

Scientific Approach-based Convertible Book Media to Improve Nationalism Character: Is It Necessary?

Esti Nofiani

Yogyakarta State University
Yogyakarta, Indonesia
esti.nofiani2016@student.uny.ac.id

A. Senen

Yogyakarta State University
Yogyakarta, Indonesia

Abstract—In globalization era, nationalism is one of the important characters to be owned by the next generations. Through nationalism character building in education, it is expected that it plays a role as fortress of a country towards various negative globalization impacts. The present research aims to develop needs assessment on thematic learning towards nationalism character building as the initial data for application of scientific learning-based convertible book media. The method used in this research was survey. Data collection technique used observation, interview and questionnaire. The subjects of this research were 30 teachers and 150 fourth graders. The finding of interview method shows that teachers used lecture and advice to build nationalism. It was considered as less effective to build nationalism for students. Supported by the results of the questionnaire that show students did not understand the diversities. Based on the observation results, the learning only focused on teacher and student handbook without using media optimally. Therefore, it is suggested that scientific-based printed media according to curriculum 2013 is needed as a supporting facility which helps nationalism character building for students.

Keywords—*media, convertible book, scientific approach, nationalism*

I. INTRODUCTION

In globalization era, various facilities to get information can be used easily. Information of culture, lifestyle or technology from all over the world can be easily got and accessed from everyone in everywhere. Globalization increases local diversity which, in this case, is influenced by human contact that crosses the cultural boundaries of commodities and information [1]. Globalization has changed how the world operates [2]. All statements of globalization are basically the integration process of various aspects of life. Globalization in its implementation has positive and negative impacts on all aspects of life.

The positive impacts of globalization era can be shown by the easiness of all elements to know and recognize everything from everywhere. However, there are also negative impacts of globalization, including with this kind of easiness of information, technology and other cultures can fade the cultures owned by a country. For example, politeness, life habits, national cultural features and love of a country.

As the next generations, children play an important role in determining the future of their country. A country will

develop if it has competence and good-characterized cadres. One of the important characters to be owned by the next generations is love of homeland. Love of homeland character is a feeling for a country. This character can also be shown in the form of nationalism, a thought that expects the welfare of the people and the nation. Nationalism is a concept of the general identity of a group in maintaining the nation to realize the national interests. Nationalism is the power of a society that is embedded in school as a place in preparing good citizens [3]. It is a concept that upholds national unity [4]. Nationalism becomes the realization of the struggle of a nation [5]. It is the unwritten power of a nation and able to be built through education [3]. Generally, all the statements show that nationalism is the form of love of homeland.

Through nationalism character building, it is expected to be the fortress of a nation to prevent negative impacts of globalization. It is also expected to be a provision for the next generations to build better nation. Nationalism can be built to children through education, family and environment. Education is one of the main ways in building nationalism character as an effort to prepare good citizens. Character can be manifested through real action and behavior. Through education, it is expected to be able to create generations with good character [6].

Character building can be given by three ways: 1) Subject 2) Self-development 3) School culture [7]. Character education can be given by various ways, one of them is school that has big opportunity to help building the characters. Character education should be a climate in school not only a temporary program [8]. Character education has to be a climate in school, not a temporary program. One of the conscious efforts of character education in Indonesia is through the application of curriculum 2013. Learning in curriculum 2013 is packed in the form of thematic which combines various subject disciplines in developing knowledge, skills and attitudes. Learning in curriculum 2013 is also presented through scientific approach. It is expected not only to improve knowledge but also students' activeness. Scientific approach is a framework which makes students active in learning. All of the efforts are performed to generate the next generations with good character [9].

Suyitno in [10] Development in character education can be done through the improvement of awareness, learn from experience and adjustment of students' characteristics and rights. It shows that learning experience can help character

education process. By using multimedia it is able to help teachers in building and improving love of homeland character [11]. It shows that media is able to help teachers not only in understanding and skills but also attitudes and characters. Thus, it can be stated that in achieving learning goals, it does not only need materials and approaches but also media which can help and facilitate teachers in learning and building the value of the nation's characters. Moreover, for elementary school students who are in their stage of concrete operational development that is the stage in which they need examples to easily understand the information. One of the things that can help is media.

Rao in [12] Media in education environment is used to complete the teaching and learning process. The statement emphasizes that media is generally important in learning process which can be a facilitation for students to understand the materials and meanings contained in the materials. So, media plays an important role not only to help improving knowledge and skills but also it is expected to make students have good attitudes. One of the learning media which is easy to be used by various elements of education is printed media that contains various colours and pictures liked by the students. Pictorial book is a collection of illustrations which are partly texts [13].

