Effectiveness of the Use of Fairytale Appreciation Textbooks with Value of Character Education in Indonesian Subject

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Abstract

Textbook Appreciation of Fairytales with Character Education Values is used as a means to facilitate students in Indonesian subjects. This study aims to determine the effectiveness of the use of a fairy tale textbook containing the value of character education in achieving optimal learning outcomes in Indonesian subjects. To find out the effectiveness of the use of textbooks can be seen from the differences in learning outcomes of students who use fairy tale appreciation textbooks and students who use conventional books. Sampling was done using a purposive technique. The effectiveness test is obtained based on the results of students on the pretest and posttest questions before and after being given treatment, so it can be concluded that the mark of students who are treated using fairy tale appreciation textbooks based on character education values are better than those not using the textbooks. Thus, fairy tale appreciation textbooks are more effective than textbooks used before.

Keywords: fairytale appreciation textbooks, character education values

1. Introduction

Education in schools is a means of building logic in children. In [1] states about a process of complying with rules on learning activities that involve logical thinking, is accepted by students as understanding, not imitating activities. The main and additional learning material content (character education) naturally, not coercive, and in the form of awareness is the process of building logical thinking in students [2]. Thus, between the process of learning knowledge and experience, as well as personal character that will give a lot of influence in the process of forming the characteristics of student knowledge as a whole, including the effect of success in learning fairy tale appreciation with knowledge of the meaning that can be applied by students must go through a logical thought process in the student.

Learning fairy tale appreciation should be done in ways that are appropriate, so that the aim of literary learning in creating / shaping the identity of each individual in order to have a good and intelligent personality will be achieved in accordance with expectations in a learning goal. For that reason, in learning activities appreciating fairy tales, educators should not only convey material with theory, so that in literary learning, especially in fairy tale appreciation, learning goals will be achieved in accordance with the curriculum [3]. This is in line with the [4] which states that the delivery of material using conventional methods is less desirable by students, because it cannot direct students in meaningful learning processes.

As an educator, there is a great need for support of learning resources, namely in the form of facilities for the use of quality textbooks, where textbooks are considered as

important facilities that will determine the success of learning [5]. Textbooks are book sources that are used to support learning resources as well as being used as references by educators and also as a basis for developing learning activities or learning experiences [6]. This is in line with the opinion expressed by Richard [7] where textbooks for teachers and students provide maps that describe the general content of lessons and structures that provide coherence, both individually and for all students.

The role of textbooks for educators is to help their task in providing material in the process of teaching and learning activities. Textbooks are recorded racial thoughts that are compiled for instructional purposes [8]. Resources in the form of textbooks can be used as a guide or important material in the learning process. Educators who have used textbooks will find it easier to explain material. Thus books should be used according to their uses and optimized for proper use.

The selection and use of textbooks must be adjusted to the needs expected in the literary learning process. Because the existence of a good textbook, will greatly colour the development of effective and efficient learning processes [9]. The use of literary textbooks is an important aspect in achieving crucial skills as a determinant of the success of learning in its application to the literary learning process. In conducting appreciation activities, it starts with the process of finding new ideas or ideas and then finding new knowledge, this process is obtained through written language that has been revealed in fairy tales. The written form expressed in the form of fairy tales is a means to convey ideas, as well as opinions expressed by the author so that it can be accepted and understood for the reader (others). That way, the means of communicating effectively and efficiently to reach the wider community can be done through fairy tales [10].

Learning using a fairy tale appreciation textbook containing values Educational character is intended to teach educational values and is used to overcome the weaknesses of conventional teaching. Teaching using fairy tale appreciation textbooks, could possible make an increase in learning outcomes to the maximum. An increase in the creativity of educators in preparing the tools and materials needed in the learning process, can create learning situations that are more conducive and focus on the subject matter areas that are contained in textbooks.

Based on observations of Indonesian Middle School educators in Semarang, it can be seen that the learning of fairy tale appreciation is still not optimal, the use of fairy tale appreciation textbooks in learning has used books and has included the values of character education in the learning process, only the limitations of the materials used come from sources that are provided independently by each educator conventionally.

