The Developing of Textbook For Indonesian Language Course By Using Glasser Model

Syamsuyurnita[1] and Dewi Kesuma Nasution[2]
Lecturer of Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
Corresponding Author: Syamsuyurnita1

Abstract: *This research was aimed at explaining the process of developing teaching textbook by using Model Glasser in Indonesian Language course at FKIP UMSU. The sample of the research was 43 morning class students of Language and Literature Education Study Program of Universitas Muhammadiyah Sumatera Utara. The instruments used were questionnaire used to find out the students' response and activeness to the teaching materials developed, observation sheet used to know the condition of the students on learning process, and validation sheet used for the developing of teaching materials based on Learning Reference Unit (Satuan Acuan Perkuliahan (SAP)) using Glasser model. The research descriptively resulted in 100% of students were excited about the teaching materials of Indonesian Language (Teaching Material, Guided Instruction and Lecture Strategy) and 91,66% of students argued that the teaching materials were new to them. After using the teaching materials developed by the researcher and involving in the teaching-learning activity, all (100%) of the students were interested in attending the next learning activity, the language readability of the teaching material was easy to understand (91.66%), the lecturer guidances given were clear (100%), and the self-training activities given were exciting for the students (91,66%). Student activity in learning activities was shown by his involvement in problem solving, his participation in carrying out learning tasks, and his self-assessing ability. Based on the validation sheet given in the test of learning results 1, 1 of 3 learning objectives formulated in SAP I and II was incompleted. Based on the results of descriptive analysis of the test of learning results 2, 1 of 3 learning objectives formulated in SAP III and IV was incompleted.*

Keywords: *textbook developing (Indonesian language course),glasser model*

I. Introduction

One of the causes of the worse quality of education in Indonesia compared to other countries is that the learning process that takes place in universities does not reflect the nature of learning. The role of lecturers is so dominant that learning is centered on lecturers. Such teacher-centered process results in students tend to be lazy to follow the activities of teaching and learning in the classroom and often not to attend the course and even just leave the absent to friends. This makes it difficult for students to improve their skills and the students cannot train themselves to think how to acquire knowledge because they are accustomed to receiving information only.

Based on the existence of the interaction differences, the learning activities can be done by using various learning patterns. The learning patterns are expected to change the centered-role of teacher as information giver and to make teachers no longer the only source of learning in the learning activities. Broadly speaking, there are many major obstacles to achieving the identified learning outcomes, such as the low understanding of teachers on the meaningful and holistic learning which leds to students learn separately; lecturers have not utilized the potential of the environment as media and learning resources; and the learning systems tend to be monotonous.

One effort that can be done to overcome the above problems is the lecturers must be smart in using learning models. Learning model can be used as a pattern of choice -- lecturers choose the appropriate, efficient learning model to achieve educational goals.

Glasser model is the most simple model. The model only describes a particular design or learning development. Glasser model can be tried during teaching-learning process to know the results of student learning in Indonesian Language course. Therefore, the researcher is interested in explaining the developing of teaching material using Glassser Model for Indonesian language course at FKIP UMSU.

II. Research Methodology

The research was conducted at *Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara* that is located at *Jalan Kapten Mukhtar Basri Nomor 3 Medan*. The sample of the research was 43 morning class students of Language and Literature Education Study Program. The method used was quantitative descriptive. The instruments of the research were questionnaire and observation sheet. The questionnaire was used to find out the students' response and activeness to the teaching materials developed and the observation sheet was used to know the condition of the students on learning process, while validation sheet was used for the developing of teaching materials based on lesson plan using Glasser model

III. Findings And Discussion

3.1. The Results of Teaching Material Developing

The teaching material developed was for Indonesian language course. Each subject contained learning activities that the researcher adopted from the Glasser model to be undertaken by the students. Expert validation results are shown as in the following table.

