

# Development of Thematic Textbook Based on Nation Culture and Character for 4th Grader Student

*By Alben Ambarita*

# Development of Thematic Textbook Based on Nation Culture and Character for 4th Grader Student

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## Abstract

This research aims to develop a thematic textbook product based on nation culture and character with the subtheme of 'beautiful cultural diversity of my country', and to know the effectivity level of the thematic textbook. The development of this thematic textbook was using Borg & Gall's research and development model, which involve two schools, *i.e.* Public Elementary School 1 and 2 of Langkapura, Bandar Lampung City. Data were collected by observations, tests and questionnaires. Data analysis techniques used were qualitative and quantitative techniques. The result of this research is the thematic textbook product based on nation culture and character with the validity level categorized as 'very good' and the thematic textbook based on nation culture and character was effective to improve learning outcomes.

**Keywords:** thematic textbook; culture; nation character.

## 1. Introduction

For developing countries, the rapid flow of globalization has become a challenge for them, including Indonesia. Indonesia as a developing country with various cultures, traditions, religions, races, and ethnicities diversity faces many challenges as a result of rapid flow of globalization through the development of technology, internet, and social media. This challenge was caused by the unreadiness of Indonesian people to face the various phenomena that appear and spread through the internet and social media. This, eventually, led to the shift of nation cultural values that almost touches all levels of society, the younger generation and school-age children are no exception. Indonesian people who once famous as friendly, always smile, high tolerance, and always mutually help each other, nowadays become a society with poor tolerance, become a vulnerable society which easily provoked by just some unclear issues, including issues relating to Tribes, Religions and Races.

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This becomes dangerous because it can lead to a nation disintegration that can disrupt the unity of a nation. Based on data from Yayasan Kita dan Buah Hati (YKBH) in 2013, it shows that 95% of 4th-6th grader students of elementary school in Jakarta have seen pornographic contents. Data from *End Child Prostitution, Child Pornography & Trafficking Child for Sexual Purposes* (ECPAT) there was 45% increment of online sexual crimes within 4 years. Until 2017 there were 18,000 cases recorded. In 2014, the Indonesian Child Protection Commission (KPAI) recorded 90% of children sex offenders in Flores were encouraged by pornographic content. If we look at the portrait of Indonesian education nowadays, it can be regarded as a very bad condition. The portrait of Indonesian education is currently colored by various students' behaviors that contradict moral ethics and noble cultural values of the nation such as bullying, fighting, ditching, even some schools have to drop out some students as data collected by KPAI from January to September 2014.

The data above are just a few cases of child behavior that occur in schools. Many bad behaviors such as lying, cheating, swearing, and other bad behaviors occur in various schools. Based on the results of the researcher questionnaire distribution on 55 individuals of 4th grader students at Elementary School of Langkapura Sub-district, Bandar Lampung City on September 25, 2017, obtained data about various students' behaviors in following the learning activities. Religious values such as praying before and after learning has not been embedded in students behavior. It was proved that 52% of students rarely get solemn while praying. Moreover, the value of student honesty was also low, because 80% of students often lie, 52% of students often do not admit mistakes, and 80% of students often taunt their classmates. Similarly, the values of tolerance, independence, creativity, homeland loyalty, or spirit of nationality have not been fully embedded in students.

The facts above are big challenges faced by Indonesia today, especially in education, both for teachers and education practitioners. Therefore, education has an important role to prepare human resources who are capable to facing challenges without losing any values of the nation's character and culture. The destruction of a nation's culture is a door of destruction for the nation itself. This happens because, basically, humans grow and develop inside a culture. In other words, without understanding the cultural values, a person will not recognize the environment where they grow and develop, will not know about the various values and rules system that applied in particular society's life. This is dangerous, because without a good understanding of the values and rules system, a person will have no consideration about what good or bad, so they will be easily influenced by outside cultures. So, we need a development model of nation culture and character values as an integral part of the national education system so that the next generation of this nation has a strong character to facing various challenges in the future.

