

Need Analysis for Developing Textbooks with Character-Based Local Wisdom of Papuan Culture in Elementary School

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ABSTRACT

This research was conducted to determine the use of teaching materials with local wisdom of Papuan culture in Indonesian learning in grade V elementary school. This study aims to explain the analysis of the need for textbook development with character-based local wisdom of Papuan culture for grade V elementary school. This method was chosen to find out the need of developing teaching materials with character-based local wisdom of Papuan culture to the needs of the field. The method used in this study is descriptive qualitative with data collection techniques through preliminary studies, literature studies, and observations. The results of research in the field show that problems in the procurement of picture books, (1) teachers never use illustrated teaching materials in learning Indonesian, (2) there are no books that contain local wisdom of Papuan culture, (3) strengthening character education is only implemented in the subject matter, (4) teachers only use thematic books in learning, (5) teachers need textbooks with pictures of local wisdom to increase students' insights, and (6) teachers need picture books that can educate students. The existence of textbook reading materials with character-based local wisdom of Papuan culture is expected to help teachers in procuring student readings about local wisdom and as a means of strengthening character education in learning. As well as helping students by adding insight into the local wisdom of Papuan culture and instilling character values through written works.

Keywords: *Illustrated textbooks, characters, local wisdom of Papuan culture*

1. INTRODUCTION

Strengthening character education is carried out as a mental revolution movement aspired by the government. Strengthening character education in schools is integrated into the 2013 curriculum. Teaching character in the 2013 curriculum aims to encourage processes and guide education that enables students to distinguish between good and bad values. Character values that are important in developing students are the character of loving the motherland, caring for the environment, and tolerance. These three characters must be owned by elementary school students as a provision to maintain the unity and integrity of the Indonesian nation in the future.

The attitude of loving the motherland includes the use of household products, learning for the progress of the nation and the State, loving the environment, living clean and healthy, and knowing the homeland without regional fanaticism (Atika et al, 2019). The character of caring for the environment has the goal of encouraging the habit of managing the environment, avoiding damaging the environment, increasing sensitivity to the environment, instilling a caring spirit that is responsible for the environment, and encouraging exemplary behavior to save the environment (Purwanti 2017). Meanwhile, the character of tolerance concerning socio-culture and religion refers to attitudes and actions that discriminate between different groups in society (Bakar, 2015).

Efforts to strengthen character education are carried out in various ways in learning in elementary schools. One of the efforts to strengthen character education is through literary works in the form of writing. Picture storybooks are an alternative to instilling character values in children. A good storybook not only entertains readers but can provide educational value that is beneficial to life (Nurfalah et al., 2017). Therefore, a good picture storybook not only requires interesting stories but also provides life-awareness education. A picture storybook is defined as a story set in book form accompanied by illustrated pictures as a representation of the related story. The components in a picture storybook are contained in the form of pictures and narratives that represent the story shown.

According to Piaget, the intellectual development of students in class V is in the concrete operational stage, at this stage, students can understand the logic of a stable understanding. The selection of literary reading according

to this stage has several characteristics including reading books that display various image objects (Nurgiantoro, 2013). Thus, the selection of illustrated textbooks is in line with the stages of the intellectual development of students in grade V Elementary School.

Local wisdom from an area can provide value to children's education. In line with the statement Hidayat & Nur (2018) explain that the environment is the biggest prospect that has an impact on child development. Local wisdom plays an important role because it contains interrelated values. Preserving elements of local wisdom, traditions, norms, and customs plays a role in strengthening character education (Fajarini, 2014; Nadir, 2014). The local wisdom raised is the stone-burning culture in Papua. The stone burning ceremony in Papua contains several character values that can be taught to students, namely the character of love for the motherland, togetherness, caring, tolerance, cooperation, and mutual respect.

Teachers have worked hard to develop character teaching for student learning at school. Making a character-based illustrated textbook by linking local wisdom stories, can help teachers bring in character values by presenting the stories that are presented as well as introducing local wisdom from an area to students. Picture textbooks are used as reading material in learning Indonesian. In learning Indonesian, it can be used as reading material to improve students' language skills, namely reading, and writing. In the 2013 curriculum learning Indonesian focuses on text-based learning. Text-based learning requires a lot of reading material used in learning.