Table 3.1: Teaching Material Validation Results

Aspect of Assessment	Expert Validation Results							
	I				II			
	1	2	3	4	1	2	3	4
The Initial Part								
1. The teaching materials contain titles..				✓				✓
The Content Part								
2. Containing Competence Standard (CS) and Base Competence (BC) to be achieved.			✓					✓
3. Containing learning objectives in accordance with CS and BC.				✓				✓
4. Containing material descriptions in accordance with CS and BC.				✓				✓
5. Containing examples of problems and solutions in accordance with the model Glasser				✓			✓	
6. Containing exercises.							✓	
The Final Part								
7. Containing conclusions and references.			✓					
The Contents								
9. The material supports the achievement of BC				✓				✓
10. The context of content facilitates Glasser Model				✓				✓
11. The context of content facilitates the learners to learn mathematical ability.				✓				✓
12. Material truth				✓				✓
13. Presenting problems to facilitate mathematical ability.								
Bahasa								
14. Grammatical suitability with Enhanced Spelling.	✓			✓			✓	✓
15. Conformity of the sentence with the level of development of learners.				✓				✓
16. Guidance clarity.				✓				
17. Eligibility as learning equipment				✓			✓	
								✓
				✓				
							✓	
				✓				
				✓			✓	✓

Note. 1: less, 2: enough; 3: good; 4: very good

The validation of teaching materials that has been obtained indicates 'good' and 'very good' for 15 aspects. The assessment sheet also contains general notes and conclusions given by experts. The following table shows the revised notes from experts.

Table 3.2: Revised Teaching Materials

Before Revision	After Revision
Not containing sub-topics	Containing sub-topics
Foreign languages were not italicized	Foreign languages are italicized
Examples of questions given were not in accordance with the material discussed	Replaced with questions in accordance with the material
For each chapter used roman numerals	Replaced with Arabic numerals for each chapter

3.2. The Description of Student Activity
Observations on student activities during teaching and learning activities are expressed as percentages, as in table 3.3 below.

Table 3.3: Percentage of Student Activities during Teaching-Learning Activities

No.	Observed Activities	SAP I (%)	SAP II (%)	SAP III (%)	SAP IV (%)	Average (%)
1.	Observing Explanations	10	8	6	7	7.75
2.	Answering Questions	10	14	10	12	11.5
3.	Learning the teaching materials	15	16	18	16	16.25
4.	Discussing/Conducting guided exercises in groups	40	35	40	35	37.5
5.	Presenting the results of group discussions in class	20	20	20	20	20.00
6.	Writing (in relevance to the teaching-learning activities)	5	7	6	10	7
7.	Behaviors that are not relevant to the teaching-learning activities	0	0	1	0	0.25

The table above shows that the most prominent activities undertaken during the teaching and learning activities was 'discussing and conducting guided exercises in groups' (37.5%), followed by 'presenting the results of group discussions in class (20%) and 'learning the teaching materials' (16.25%). Perilaku yang tidak sesuai dengan KBM hampir tidak ada (0.25).

It is almost no 'behaviors that are not relevant to the teaching-learning activities' found, that is 0.25% in average.

3.3. The Description of the Student Responses towards Teaching Materials
The questionnaires about student responses towards Indonesian language teaching materials using the Glasser model were distributed at the end of the fourth meeting on a limited trial. The instrument was filled by students without putting their names on the sheets in order to get results that are objective. The percentage is displayed briefly in the following table.

Table 3.4: Percentage of Student Responses towards Indonesian Language Teaching Materials Using Glasser Model

No.	Student Responses towards Teaching Materials	Responses	Average (%)
1.	Teaching Materials	Excited	100%
		New	100 %
2.	Language Readability of Teaching Materials	Easy	91.66%
	Interest in following the next lecture		
3.	Lecturer guidance in lecture	Yes	100%
4.	Self-training activities	Clear	100%
5.		Excited	91.66%

The table shows that 100% of students were excited about the teaching materials of Indonesian language (teaching material, guided instruction and lecture strategy) and 91.66% of students argued that the teaching materials were new to them. After using the teaching materials developed by the researcher and involving in the teaching-learning activity, all (100%) of the students were interested in attending the next learning activity and the students argued that the language readability of the teaching material was easy to understand (91.66%) and the lecturer guidances given were clear (100%). Meanwhile, the self-training activities given were exciting for the students (91.66%).