Based on the above ideas, the government through the Ministry of Education and Culture implement the 2013 Curriculum which emphasizes on strengthening attitudes, skills and integrated knowledge. Especially for elementary school level, it was realized through thematic learning. Thematic learning was intended to unify learning process to avoid inconsistencies among subjects. However, based on researcher's interview with 4th grader teachers from Public Elementary School 1 and 2 of Langkapura, Bandar Lampung City, schools have some obstacles to integrate nation cultural and character values in a theme or learning process in school, especially the existing culture in the students' residence area. This is because teaching materials about nation cultures and characters is not yet available in schools. The textbook issued by The Indonesian Ministry of

Education and Culture only contains certain regional cultures, and excludes the local culture where the students live. For that, we need a development model of a textbook that contains nation cultural and character values as a reference for teachers to integrate nation cultural and character values at school. Thus, textbooks have an important role for learning process in schools. The importance of textbooks in learning process is also presented in [1] that teachers need textbooks to help guide what they do in the classroom, just as children need textbooks that support their learning experiences. The provision of books for the early grades should be the highest priority; this is when well designed teaching materials have a large impact on learning. Students in the early grades need a wide variety of books for reading instruction and practice. The above definition explains that teachers need textbook as a guide to what to do in the classroom, whilst for students, textbook was needed to support gain their learning experiences. Referring to activity theory of Vygotsky [2], it was described that the roles of textbooks in the process of teaching and learning in schools according to the following three models (subject of the activity, tool for the activity and object of the activity): Model 1: Student (Subject) – Textbook (Tool) – Knowledge (Object), Students can use the textbook as a means to learn knowledge. Model 2: Student (Subject) – Teacher (Tool) - Textbook (Object). In this model, the teacher plays a supporting role (intermediate role). Model 3: Teacher (Subject) – Textbook (Tool) – Teaching strategy (Object). In the model 3, the teacher uses the textbook as a teaching tool.... That theory explains that in the first model, textbook serves as the learning subject (tool) for students; the second model, textbook serves as the learning object for students; and the third model, textbook serves as a tool for teachers to determine the right strategy in the learning process. Based on the above description, it can be concluded that a textbook has a role in the achievement of the curriculum demands, determine strategies for teachers to convey knowledges, values, and attitudes to students, and provide learning experiences for students. Therefore, the preparation of textbooks cannot be separated from the current content of 2013 Curriculum and the textbook eligibility standards, either from material, linguistic, presentation, and graphical aspects as stipulated by BSNP (Agency of National Education Standards). Nation cultural and character values become an important content that must be integrated in every textbook and learning process in every school. This is due to the 2013 Curriculum focused more on attitude strengthening, like stated on Core Competency 1 (KI 1) that contains spiritual attitudes, and Core Competency 2 (KI 2) with social attitudes, and then Core Competency 3 (KI 3) with knowledge aspects, and Core Competency 4 (KI 4) with skill aspects. Strengthening the attitude aspects is none other than to realizes the formulation of national education functions and objectives contained in Law No. 20 of 2003, Article 3, *i.e.* to develop skills and character as well as civilization of a dignified nation in order to educate the nation's life, aims to develop the learners' potential to become human beings who believe in God Almighty, be noble, healthy, knowledgeable, capable, creative, independent, and responsible. Thus, it is clear that the purpose of the national education is nothing but to shape the character of a dignified nation. Therefore, the goals and functions formulation of national education form a basis for the development of nation cultural and character values. Talking about the nation cultural and character values will never be separated from the understanding of 'culture' and 'character'. In the Great Indonesian Language Dictionary, 'culture' means mind or reason, the plural form known as 'cultures'. Culture has many definitions. UNESCO in [3] describing culture as *culture may now be said to be the whole complex of distinctive spiritual, material, intellectual, and emotional features that characterize a society or social group*. The definition says that the substance of culture is to include the spiritual, material, intellectual, and emotional elements. These elements form a complex unity that gives