Related previous studies have been carried out by several researchers. Research conducted by Purwani (2021), "Development of Character-Based Picture Story Books for Learning to Read Elementary School Students in Grade IV." This research is based on the problem that textbooks circulating in the market already contain moral and educational values, but are only used as entertainment and problems related to a lack of interest in reading because of little reading. The results of the study stated that the product was good and feasible as a means of learning resources.

The research conducted by Vindaswari & Ulfah (2018), "Development of a Values-Based Picture Children's Storybook for Second Graders Elementary School". Based on the problem of students' lack of concern for others, the teacher argues that a caring attitude is an attitude that needs to be applied. There are no picture storybooks for children that contain caring values, and the storybooks available in schools are not as diverse. The results of the study showed that children's picture story books based on caring values for elementary school students were appropriate to use based on several expert assessments. Students respond that the contents of the picture book are interesting, the story is easy to understand and can be used as a model in behaving.

Research conducted by Resterina et al. (2020) about the development of enrichment books on local cultural themes based on strengthening character education and literacy. Based on the problem that culture-based learning is needed by students. Culture-based learning can teach an attitude of love for culture and nation. The product resulting from this development research is an enrichment book on local cultural themes based on PPK and literacy for grade V elementary schools as a supporting book for theme 7.

In contrast to previous studies, this research focuses on needs analysis for the development of character-based picture textbook materials in grade V elementary schools. Based on the importance of inculcating strengthening character education in elementary schools and the availability of illustrated textbooks in elementary schools, they are not by the student's environment. This study aims to determine the results of an analysis of the reading material needs for illustrated storybooks with local wisdom of Papuan culture based on characters in Indonesian language learning in grade V elementary schools.

2. METHOD

This study uses a qualitative approach. Research with a qualitative approach aims to understand a phenomenon in a natural social context by prioritizing a process of in-depth communication interaction between researchers and the phenomenon studied (Sudaryono, 2017). The chosen approach aims to obtain complete information about the need for character-based illustrated textbooks with local wisdom of Papuan culture in grade V of elementary school. This research uses the method of preliminary study, literature review, and observation.

The preliminary study was conducted by interviewing eight students of grade V elementary school teachers in Lanny Jaya Regency, Papua. The interview was conducted to gather information about the efforts made by teachers to strengthen character education for students, the availability of illustrated storybooks, the use of stories

with local wisdom of Papuan culture in learning the Indonesian language, and the need for illustrated storybooks with character-based local wisdom of Papuan culture in learning Indonesian as reading material for students.

The data obtained from this research is divided into primary data and secondary data. The primary data was obtained through interviews with eight students of grade V elementary school teachers in Lanny Jaya Regency, Papua. Meanwhile, secondary data was obtained based on information from a literature review that is related to the research.

3. RESULT AND DISCUSSION

3.1. Result

Interviews were conducted with fifth-grade teachers related to the implementation of Indonesian language learning, strengthening character education carried out in learning, the use of stories with local wisdom of Papuan culture in learning to read Indonesian, the availability of picture story books, suggestions, and hopes as well as the design of picture story books with character-based of local wisdom Papuan culture.

Implementation of reading activities in learning Indonesian by giving reading texts to students, then asking several questions related to the content of the text. Regarding the use of stories in learning, the teacher has never used stories with the local wisdom of Papuan culture in learning. Stories based on the local wisdom of Papuan culture can be used in teaching reading in class V of elementary school. The demand for using thematic books in each lesson results in the teacher not having enough time to use stories with local wisdom of Papuan culture in learning. In connection with the availability of picture storybooks in schools, more than 50 book titles are in good condition but are still general in nature with an Archipelagic perspective. While the availability of reading books in schools is not contextual to the local culture. Strengthening character education, especially the character of loving the motherland, caring for the environment, and tolerance, has been implemented in several learning materials. However, students' awareness of these three characters is lacking. The results of the interviews related to the need for character-based picture storybooks with local wisdom of Papuan culture are summarized in Table 1.

Table 1. The results of the interviews related to the need for a picture storybook with character-based local wisdom of Papuan culture

No	The Result of the Interview
1	Every student is interested in picture storybooks
2	Teachers need picture storybooks with local wisdom of Papuan culture to broaden students' insight into local wisdom about where they live
3	Informative pictures and language
4	Picture storybooks that can educate students

In addition to the need for character-based picture story books with local Papuan cultural wisdom, the researchers also asked questions related to the analysis of the need for book designs needed by teachers. The results of the needs analysis will later be discussed with experts in making picture storybooks. The results of the interviews related to the need for book design are presented in Table 2.