Based on this background, this study will answer the question "is the use of fairy tale appreciation textbooks containing the values of character education, could effectively improving the learning outcomes of students of Class VII Middle School in Semarang"?

2. Methodology

The experimental method is the method that will be used in this study. According to Borg & Gall [11] put forward the opinion of experimental research that is a study with the most reliable scientific value (the most valid test results), because in research according to Gall has been done by conducting a structured control of variables that are likely to interfere in outside of the activities being experimented. This is the basic method of research development carried out to design new products procedurally, systematically, have been tested, evaluated and improved to find specific criteria, effective, quality and meet the standards of applicable regulations [12].

According to Krathwohl in [13] also argues about experimentation which is a research method that is testing between the influence of one research variable with the influence of other research variables. Variables that can influence the learning outcomes have been grouped as independent variables, in this study the independent variables are the ability to appreciate fairy tales. Meanwhile, the variable that is affected has been grouped as the dependent variable, in this study the dependent variable is the ability to appreciate the fable of character education values.

In this study, researchers used a quasi-experimental variation with the research design using Pretest questions and Posttest question giving to the experimental group. The form of research design used was quasi-experimental. This is in line with the opinion of Creswell [14] about quasi-experimental methods used to support research actions. This variation uses the experimental class group with the control class group. Where the two class groups will be arranged in such a way using a more intensive manner so that both variables will be able to have the same or even the same characteristics. In this study using experimental research conducted on three class groups, namely the experimental group class, the control group class I, and the control group class II. The experimental group was given learning by using the Fairytale Appreciation Textbook Based on Character Education Values by Aida, et.al [15]. Fairytale appreciation textbooks are used as a learning resource, where the contents of these textbooks can provide an important alternative for transferring students' understanding and knowledge in exploring and understanding character values while they engage in daily learning activities. While the control group was given learning using regular textbooks published by private publisher. The number of students involved was 90 students with details of 30 students as the experimental group, 30 students as the control group I, and 30 students as the control group II.

3. Results and Discussion
3.1. Results

Data on the learning outcomes of seventh grade junior high school students in Semarang was obtained from the results of learning achievement tests on the material to appreciate fairy tales using experimental research conducted in three groups, namely the experimental group, control group I, and control group II which will be described as follows.

3.1.1. Experiment group

The experimental group was the group that received treatment learning using the Fairytale Appreciation Textbook Based on Character Education Values. Pretest Data Ability to Appreciate Experimental Group Fairy Tales is described in the following table.

Table 1. Pretest Data Descriptions Ability to Appreciate Fairy Tales in Experiment Group

			Statistic	Std. Error
Experiment	Mean		74.5000	.62835
	95% Confidence Interval for Mean	Lower Bound	73.2149	
		Upper Bound	75.7851	
	5%Trimmed Mean		74.4444	
	Median		75.0000	
	Variance		11.845	
	Std. Deviation		3.44163	

	Minimum		70.00	
	Maximum		80.00	
	Range		10.00	
	Interquartile Range		7.00	
	Skewness		-.060	.427
	Kurtosis		-1.363	.833

Based on Table 1, the results of the ability to appreciate fairy tales obtained data that the lowest mark is 70, the highest mark is 80, the average is 74.50, the median is 75, the mode is 74 and the standard deviation is 3.442. Furthermore, based on these data, the results of data deviations can be calculated based on the mean / average and standard deviation. The lowest data deviation is 73.21 while the highest data deviation is 75.79.

Posttest is given after students get the learning treatment using the Fairytale Appreciation Textbook Based on Character Education Values. The results of the posttest in the experimental group will be described in the following table.