distinctive characteristics to a society or a social group. Furthermore, The National Center for Cultural Competence in [4] defined that culture as an integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations. The above definition states that culture is a unity of human behavior pattern which consists of ideas, communication systems, language, customs, belief systems, values, clothes, propriety, religious ceremonies, how to acts, relations, and behaves which consists of various races, ethnicities, religions, or social communities; and the ability to pass it on to future generations. Thus it can be concluded that 'culture' is anything that generated by human's mind embodied inside the behavior and work system that characterizes a community group. Such characteristic manifests in the cultural elements of language, customs, belief systems, values, clothes, and others. Character, can be interpreted as nature or personality. The term 'character' proposed by Lickona since the 1900s by using the concept of good character. According to Lickona in [5], Character so conceived has three interrelated parts: moral knowing, moral feeling, and moral behavior. According to them, good character includes knowledge about goodness, then give commitment (intention) to goodness, and finally really doing the good. Lickona further explained that a good character consists of this following psychological processes: knowing the good, desiring the good, and doing the good—habit of the mind, habit of the heart, and habit of action. These three substances and psychological processes lead to moral life and individual moral maturity. In other words, 'character' can be interpreted as a good personal quality, which means knowing the good, willing to do the good, and be real good behavior, which coherently radiates as a result of mind thought, heart thought, physical thought, and taste and intention thought. Furthermore, according to Berkowitz & Bier in [6], Character is the composite of psychological characteristics that impact the child's capacity and tendency to be ...socially and personally responsible, ethical, and self-managed. That means, character is a combination of psychological characters that affect the capacity of children and the tendency to be a responsible, civilized, and self-managed societies and individual. Thus, it can be concluded that the character is a person's tendency in behaving to become a better person and society member. Therefore, the development of nation cultural and character values become an important part, so the formulation of national education objectives can be realized. Nation cultural and character values referred here are the values identified from Pancasila, religions, cultures and national education objectives [7]. Meanwhile, in the concept and guidance of Strengthening Character Education (SCE) by the Ministry of National Education, there are five main values of interrelated characters which forming a value network that need to be developed as a priority of SCE movement. The five main values of the nation's character are: (1) religious, (2) independent, (3) mutual cooperation, (4) nationalist, and (5) integrity. Based on the above description, the nation cultural and character values developed in this research are the values related to religious, nationalist, independent, mutual-cooperation, and integrity. The development of these values were not included as a subject but integrated into subject (theme), self-development, and school culture. Therefore, in every learning process, teachers must be able to integrate the nation cultural and character values. Similarly, schools should be able to integrate the nation cultural and character values in the school programs, so that the nation cultural and character values can be a culture in school. Based on the guidelines for nation culture and character education development by Ministry of National Education [7], the principles of learning that used in the development of nation cultural and character are to make students recognize and accept the nation cultural and character values as their own and be

responsible for the made decisions through the steps of knowing choices, assessing choices, determining stances, and then making those values in accordance to self-belief. With these principles, learners learn through the process of thinking, acting, and doing. These three processes were intended to develop learners' skills to conducting social activities and encourage learners to see themselves as social beings.

## 2. Method

### 2.1 Research Type

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This research is an adaptive development research from the development model of Borg & Gall [8] which covered ten steps, *i.e.* research and information collecting, planning, initial product development (*develop preliminary form of product*), initial field trial (*preliminary field testing*), initial trial product revision (*main product revision*), field trial (*main field testing*), field trial product revision (*operational product revision*), operational field trial (*operational field testing*), final product revision, dissemination and implementation. However, for further use, this development research refers to the simplified development by [9] consists of these following steps: preliminary study, planning, product development, and product evaluation.

### 2.2 Research Date and Place

This research was conducted in even semester on February, 2018 at Public Elementary School 1 and 2 of Langkapura sub-district, Bandar Lampung City.

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### 2.3 Population and Sample

The population of this research is 401 individuals of 4th graders from elementary schools in Langkapura subdistrict, Bandar Lampung city. The sample of this research refers to the students of class IV A from Public Elementary School 1 and 2 of Langkapura, with total of 30 and 25 individuals respectively.

### 2.4 Research Procedure

The following research procedures conducted in this research are:

- 1) Preliminary study, is an early preparation step of development consists of literature studies and field observations.
- 2) Product development, consists of thematic textbook preparation based on nation culture and character, planning and development of thematic textbook based on nation culture and character references in accordance to the needs analysis result, product validation and revision. After been validated by the experts, the product then revised and tested in a limited basis.
- 3) Product trial, includes limited product trial, limited product trial revision, extensive product trial, and extensive product trial revision.

### 2.5 Data, Instrument, and Data Collection Technique

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The data used in this research are qualitative and quantitative data. Instruments that used in this study are written test, observation sheet, validation sheet and questionnaires which prepared based on the indicators development. Data collection technique was conducted through several ways, such as observation, test, and non test.

## 2.6 Data Analysis Technique

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Data analysis techniques used in this research are quantitative and qualitative data analysis techniques. Quantitative data analysis technique was used to processing data or scores from validation sheets, observations, and questionnaires. Qualitative analysis technique was used to processing data based on opinions or suggestions that contained on validation sheets, observations, and questionnaires. The conducted steps of data analysis *i.e.* (1) learning result test instrument trial, (2) prerequisite analysis trial, and (3) Processing of product validation data consists of expert validation sheets, and results of hypothesis test about the textbook effectivity with n gain score and mean difference test.