One of the printed pictorial book media is convertible book. This book is presented in big size as common book but it can also be used in landscape orientation. The content of the book media is presented by various pictures, materials and stories. The pictures can improve learning. The media in the form of book is one of the media which can be easily used by various elements either teachers or students [14]. Textbook is an effective learning source in learning process to learn directly, an effective source to present contents by the teacher, a source of idea and activity, and a source of reference for students [15]. Learning media is an important element form of teaching and learning activity [16]. By using media, it is expected that it will not only help teachers in delivering materials and improving activities but also in building characters especially nationalism.

Based on the problems, an assessment is needed in thematic learning especially in building nationalism character. This assessment is used as initial data in applying scientific approach-based convertible book media [17, 18]. The need of character building for students, especially in globalization era is because character cannot be built by one treatment only, but also through continuous process. Character is a self-identity [19, 20], meanwhile according to [6], character is destiny. Character becomes a combination of attitude and behavioural attribute of a person in forming an identity. So, in building character, continuous process is needed [21]. Education plays an important role in preparing the next generations with good characters in facing the challenges of the times. They are expected to not only be ready to accept changes but also able to keep the identity of their nation to avoid extinction. The attitude of maintaining the various characteristics of the nation can be done by building the feeling of love of homeland or nationalism.

The rest of this paper is organized as follow: Section II describes the proposed method. Section III presents the

obtained result and following by discussion. Finally, section IV concludes this work.

II. PROPOSED METHOD

This research is an initial research as a research preparation from research development. This research was conducted by using survey method. Data collection was conducted by using observation, questionnaire and interview technique. The subjects were 20 teachers from first to sixth class and 150 fourth graders in Seyegan Subdistrict. In this research the observation was conducted in thematic learning or fourth grade by using non-participant technique. While in data collection it used questionnaire given to all teachers and fourth graders from 5 schools included SDN Pete, SDN Ngetal, SDN Sompokan, SDN Getan, and SDN Jembalangan. Questionnaires used multiple choices form. Closed-ended questionnaires were presented to fourth graders and semi open-ended questionnaires were for teachers. Data collection technique through interview used semi-structured interview. It was an interview technique in which the questions could be developed according to participants' answers. Further, the data were analysed by using qualitative and quantitative technique.

III. RESULTS AND DISCUSSION

This section presents the results obtained and following by discussion.

A. Observation

The result of observation conducted in thematic learning of fourth grade from five elementary schools in which the observation was conducted about activity aspect in learning process and nationalism of students. The observation of learning process included three things related to learning process: the approach, learning sources and media. While character aspect included observation of students' behaviour or activities in learning.

Based on the result of observation it shows that teachers in the practice used approaches which was in accordance to curriculum 2013 namely scientific approach. However, the learning sources that teachers used only oriented to teacher and student handbook provided by government. It made both activities and materials in learning process focus on what was in the handbook. This certainly made the students do not get activities or other strengthening materials to help them understand the information. The media that teachers used to help students understand the materials was only pictures. But the pictures were limited.

Teachers often provided one picture with the size of HVS paper and it was used classically in front of the class in learning process. The picture could only be observed by some students in front rows. It has an impact on learning process that students involved to. Most students seemed to be less enthusiastic in learning, not all of them understood the whole materials. The learning which focused on teacher and student handbook could also give an impact on character building that teachers gave. Teachers in building character, especially nationalism, only used lecture on certain materials or topics based on the materials presented in the teacher handbook. Many students only listened to the

advice related to good behavior in upholding nationalism. Without any activity that supported the development of their students' nationalism.

B. Interview

Interview was conducted to fourth grade teachers. The questions were related to learning process in fourth grade, the problems in building nationalism character and various efforts which were expected to be able to solve the problems. Based on the results of the interview, the obtained data were: described in Table I as follow.

