
THE DEVELOPMENT OF CHILD SHORT STORY SET BASED ON KUDUS LOCAL WISDOM AS ENCOURAGEMENT IN LEARNING INDONESIAN LANGUAGE IN PRIMARY SCHOOL

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Abstract. The purpose of the research is to develop child short story based Kudus local wisdom as reinforcement in learning Indonesian language in Primary School. The method is research development using steps 1) potency and problems, 2) data collection, 3) product design, 4) design validity, 5) design revision, 6) product trial run, and 7) product revision. The instruments are 1) data of Child short story set needs based on the local wisdom on primary teacher in high level, 2) the prototype of validity data by expert lecturers to find out the weaknesses and strength points of the sets, 3) the data of trial run product of the story set. The planning of the story set as the material to learn Indonesian language in primary school are: concept and design of the story set based on the local wisdom. Based on questionnaire of needs, 955 of teachers state there is a need of the story set based on the local wisdom. Meanwhile, the validity result shows the story sets are seen valid. In trial run product as the final step, 88% teachers state the short story sets based local wisdom have met the needs of field related to the material of the story sets plus the characters of local wisdom.

Keywords: Child short story, child literature, local wisdom Kudus

INTRODUCTION

This study is addressed toward high level primary school student literature learning. Slamet (2014:131) reveals the purpose of learning Indonesian language in primary school is to improve Indonesian language skills. In its relation to students' appreciation, various studies show the benefit of literature work in learning to improve language skills. Currently in 2013 curriculum as the latest curriculum, in primary school level promotes thematic learning. Dipdiknas (2006:5) state thematic learning basically is a model of integrated curriculum using theme to relate some courses to provide meaningful experiences for students. Thematic learning causes limited literature texts on handbook and leads teacher having difficulties to get the learning sources. Then, the literature learning has not been maximal. The learning sources strongly affect in learning process. Besides that, 2013 curriculum also emphasizes character educations. The researcher takes

Kudus local wisdom as the point in character building education. Rahyono (2009:7) identify the local wisdom as an intellectuality from a certain ethnical group from its experiences taken from the surroundings. Kudus is chosen based on some consideration. There are many characters both becoming guidance as national heritage.

The characters are local citizens' kindness, politeness, compassion, smiles, cares, cooperation, harmony, and so on. In term of custom, Kudus has unique pattern with life meaning (batik, traditional ceremony outfit, and so on). Kudus also has unique house named Joglo Kudus with top peak roof called as Pencu. Kudus has story about historical places. Kudus also has religious principles known from its remark, Kota Santri, because it was once the center of Islam development in medieval century.

Based on the background, 2013 curriculum becomes the reference to conduct this study. The researcher identify the

problems hindering the successes of literature learning at school, such as: having difficulties to obtain learning sources based on the needs, students' level, and local wisdom.

The purpose of the study is to create short story set book with Kudus local wisdom to support Indonesian language learning in primary school. From the purpose, the problems are: 1) how the needs of the story set? 2) How is the validity of the story set? 3) How is the trial run test of the story set?

METHOD

The method is research and development through: 1) potency and problems, 2) data collection, 3) product design, 4) design validity, 5) design revision, 6) product trial run, and 7) product revision. This method is used to create specific product and to test its effectiveness (Sugiyono, 2015:297).

The subjects are 1) teachers becoming respondents in collecting the data of the needs of the story set are lesson teachers from public primary school 2 Hadipolo, 1 Tanjung rejo, 7 Bulungkulon, 1 Dersalam, 1 Pedawang, 5 Bae, 3 Tenggeles, 4 Tenggeles, 2 Mejobo, 10 Gondosari, 3 Gondosari, 3 Gribing, 3 Dema'an, 5 Mlatilor, and 1 Singocandi; 2) lecturers or experts becoming respondents to validate the prototype of the story set are from UMK; and 3) teacher doing the trial run test and judge the story set are lesson teachers from public primary school 2 Hadipolo, 1 Dersalam, 3 Tenggeles, 10 Gondosari, and 3 Dema'an.

The instruments used are 1) questionnaire and interviews to collect data of teachers' need toward the story set, 2) validation sheet to judge the prototype of the story set, 3) trial run test sheet to check the adjustment of the product and teachers' need.

The technique to collect data are observing, interviewing, documenting, doing triangulation, and spreading questionnaires. The technique of analyzing used is factorial analysis by grouping the data gained into three groups. All of those three data are need analysis of the book gained from questionnaires addressed to teachers, assessment data from prototype validation test by teachers or experts as suggestion and empowerment toward the product, and trial run test data of the product as the implementation of learning addressed to the headmaster.

The plans of the book are concept and draft. The concept consists of short story

set. The unique thing of this book is only containing short story about Kudus as the theme of the story. Meanwhile, the draft of the book as follows:

1. Cover of the book
 - a. Creating cover using *art paper* sized A5 (14.8 cm x 21 cm).
 - b. Determining the title of the book.
 - c. Creating illusion in the forms of pictures on cover based on the title made.
 - d. Giving color on the title and illustrative figures on the cover (the colors are adjusted to the pictures already made), and offering the whole cover.
2. Designs
 - a. Started by cover page, preface, table of content, set of the child short stories, and ended by bibliography and biography.
 - b. Typography by using 12 sized Arial.
 - c. Each short story, a picture added.
 - d. Whole pictures of the stories are colorful.