## 3. Result

### 3.1 Research Results

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Result of this development research is the realization of thematic textbook based on nation culture and character for class IV students with the following research data results.

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#### a) Expert Validation Results

**Table 1: Expert Validation Results**

Expert Validation	Score	Ideal Mean ( $\bar{X}$ )	Ideal Standart (SBI)	Deviation
Material	176	120	26,67	
Media	87	61	13,00	
Teacher 1	85	60	13,33	
Teacher 2	84	60	13,33	

From the above data, validation result from material expert with total score ( $X$ ) =176, ideal mean =120, and ideal standard deviation =26,67, thus the result of textbook assessment analysis by the material expert was scored A with 'very good' qualitative criteria. Validation from Media expert with total score ( $X$ ) =87, Ideal mean =61, and ideal standard deviation 13,00, thus the result of textbook assessment analysis by the media expert was scored A with 'very good' qualitative criteria. Validation from the teacher of Public Elementary School 1 of Langkapura got total score ( $X$ ) =85, Ideal mean =60, and ideal standard deviation =13,33, thus the result of textbook assessment analysis by teacher from Elementary School 1 of Langkapura was scored A with 'very good' qualitative criteria, and validation result from the teacher of Public Elementary School 2 of

Langkapura got total score (X) = 84, ideal mean =60, ideal standard deviation =13,33, thus the result of textbook assessment analysis by teacher from Elementary School 2 was scored A with 'very good qualitative criteria.

#### b) Result of Textbook Effectivity Test

Based on the effectivity test, it was known that the average of pretest score of Elementary School 1 of Langkapura students is 56,73, whilst the average posttest score is 82,93 with average n-gain of 0,60 which is categorized as medium. Meanwhile, in Public Elementary School 2 of Langkapura, the average of students' pretest score is 53,92, whilst average posttest score is 81,76 with average n-gain of 0,60 which is categorized as medium category. Thus, it can be concluded that textbook testing in both schools are effective.

The research result of the development of thematic textbook based on nation culture and character above was refers to the Borg and Gall development model that limited to only its several steps and obtained the research results and discussion at each steps as follows.

### 3.2 Preliminary Study

The preliminary study phase is the earliest step of this study, with the aim of obtaining preliminary information. The preliminary study phase of this study includes literature study and field observation.

### 3.3 Product Development Plan

At this step, production planning was conducted in form of thematic textbook based on nation culture and character by observing the contents eligibility, the presentation suitability, the didactic requirements suitability, the construction terms suitability, and technical requirements suitability.

### 3.4 Development of product initial form

As a follow up to the conducted design after the step of product development plan, then carried out the next step *i.e.* develop of product initial form that includes pre-writing and textbook drafting based on content, presentation, grammatical, and linguistic aspects. Thematic textbook consists of 6 chapters or lessons with the following material distribution.

- 1) Lesson 1 contains the diversity of Indonesian tribes which are part of cultural elements that associated with social system. The developed character values were focused on religious character, self-reliance, mutual cooperation, and integrity.
- 2) Lesson 2 contains the diversity of floor patterns which are part of art cultural element. The developed character values were focused on all character values, *i.e.* religious, nationalist, mutual, independent, and integrity.
- 3) Lesson 3 contains the diversity of Indonesian indigenous houses which are part of the cultural element in the form of living tools and equipment. The developed character value was nationalist character.
- 4) Lesson 4 contains the diversity of Indonesian traditional clothes which are part of the cultural element



- in the form of living tools and equipment. The developed character values were religious character, mutual cooperation, nationalist, and integrity.
- 5) Lesson 5 contains the diversity of Indonesian arts which are part of the art cultural element. The developed character values were religious character, mutual cooperation, nationalist, and integrity.
  - 6) Lesson 6 contains the diversity of traditional Indonesian musical instruments which are part of the art cultural element. The developed character values were religious character, independent.

### 3.5 Product Trial

At product trial step, researcher conducted two product trials, which are limited trial and extensive trial. Limited trial was conducted to determine the suitability of thematic textbook about national culture and character based on the reaction and response of 4th grader students' of Public Elementary School 1 and 2 of Langkapura with total of 12 individuals. Trial's assessment process were includes media, material and learning aspects. Based on the trials assessment, it obtained average pretest score of 53,83; average posttest score of 81,33; and average n-gain score of 0,59, categorized as medium category.

### 3.6 Revision of Limited trial results

The revision of limited trial results refers to suggestions, comments, and observations during product trial and users interview.