TABLE I. THE RESULT OF TEACHERS' INTERVIEWS

Question	Answer
How is the implementation of learning in the class?	The learning process is conducted according to curriculum 2013 that is by using teacher and student handbook through scientific approach.
Is there any problem in doing thematic learning?	Yes, such as determining other additional materials which can strengthen the understanding in interpreting the material and improving students' enthusiasm. Because if the learning is only conducted by using teacher and student's handbook, it is less effective.
In learning activity, does teacher use media or other learning sources to help the learning process?	Yes, I do but not often, because there are many problems such as time, energy, ability, etc.
How is the teacher in conducting thematic learning?	Giving advice or lecture inserted in learning based on the material or topic.
Is the lecture in building the character of the students able to give the results?	Overall, not yet.
How about the development of students' nationalism?	Most of them only know and understand what good attitude that reflects a character but, in the application, they do not really understand, for example when they follow the flag ceremony.
What is the problem that teacher faces in building nationalism?	Character building which is only given through lecture that makes what has been said by the teacher is ignored by the students.
How is the effort that the teacher is expected to help character building for students?	Examples related to good character in building character for students are needed considering that sometimes what teacher tries is not always supported by the students' families.
Is media considered to help building character?	Yes, particularly the media which can reflect nationalism for students. But it has to be in accordance with the materials or learning in curriculum 2013 such as scientific approach. The use of that media is expected to facilitate teacher and students.

From the results in Table I, it can be seen that the learning which was conducted by the teachers were only based on teacher and student handbook, included in nationalism character building, teachers only gave lecture which was conducted when they delivered material or topic in learning according to the character which had to be built. It made students less able to interpret nationalism in depth.

C. Questionnaire

The results of data collection through questionnaire were conducted to find out the needs in thematic learning. Questionnaires were given to teachers and students. There are 7 questions given to teachers and 7 questions to students. Here are the results of the questionnaires.

TABLE II. RECAPITULATION OF THE RESULTS OF TEACHERS' QUESTIONNAIRES

Question	Result
Is handbook from the government effective in learning process?	30% teachers answer that it is effective, the rest of them answer not effective due to less presented materials.
Is there any problem in doing thematic learning?	70% teachers answer that they often face problems in thematic learning, such as determining other additional materials which can strengthened the understanding in interpreting materials and improving students' enthusiasm
Has the application of nationalism character building been realised in school?	Only 60% teachers state that it has been realised, while the rest of them stated that it has not.
How is the students' understanding related to diversity of nations?	40% teachers state that students do not really understand the diversity and wealth of the nation.
Do students use unifying language well?	60% teachers state that students rarely used their unifying language that is Bahasa Indonesia.
Does teacher use media or other learning sources to help learning process?	70% teachers state that they rarely use learning media.
Does teacher need media which helps learning process particularly helping to build nationalism character for students?	All teachers state that they need a media in learning process including a media which not only helps to improve students' cognitive and psychomotor but also affective ability.

Based on the Table II, it can be seen that in the application teachers thought that the learning process was less effective because they only used teacher and student handbook as the learning source. They also often faced some problems in preparing other learning sources. They stated that they needed other learning sources such as media which was able to make learning more meaningful specially to improve students' cognitive and affective but also psychomotor ability. Moreover, in character building aspect which could not be realized well in all schools and it needed other learning sources to help teachers in achieving goals not only in cognitive and psychomotor but also effective.

TABLE III. RECAPITULATION OF STUDENTS' QUESTIONNAIRES

Questions	The percentage of students' choice		
		Yes	
Does learning activity in school only use student handbook?		100%	
Do you understand the materials in the book from school easily?	Yes	Sometimes	No
	50%	40%	10%
Do you know various diversity of Indonesia?	No	Quite know	Yes
	5%	45%	50%
Do you study diligently as your efforts to develop the nation?	No	Quite diligent	Yes
	4%	40%	56%
Do you always use good and correct Bahasa Indonesia as a form of love of homeland?	Never	Sometimes	Always
	4%	60%	36%
What kind of book do you like?	Pictorial book		Schoolbook
	90%		10%
Do you agree if in learning process you use schoolbook with many pictures and activities that can be changed by you?	Disagree	Quite agree	Agree
	2.6%	32.6%	64.7%

From the Table III, it can be seen that in the application, the learning that used teacher and student handbook was not able to make students easily understand the materials. They needed other learning sources that not only make them understand the learning more but also able to improve their understanding and love of homeland or nationalism. Moreover, for elementary school students who were in the stage of concrete operational development it could help them to understand or interpret something which needed real examples. The pictorial book media which was considered as an interesting media for students was needed

IV. CONCLUSION

The results show there are some problems that occurred at the school as a learning focused only on teacher and student handbook. The next problem was the limited use of the media in the process of learning. This effect on student understanding of abstract as related character of nationalism. Teachers and students need the media to suit the learning curriculum in 2013. Picture book is one of the mediums that interest students and facilitate student understanding of the material that is abstract. One of the media's picture book is convertible book. These findings can be the solution and material preparatory discussion research in developing scientific approach-based convertible book media that comply with the 2013 curriculum.

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