Table 2. Posttest Data Description Ability to Appreciate Fairytale in Experiment Group

			Statistic	Std. Error
	Mean		83.6667	.80277
	95% Confidence Interval for Mean	Lower Bound	82.0248	
		Upper Bound	85.3085	
	5%Trimmed Mean		83.6296	
	Median		84.0000	
Experiment	Variance		19.333	
	Std. Deviation		4.39697	
	Minimum		77.00	
	Maximum		92.00	
	Range		15.00	
	Interquartile Range		7.75	
	Skewness		.070	.427
	Kurtosis		-1.329	.833

Based on Table 2, the results of appreciating fairy tales test results can be described that the test results of appreciating fairy tales obtained data that the lowest mark is 77, the highest mark is 92, the average is 83.67, the median is 84, mode 83, and the standard deviation is 4.41. Furthermore, based on these data, the results of data deviations can be calculated based on the mean / average and standard deviation. The lowest data deviation is 82.02 while the highest data deviation is 85.31.

The difference between the pretest and posttest scores in the experimental group is known from the results of the reduction between the posttest scores minus the pretest values. The results of the difference data will be described in the following table.

Table 3. Difference in Pretest and Posttest Scores of Experiment Groups

Experiment	N	Minimum	Maximum	Mean	Median	Modus	SD
Pretest	30	70	80	75.79	75	74	3.44
Posttest	30	77	92	85.31	84	83	4.41
Difference		7	12	9.52	9	9	0.97

Based on Table 3, the results of the mark of the ability to appreciate the fairy tale can be seen that the difference in the lowest point of 7 and the difference in the

highest point of 12. Furthermore, based on the table, it can also be stated that the mean or mark of an average of 9.52 so that the middle / median mark of 9, the mark that often appears / mode 9 and the standard deviation of 0.97.

3.1.2. Control Group I

Data Appreciating Fairy Tales Control Group I is described in Table 4. Based on Table 4, trial results to appreciate the tale obtained data that the lowest mark is 70, the highest mark is 80, the average is 72.97, the median is 73, mode 72, and the standard deviation is 3.04. Furthermore, based on these data, the results of data deviations can be calculated based on the mean / average and standard deviation. The lowest data deviation is 71.83 while the highest data deviation is 74.10.

Table 4. Description of Pretest Data Ability to Appreciate Fairy Tales Control Group I

			Statistic	Std. Error
Experiment	Mean		72.9667	.55602
	95% Confidence Interval for Mean	Lower Bound	71.8295	
		Upper Bound	74.1039	
	5%Trimmed Mean		72.7407	
	Median		73.0000	
	Variance		9.275	
	Std. Deviation		3.04544	
	Minimum		70.00	
	Maximum		80.00	
	Range		10.00	
	Interquartile Range		3.00	
	Skewness		1.195	.427
	Kurtosis		.926	.833

Posttest is given after students get the learning treatment using the Fairytale Appreciation Textbook Based on Character Education Values. The results of the posttest in control group I will be described in the following table.

Table 5. Posttest Data Description Ability to Appreciate Fairy Tales Control Group I

			Statistic	Std. Error
Experiment	Mean		79.6333	.66000
	95% Confidence Interval for Mean	Lower Bound	78.2835	
		Upper Bound	80.9832	
	5%Trimmed Mean		79.4815	
	Median		79.0000	
	Variance		13.068	
	Std. Deviation		3.61494	
	Minimum		76.00	
	Maximum		86.00	
	Range		10.00	
	Interquartile Range		7.00	
	Skewness		.572	.427
	Kurtosis		-1.037	.833

Based on Table 5, the results of appreciating fairy tales test can be described that the test results of appreciating fairy tales obtained data that the lowest mark is 76, the highest mark is 86, the average is 79.63, the median is 79.48, 79.00 mode, and standard deviation 3, 61. Furthermore, based on these data, the results of data deviations can be calculated based on the mean / average and standard deviation. The lowest data deviation is 78.28 while the highest data deviation is 80.98.

The difference between the pretest and posttest mark in control group I is known from the results of the reduction between the posttest mark minus the pretest mark. The results of the difference data will be described in the following table.