### 3.7 Extensive trial

Extensive trial was conducted to determine the effectivity of thematic textbook based on nation culture and character. The trial was conducted in class IV A at Elementary School 1 of Langkapura with total of 30 students and class IV A at Elementary School 2 of Langkapura with total of 25 students. Test was conducted by using textbook in learning process at the classroom. Data were collected by giving the pretest and posttest scores to know the cognitive learning result, observation sheet to know affective learning result, and questionnaire to know students' response after using the textbook. Pretest and posttest scores were used to calculate n gain. Based on the calculation results, it was obtained that average n-gain of class IV A students at Elementary School 1 and 2 of Langkapura is 0,60, categorized as medium category. Average score of students' affective learning results at Elementary School 1 of Langkapura is 82,65, and students at Elementary School 2 of Langkapura is 82.38. The total of average affective learning scores of both schools was categorized as 'very good' criteria. Student's response questionnaire consists of 18 questions. Total score obtained by class IV students of Elementary School 1 of Langkapura is 2.392, with maximum ideal score 2.700, minimum ideal score 540, average score 1.620, and ideal standard deviation 360, in the range  $X > \bar{X} + 1,80 \text{ SBI}$  ( $X > 2.268$ ) with score A and very good qualitative criteria. Meanwhile, total score obtained by students of Elementary School 2 of Langkapura is 1.997, with maximum ideal score 2.250, minimum ideal score 450, average score 1.350, and ideal standard deviation 300, in the range  $X > \bar{Y} + 1,80 \text{ SBI}$  ( $X > 1.997$ ) with score A and very good qualitative criteria. Therefore, it can be said that the thematic textbook based on national culture and character was effectively used in the learning process, both Elementary School 1 and Elementary School 2 of Langkapura.

### 3.8 Revision of Extensive trial Results

Based on the inputs and suggestions that author received, author improves the thematic textbook product about nation culture and character, so it will be feasible to use.

## 4. Discussion

## 1

### 4.1 Development of Textbook Product based on Nation Culture and Character

## 2

The development of thematic textbook based on nation culture and character was developed based on the student needs analysis results. In this case, it relates to students' character, students' residence culture, and the 2013 curriculum which emphasizes on strengthening character. Furthermore, the development of this textbook was based on constructivism learning theory which is the result of Vygotsky's thinking (*Social and Emancipator Constructivism*). Vygotsky in [10] concludes that students construct knowledge or create meaning as a result of thinking and interacting in a social context. Vygotsky believes that the manifestation of various realities can be used for different purposes in different contexts. Knowledge is inseparable from the activity where that knowledge was constructed, and where meaning is created, and from the cultural community, where knowledge was disseminated and applied. For that, the development of this thematic textbook contains various of knowledge which is constructed through student's residential environment and various cultural communities in the area where students live. For example, in Lesson 1, students are introduced to the diversity of Indonesian ethnicities which are part of the cultural element that related to the social system. All Indonesian tribes are presented in Lesson 1, but the discussion is more focused on Smoung Tribe which is a tribe that originating from the province where the student lives. Therefore, students will easily constructing new knowledge, thus creates a meaning in every learning process. Discussion about Smoung tribe also allow students to adopt the values of developed nation cultures and characters, such as the religious value with friendship sub-value, the independence value with hard work sub-value, the mutual cooperation value with cooperation sub-value, and the integrity value with responsibility sub-value. Knowledge that constructed through students' living environment as well as nation cultural and character values will become a provision for students in the process of thinking, acting, and knowing various values.

## 2

This thematic textbook based on nation culture and character was not only equipped with national cultural and character values, but also has characteristics which adapting the standards of textbook eligibility, as contained in the regulation of Minister of Education and Culture No. 8 of 2016. Based on that regulation, textbooks should be able to develop students' positive knowledge, skills, and attitudes. Therefore, whether the textbook feasible or not, it can be known when the textbook being used in the learning process.

The lesson chosen in this research was thematic learning. Nation cultural and character values can be internalized through thematic learning in form of learning activities and various forms of habituation. Habituation is an important part in the process of planting values, because, without habituation process, the nation culture and character values will not be planted in students behaviour. Thus, usage of thematic textbook based on nation culture and character allow students to gain learning outcomes that not only touch cognitive

domain (thinking thought), but also affective domain (heart, taste, and intention thought), and psychomotor (physical thought). Furthermore, the research and development results of thematic textbook based on nation culture and character was developed by following Borg & Gall development procedures.