Table 2. The results of the interview need to design a picture storybook with character-based local wisdom of Papuan culture

No	The Result of the Interview
1	The color of book is presented in various colors
2	The size of notebooks commonly used by students is B5
3	Portrait book form
4	Book title font type Rockwell extra bold
5	Book title font size 36 font
6	The typeface in the contents of the book uses Comic sans MS
7	The font size for the contents of the book is 12-14

Observations carried out during the learning take place. The focus is related to the need for character-based picture story books in Indonesian language learning, especially in reading and writing activities. The result of the observation can be seen in Table 3.

Table 3. The results of the observation of the needs analysis of illustrated storybooks with character-based local wisdom of Papuan culture

No	The result of the Observation
1	Picture storybooks are available in schools
2	There are no picture storybooks that contain local wisdom of Papuan culture
3	Some picture storybooks already contain strengthening character education, but none contain character education for loving the motherland, caring for the environment, and tolerance in one picture storybook.
4	The picture book is in good condition
5	Strengthening character education is implemented in learning materials but is not optimal
6	The teacher has never used picture storybooks in learning
7	Teachers only use thematic books in learning
8	Teachers are less varied in getting used to reading and writing activities

The results obtained from observations show that teachers are only fixated on using thematic books and are less varied in the habit of reading and writing activities. It can be seen in learning Indonesian, especially in reading and writing activities, the enthusiasm of students is very less. Strengthening character education is only implemented in subject matter and has not been maximally made in writing in the form of picture storybooks. The availability of illustrated textbooks that raise local wisdom about Papuan culture is not yet available, resulting in students' knowledge of local wisdom of Papuan culture still being very lacking. The use of local wisdom stories of Papuan culture can help students get to know the culture in the area where they live.

3.2. Discussion

This research is to see the need for character-based picture storybooks with local wisdom of Papuan culture in Indonesian language learning. Based on the results of needs analysis through interviews and observations, it can be seen that the preparation of character-based picture story books with local wisdom of Papuan culture is urgently needed by teachers as additional reading material in the learning. From the results of the interviews, it was said that every student was interested in picture storybooks. Students' interest in picture story books can increase students reading interest in books. Illustrated textbooks are effective in increasing reading interest and reading comprehension of fifth-grade elementary school students and can improve learning outcomes (Apriliani & Radia, 2020; Rahmawati, 2018; Tarigan, 2018).

The teacher's need for illustrated textbooks by raising local wisdom from an area will be very helpful in increasing students' local insight. Increasingly sophisticated technology makes external knowledge more accessible and affects the fading of cultural preferences, including local environmental culture. By introducing local wisdom to students, they can awaken a sense of love for noble cultural values and can experience real learning around them. Material obtained from students' local wisdom can be learned contextually and meaningfully. The application of local wisdom in education in Indonesia has the potential to become a source of local excellence amidst a global cultural explosion (Rahmatih et al., 2020; Sari, 2020).

The language used in picture textbooks must be informative. According to Nurgiantoro (2013), (1), the language used must be simple and the context of the story conveyed can be understood with pictures, (2) the language used attracts the attention of children as readers, and (3) the use of vocabulary and language structure must be simple. Good literary reading is in line with language development according to Nurgiantoro (2013), namely (1) the level of language problems is still within the reach of children, (2) the simplicity of the language is adapted to a certain age, (3) the use of vocabulary and meaning structures must improve children's mastery of language, and (4) the use language must include the four language skills of listening, reading, speaking and writing to support communication activities in everyday life.

Picture textbooks must educate students. Many types of media available in the public domain use illustrated textbooks. Like research conducted by Junior et al. (2020), picture textbooks can explain interactively and are fun for children to read. Picture textbooks are included in literary works in the form of writing. Illustrated textbooks are useful in concretizing literature learning in elementary schools (Putra & Widyaningsih, 2020).

