention to novelty or uniqueness. The next stage was evaluation. The activities carried out were in the form of considering the logic and relevance of the creative idea to overcome the problems that had been observed. Therefore, the result of persuasive text was oriented to the creative thinking process. The next stage was making a persuasive text framework and a complete persuasive text.

The outline development material contained examples of outlines, full persuasive texts, and writing instructions. These points aimed to make it easier for students to change the framework into a complete persuasive text. Meanwhile, the material for editing persuasive texts consisted of editing the structure, linguistic rules, and spelling. The preparation of this material considered the principles of meaningfulness, authenticity, and assessment.

Furthermore, the prototype at the end of the book consisted of (1) the glossary, (2) the bibliography, and (3) the identity of the author. The preparation of this section referred to the perception of the needs of students and teachers, Pusat Kurikulum dan Perbukuan (2008), and Permendikbud (2016). The selected book size was A5 (148 x 210 mm) with a vertical shape. The size was considered not too big and not too small so it was easy to carry and use. Sitepu (2015) also explained that the A5 size with a vertical shape was the appropriate size.

The creative thinking orientation in this book focused on the stages or steps of writing, meanwhile the content of human values was presented in the graphic section, those were the book cover, examples of persuasive texts, and motivational columns containing words from domestic figures full of humanity. The figures were Abdurrahman Wahid, Tan Malaka, and Gus Mus. The orientation of creative thinking and the content of human values used the principle of linkage. Overall, the presentation of the material used the principle of cohesiveness, meanwhile the linguistic aspect used the communicative principle.

## CONCLUSION

Based on the description of the research results, it could be concluded that the enrichment book prototype consisted of 4 parts, those were (1) the cover of the book which consisted of the front which contained the title of the book, namely "Mahir Menulis Teks Persuasi Menumbuhkan Keterampilan Berpikir Kreatif dan Nilai Kemanusiaan", illustrations in the form of depictions of humanity value content

about recognizing equality, rights, and human obligations without discriminating against ethnicity, religion, descent, skin color, gender, and others, and the name of the author and the back which contained the summary of the contents, (2) the beginning which contained the title page, copyright page, foreword page, user manual page, and table of contents page, (3) the content section contained three chapters, namely about examples of persuasive texts in chapter I, recognizing persuasive texts in chapter II, and writing persuasive texts in chapter III, and (4) the last part contained the glossary, bibliography, and the identity of the author. The principles applied in compiling the book were (1) meaningfulness, (2) authenticity, (3) cohesiveness, (4) functionality, (5) communicative, (6) linkage, and (7) assessment. The principles were contained in 6 aspects. In the material aspect, it used the principles of meaningfulness, authenticity, assessment, and functionality. In the aspect of presenting the material using the principle of cohesiveness. In the linguistic aspect, it used communicative principles. In the aspect of graphics using the principle of cohesiveness. In the aspect of creative thinking using the principle of linkage, and on the aspect of the content of human values using the principle of linkage.

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