The development procedure begins with initial research and information gathering (*research and information collecting*) which aims to determine the existence of a situation that should be exist (*who should be*) and real circumstances on the actual field (*what is*). The next step is planning (*planning*) which consists of making instructional analysis, gathering appropriate materials, and making draft of thematic textbook based on nation culture and character. After planning phase, researcher began to develop the initial product format (*develop preliminary form of product*). The result of development is a thematic textbook product based on nation culture and character. The thematic textbook based on nation culture and character can help teachers to determine strategies of conveying knowledge, values, and attitudes to learners, as well as provide learning experiences for learners.

#### 4.2 Effectivity of thematic textbook based on national culture and character

The Effectivity of thematic textbook based on national culture and character can be seen from the feasibility level of product that have been through several improvement steps in the form of reviews from material expert, media expert, 4th grader teacher, and 4th grader students at Public Elementary School 1 and 2 of Langkapura. Furthermore, the effectivity of textbook can also be known from the results of students' learning in knowledge domain (cognitive) and attitude domain (affective). Learning outcomes in knowledge domain are derived from average n-gain score of class IV A students at Elementary School 1 and 2 of Langkapura. The results showed that the developed textbook was categorized as effective, this can be seen from the normalized N-Gain score of 0.60 on Elementary School 1 of Langkapura, and normalized N-Gain score of 0,60 on Elementary School 2 of Langkapura. Both schools' N-Gain score were categorized as medium.

Learning outcomes in attitude domain (affective) was obtained from the observation of students' behavior change during the learning process. Based on researcher observation results in the learning process which conducted by the teachers of class IV at Elementary school 1 and 2 of Langkapura, classroom teachers have been internalized the nation cultural and character values on outside and inside classroom activities. Both Elementary School 1 and Elementary school 2 of Langkapura, activities began by lining up in front of classroom when the bell rang, say hello and kiss the classroom teacher's hand before entering the lesson. This activity aims to familiarize students with religious character on the not to force the will sub-value. Not only religious character, lining up activities before entering the class aims to familiarize students with nationalist character on the discipline's sub-value. Say greetings and shakes teacher's hands aim to familiarize students with integrity character on the respect the individual's dignity sub-value (appreciating teachers as parents in school).

Learning activities in classroom was in accordance to the learning scenario that has been made by teachers. The activities begin with praying and singing national anthem song led by one of the students every day. The praying activity aims to familiarize the religious character, while singing national anthem song aims to familiarize the nationalist character on the sub-value of love homeland. The students assignment in turns every day lead the

praying and singing activity aim to familiarize the religious character on the sub-values of self-confidence, the independent character on the sub-value of dare to perform, and the integrity character on the sub-value of responsibility. After praying and singing the anthem song, teacher guides students to follow the learning activities in accordance to scientific approach and the teacher's chosen learning model.

Steps of action in the scientific approach and learning model were used by teacher to internalize the nation cultural and character values. For example, when teacher involve students to looking for information about Indonesian cultural diversity, the teacher indirectly familiarize students with independent and mutual help character. Group discussion activities make students more familiar with religious, independence, mutual cooperation, and integrity character. Each step of the learning activities were used by teachers as much as possible to familiarize students to have characters values on them. Thus, there is a better change in behavior than the previous student's behavior. The change was shown in the learning score average of the students' affective aspect at Elementary School 1 of Langkapura with 82,65, and students' at Elementary School 2 of Langkapura with 82.38. Total of both schools average affective learning score were categorized as 'very good' criteria.

Based on the validation results by experts and users, as well as the n-gain calculation results and students' average affective learning scores, this thematic textbook is very valid and effective to use in the learning process. This was reinforced by Martawijaya's research result (2014) who states that the existence of textbook is one component of a learning model support system. Therefore, the use of that book in learning process can improve the character and study mastery of learners.

## 5. Conclusion

The product that produced in this research was thematic textbook based on nation culture and character. The textbook was proved to be effective in improving student learning outcomes, as proved by the difference of posttest learning scores of students from Public Elementary School 1 of Langkapura with score of 82,93 and n-gain score of 0,60, and students from Public Elementary School 2 of Langkapura with score of 81,76 and n-gain score of 0,60 categorized as medium. Therefore, the thematic textbook product based on nation culture and character can be used as a learning resource for students and a reference for teachers to develops the nation cultural and character values at school.

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# Development of Thematic Textbook Based on Nation Culture and Character for 4th Grader Student

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