Table 6. Difference Between Pretest and Posttest Mark of Control Group I

Experiment	N	Minimum	Maximum	Mean	Median	Modus	SD
Pretest	30	70	80	72.97	73	72	3.04
Posttest	30	76	86	79.63	79	79	3.61
Difference		6	6	6.72	6	7	0.57

Based on Table 6, the results of the ability to appreciate fairy tales can be seen that the difference in the lowest mark is 6 and the difference in the highest mark is also 6. Furthermore, based on the table, it can also be stated that the mean or average value of 6.72 so that the middle / median value of 6, the mark that often appears / mode 7, and the standard deviation of 0.57.

3.1.3. Control Group II

Data Appreciating Fairy Tales Control Group II is described in the following table.

Table 7. Description of Pretest Data Ability to Appreciate Fairy Tales Control Group II

				Statistic	Std. Error
	Mean			75.2000	.80000
		Lower Bound		73.5638	
	95% Confidence Interval for Mean	Upper Bound		76.8362	
	5%Trimmed Mean			75.1111	
	Median			77.0000	
Experiment	Variance			19.200	
	Std. Deviation			4.38178	
	Minimum			70.00	
	Maximum			83.00	
	Range			13.00	
	Interquartile Range			10.00	
	Skewness			-.110	.427
	Kurtosis			-1.544	.833

Based on Table 7, trial results to appreciate fairytale obtained data that the lowest mark is 70, the highest mark is 83, the average is 75.20, the median is 77, the mode is 75, and the standard deviation is 4.38. Furthermore, based on these data, the results of data deviations can be calculated based on the mean / average and standard deviation. The lowest data deviation is 73.56, while the highest data deviation is 76.84.

Posttest is given after students get the learning treatment using the Fairytale Appreciation Textbook Based on Character Education Values. The results of the posttest in control group II will be described in the following table.

Table 8. Posttest Data Description Ability to Appreciate Fairytale Control Group II

			Statistic	Std. Error
Experiment	Mean		84.9667	.86235
	95% Confidence Interval for Mean	Lower Bound	83.2030	
		Upper Bound	86.7304	
	5%Trimmed Mean		84.9074	
	Median		86.0000	
	Variance		22.309	
	Std. Deviation		4.72326	
	Minimum		79.00	
	Maximum		92.00	
	Range		13.00	
	Interquartile Range		10.00	
	Skewness		.010	.427
	Kurtosis		-1.447	.833

Based on Table 8, test results to appreciate fairy tales, it can be described that test results to appreciate fairy tales obtained data that the lowest mark is 79, the highest mark is 92, the average is 84.97, the median is 86, mode 85, and the standard deviation is 4.72. Furthermore, based on these data, the results of data deviations can be calculated based on the mean / average and standard deviation. The lowest data deviation is 83.20 while the highest data deviation is 86.73.

The difference between the pretest and posttest values in control group II is known from the results of the reduction between the posttest values minus the pretest values. The results of the difference data will be described in the following table.

Table 9. Mean Difference in Pretest and Posttest Control Group II

Experiment	N	Minimum	Maximum	Mean	Median	Modus	SD
Pretest	30	70	83	75.20	77	75	4.38
Posttest	30	79	92	84.97	86	85	4.72
Difference		9	9	9.77	9	10	0.34

Based on Table 9, the value of the ability to appreciate fairy tales can be seen that the difference in the lowest mark is 9 and the difference in the highest mark is also 9. Then based on the table, it can also be stated that the mean or value is an average of 9.77 so that the middle / median value of 9, the mark that often appears / mode 10, and the standard deviation of 0.34.

The effectiveness test conducted at this stage is comparing the difference between the pretest and posttest scores. The statistical calculation used is one-way analysis of variance because it involves three groups. Furthermore, the results of the effectiveness test data will be described in the following table.

Table 10. Results of One Way Variant Analysis of Pretest and Posttest Value Score

	Sum of Squares	df	Mean Square	F	Sig.