RESULT AND DISSCUSSION

The study is divided into three steps. First is covering data from the needs of the book. Second is about validation. Then, third is about the result of trial run test.

1. The Data of Child Short Story Set Needs on Table 1

Table 1. The Needs of Child Short Story Set based Kudus Local Wisdom

Indicators	Numbers of the Teachers	Answers	Answer Intensity
Teachers' opinions toward the existence of child short story set	45 teachers	Very important	23
		Important	20
		Less important	2
Teachers' expectation toward the story set used by teachers in learning literature	45 teachers	Text book presenting local wisdom	23
		Added by illustration to ease imagination	32

		More than 10 child short stories	19
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	of the book			
4.	The graphics of the book.	4	100%	Very well

Based on the first table, it can be described 45 teachers becoming the analysis subjects of the needs of the short story set. Most of them consider the existence of the book are important. It is proved by 23 teachers saying very important, 20 teachers arguing important, and only two teachers saying less important. The teachers have already had learning media in the form of thematic textbook from the government. However, the book is considered very poor to support the needs of literature text. It is experienced by most teachers. They feel there is a need to have additional reference book. Then, related to teachers' expectation toward the book used in literature learning is in the form of child short story set book with illustration to ease imagination. It is proved by the data gained showing 32 from 45 respondents demanding the book complemented by illustration. Then, 23 from 45 respondents demanding the book providing local wisdom. And the last one, 19 from 45 respondents demanding more than 10 texts of child short stories in the book.

Therefore, it can be concluded the development of the book is needed by teachers, especially child short story set book based Kudus local wisdom.

2. Expert Validity Data, the analysis description on table 2.

Table 2. The Results of Expert Validation toward Child Short Story Book based Local Wisdom

No.	Aspects	Average	Percentage	Category
1.	The design of child short story set book based local wisdom.	3,75	93,75 %	Very well
2.	The content and the design of the book.	3,83	95,75 %	Very well
3.	The language and readability	3,5	87,5 %	Very well

From table 2, it can be described the validity results toward the book as follows: in the first aspect about the design of the book's cover, it has average 3.75 or is equal to 93.75%. The result shows the design of the book's cover is categorized very well.

In the second aspect about the content and the design of the book, it has average 3.83 or about 95.75%. It shows the second aspect is categorized very well.

The third aspect is readability and language of the book with average 3.5 or about 87.5%. It shows the language and readability are categorized very well.

From the validity results above, it can be seen that the book is reliable because the book has met the requirements of validity although some revisions are still needed to make the book perfect.

3. The Data of Trial Run Result. The analysis description can be seen in Table 3 below.

Table 3. The Results of Teachers' Judgment toward Child Short Story Set based Kudus Local Wisdom

Indicators	Number of the teachers	Answers	Answer Intensity
Judgment toward the existence of child short story set book with Kudus local wisdom.	45 teachers	Very well	45
		Well	0
		Fair	0
		Poor	0
The role of the book to facilitate literature learning..	45 teachers	Very well	6
		Well	39
		Fair	0
		Poor	0
The need provision	45 teachers	Very well	3

toward the book.		Well	37
		Fair	5
		Poor	0
Judgment toward the content of the book.	45 teachers	Very well	40
		Well	4
		Fair	1
		Poor	0

From the table, it can be described the judgment of the teachers toward the book as follow. The first indicator is related to the existence of the book. 45 teachers answer very well by suggesting for the book to be immediately used.

In the next judgment about the role of the book, it is considered to facilitate literature learning. 6 teachers state very well and 39 teachers arguing well. Teachers argue the book is helpful for them to conduct literature learning. Teachers experience to have sufficient literature text reference.

The judgment related to need provision toward the book. 3 teachers judge very well. 37 teachers judge very well. 5 teachers judge fair. Most of the teacher argue the existence of literature text book has filled the existence of literature reference text for the teacher.

Then, in the judgment about the content of the book, 40 teachers judge very well. They argue the content of the book has been relevant to the age and the level of students' understanding of the primary school in higher level. 4 teachers judge well. Some teachers suggest to add illustration in each short story to ease imagination. Only one teacher argues fair.

From teachers' judgment, it can be concluded the book existence is expected. Teachers hope the book to be immediately used. Teachers feels being helped by the book as supportive reference in learning. From the findings above, the book has many benefits. The book is also especially composed only by Kudus local wisdom since it is considered to have positive sides to show. The weaknesses in the development of the book is in the cost of the book because it is printed for each unit. However, the weakness can be solved by considering the strength points offered.

CONCLUSION

Based on the findings, it can be concluded and suggested to develop the book. The conclusions of the research are: 1) based on need analysis, teachers need additional reference in the form of child short story set book, 2) based on validity result, the book is seen reliable and met validation requirements, 3) based on trial run test, the book is very well.

Based on the findings and conclusions, the researcher suggests: 1) teachers need to understand more about Kudus local wisdom, 2) supervising the action of the education should develop the learning facility, 3) there is a need to have further investigation toward the book in other region.

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