Based on a needs analysis for the design of illustrated textbooks with character-based local wisdom of Papuan culture in grade V Elementary School the visual design of the book includes (1) loading the contents of the book which makes the book more colorful by using different colors, (2) designing illustrations and Layout must be attractive, (3) typography related to fonts must be clear, easy to read and attractive, and (4) color choices must be attractive and not boring, choose striking colors such as cyan, magenta, and yellow (Mustika & Syarifah, 2020). Furthermore, according to Vidhyanti & Agustin (2020), (1) the color chosen must be attractive, such as sky blue, yellow-brown, and reddish, (2) the illustration style must be popular, (3) the book specifications according to the age of the child, and (4) typography regarding the title must be attractive.

Observation results show that the availability of illustrated textbooks containing character education does not contain the character of loving the motherland, caring for the environment, and tolerance. These three things need to be instilled as early as possible. The character of love for the motherland can foster a spirit of nationalism in children. The character of caring for the environment can foster an attitude of trying to maintain the beauty and preservation of the school environment. The character of tolerance can foster an attitude of mutual respect and respect among others, positive toward ethnic, ethnic, racial, cultural, and religious diversity (Muslim et al., 2021; Rokhani, 2020; Yulianti and Dewi, 2021). Strengthening character education implemented in schools is only implemented together with learning materials. If strengthening character education is only implemented together with learning materials, it will not be optimal. Whereas strengthening character education will be perfect if it is strengthened through ethical, aesthetic, literacy, and kinesthetic harmony (Anshori, 2017 p.72).

The teacher has never used a picture textbook in learning Indonesian. Teachers only focus on the use of thematic books. The demands of thematic books cause teachers to be less varied, especially in using picture textbooks for student reading material. While picture textbooks have various benefits for building children's emotional development, a means to get pleasure, helping to understand the world of children, and increasing children's imagination (Nurgiantoro, 2013). The results of the needs analysis can be used as initial data in making character-based illustrated textbooks by bringing up stories of local wisdom. With the local wisdom of Papuan culture for reading activities in learning Indonesian. In making illustrated textbooks, it is necessary to pay attention to several criteria in its development (Anggara et al., 2014; Effendy et al., 2013; Krissandi, 2021; Miranda, 2018; Nurgiantoro, 2013; Santosa, 2008; L. D. K. Sari & Wardani, 2021).

The cover display attracts children's attention. The title of the illustrated textbook can attract reading interest, and attract students' reading interest. The color of the book cover attracts students' interest. The material can be understood by students. The theme raised is adjusted to students' interests. The concept must be appropriate for students. The message must be conveyed interestingly and morally. The language used is simple. Use the rules for writing according to Indonesian Dictionary. The style and accuracy of the language are suitable for students. The size and shape of the letters are not too small and not too big so that they do not difficult for students to read when reading. Typeface represents the whole story. The typeface attracts students' interest in reading. The color presentation gives an impression. Color presentation is easily captured by students' eyesight. Images can support text. Illustrations clarify the background, series stories, inspiration, and characters. Illustrations avoid frequently used pictures. Positioning pictures and writing in a balanced way. Pictures can be understood by students. Pictures according to the message/narrative written.

The making of this illustrated textbook can be used in learning Indonesian as a reading teaching material with the basic competency of Indonesian in class V, namely 3.5 Outlining personal opinions about the contents of literary books (stories, fairy tales, etc.) and 4.5 Communicating personal opinions about the contents of literary books selected and read alone orally and in writing supported by reasons. Illustrated textbooks with character-based local wisdom (of Papuan culture) are useful in strengthening character education and are used in learning Indonesian in elementary schools, this opinion is based on researchs of Nur & Apriliya (2020); Santoso et al. (2017).

4. CONCLUSION

Based on the research that has been done and seeing the results obtained, the development of character-based illustrated textbooks with local wisdom of Papuan culture is needed in reading and writing activities in learning Indonesian. This can be the basis for making a character-based illustrated textbook with local Papuan cultural wisdom so that it can be used in reading literacy activities in the future.

AUTHORS' CONTRIBUTIONS

The contribution of this study serves as a principle of consideration in analyzing of the requirement textbooks to improve the reading and writing literacy skills of elementary school students with the local wisdom of Papuan culture. The result of this study can be used as reference material by further researchers in analyzing the need of textbooks. The limitation of this study is only using for descriptive qualitative methods. Propect of this study that future researchers can use other methods to improve research results, especially in preliminary research.

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