Between Groups	700.467	2	350.233	23.849	.000
Within Groups	1277.633	87	14.685		
Total	1978.100	89			

Based on the ANOVA Table 10, the significance value obtained results of .000 < 0.05, thus teaching materials (fairy tale appreciation textbooks based on character education values) have proven to be more effective than conventional teaching materials (textbooks).

Table 11. Results of the One-Way Variant Analysis of Pretest and Posttest Values in the experimental group, control group I, and control group II

Dependent Variable: mark

	(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Experiment	Control I	5.63333*	.98946	.000	3.2740	7.9927
	Control I	Control II	-.53333	.98946	.852	-	1.8260
		Experiment	5.63333*	.98946	.000	2.8927	-
		Control II	-6,16667*	.98946	.000	-	3.2740
	Control II	Experiment	.53333	.98946	.852	7.9927	-
		Control I	6.16667*	.98946	.000	-	3.8073
LSD	Experiment	Control I	5.63333*	.98946	.000	8.5260	2.8927
	Control I	Control II	-.53333	.98946	.591	-	8.5260
	Control II	Experiment	-5.63333*	.98946	.000	1.8260	7.6000
		Control II	-6.16667*	.98946	.000	3.8073	1.4333
		Experiment	.53333	.98946	.591	3.6667	-
		Control I	6.16667*	.98946	.000	-	3.6667
						2.5000	-
						-	4.2000
						7.6000	2.5000
						-	8.1333
						8.1333	
						-	
						1.4333	
						4.2000	

*The Mean difference is significant at the 0.05 level.

Based on Table 11, it can be said that teaching material (fairy tale textbook based on character education values) is said to be effective in each Experiment group, control group I, and control group II with the results of the significance mark obtained at < 0.05 and vice versa. A description of the overall research data is used as a basis for testing experimental research and a description of the results of a comparison of changes in the ability to appreciate fairy tales between students of textbook appreciation of values based on character education values.

3.2. Discussion

Discussion on the Effectiveness Test Stages of Textbooks of Fairytale Appreciation Based on Character Education Values shows the results of a significant effectiveness between those treated and those not treated (using the previous textbook). The effectiveness of test is carried out on groups of students by calculating the results at the pretest and posttest stages. The conclusion from the

results of this analysis is that there are significant differences between the study groups. This research is in line with research conducted by Suwandi [16], in his research which aims to test the effectiveness of the use of Indonesian textbooks. The results of the study stated that there were significant differences in the posttest data between the experimental and control groups that were influenced by the use of the textbook. In other words, the use of textbooks has an effect on student competence.

Other research conducted by Puspita [17] on the effectiveness of poetry appreciation textbooks for character formation has produced findings from several research results, in his research suggesting that the use of poetry appreciation textbooks is used as a literary learning instrument that enables students to get literary perceptions and better personalities. The results of Puspita's research resulted in the finding that there were significant differences between the experimental group and the control group in the use of poetry appreciation textbooks in character formation, the average result obtained by the experimental group was 15.68, while the control group was 10.86.

Research on evaluating the use of textbooks in literary learning was also conducted by Sutrimah [18]. Sutrimah in his research stated that textbooks have a positive impact, which can motivate students when studying literature, while also facilitating the instructor in delivering material that is given to students. The focus of the research conducted by Sutrimah with the research of researchers is that they both carry out research on textbooks, only that in this study textbooks are applied to high school students.

Based on some of the statements above, it can be said that the need to use a fairy tale appreciation textbook is one of the keys to success in implementing this learning. Fairytale appreciation textbooks provide an important alternative that makes students able to explore and understand character values while they are involved in daily learning activities [15].

4. Conclusion

A fairy tale appreciation textbook containing the values of character education is effective for use in learning Indonesian subject at VII grade junior high school. The effectiveness can be seen from the calculation results at each stage. From the results of this analysis there are significant differences between the study groups who were treated and not treated. The results of the analysis state that there are significant differences between the study groups, the results of the significance value < 0.05 are known. So the textbook Appreciation of Fairytale with Character Education Values is more effectively used as teaching material at the secondary education level.

Acknowledgments

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