3.4. Student Test Results
In limited trials, there were two Learning Reference Unit of lesson plan tested. Both lesson plan were materials in Indonesian Language. The lecturers for the two teaching materials were conducted in four meetings. Meeting I and II were about History and Development of Indonesian Language, while the Variety of Indonesian Language is reviewed at Meeting III and IV. The test of learning result was given at the end of the second meeting and the second test result is given at the end of the fourth meeting. The first test of learning result was used to measure the ability of students in understanding the History and Development of Indonesian language that included indicators: (1) describing the development of Indonesian Language, (2) describing potitions, and (3) describing the function of Indonesian Language. The second test of learning result was to measure the

students ability in understanding the Variety of Indonesian Language, such as: able to use a variety of spoken and written language in context. The tests are in the form of description. The tests can also measure high-level thinking skills. In order for the tests to properly fulfill its function, content validation was performed. To ensure the validity of the test, a specification table that linked the learning objectives with the questions were made. The table below shows the completeness of the test of learning results in the limited trial.

Table 3.5: Completeness of Test of Learning Results I, Trial I

No.	Learning objectives	Question Number	Completeness $p \geq 0,85$
1.	describing the development of Indonesian Language describing potitions	1a	Completed
2.	describing the function of Indonesian Language	1b	Completed
3.		1c	Incompleted

From the table, we can see that the learning objective 1 and 2 formulated on lesson plan in the limited trial using Indonesian language teaching material were completed. Meanwhile, the third learning was incompleted.

Table 3.6: Completeness of Test of Learning Results II, Trial I

No.	Learning objectives	Question Number	Completeness $p \geq 0,85$
1	What is the prominent difference between the verbal and the written variety of a language?	1a	Completed
2	What do you think about standard language and non-standard language?	1b	Completed
3	Look at the sentences below. Are they right? If any of them is wrong, fix the sentence. a) *Sebelum bertindak, pemimpin bank yang terkenal itu mencoba melakukan pendekatan kekeluargaan.* b) *Ia menerima uang dari kami sebanyak dua puluh lima ribuan.*	1c	Incompleted

The table shows that the learning objective 1 and 2 conducted in the limited trial using the teaching material were completed. Meanwhile, the third learning was incompleted.

IV. Discussion

The analysis result of the students response shows that 100% of students were excited about the teaching materials of Indonesian language (teaching material, guided instruction and lecture strategy) and 91.66% of students argued that the teaching materials were new to them. After using the teaching materials developed by the researcher and involving in the teaching-learning activity, all (100%) of the students were interested in attending the next learning activity and the students argued that the language readability of the teaching material was easy to understand (91.66%) and the lecturer guidances given were clear (100%). Meanwhile, the self-training activities given were exciting for the students (91.66%).

Student attitudes appeared in the learning process such as feelings of pleasure or displeasure, likes or dislikes of the process. Something that was exciting tended to make the students wanted to continue doing it. Student interest in enrolling in the next learning affected the efficiency of the learning process.

Student activity in learning activities was shown by his involvement in problem solving, his participation in carrying out learning tasks, and his self-assessing ability. The quality of student learning achievement was shown by changes in knowledge, attitude and behavior.

Active involvement of students means that students not only receive lecture materials given by the lecturer, but also involved in the discovery of knowledge. Students explore and develop their own knowledge. Lectures cannot only improve knowledge but also thinking skills.

The teaching materials used in the lectures are arranged chronologically, by topic or category, from theory to application or vice versa or based on the improvement of skill or complexity. It should be remembered that a structure that seems logical and clear to an expert may not be the best way for students who are new in the field. From the perspective of students, they may choose course materials with topics that will bring confidence and interest in the material being studied. Students tend to be more motivated to work hard when they experience success early in the course and when they can connect new material with something they already know. Careful planning is necessary because students are not automatically able to connect new information with their prior knowledges.

Based on the data analysis of the results of tests I and II on the limited trial, the percentage of completeness was 75% of all learning objectives. In the incompleteness of learning objectives, when viewed

from the readiness of students, most likely the students have not been conditioned by learning with Glasser model. Another possibility is that students may be inactive in group work. Dubinsky (in Arnawa) states that when something is repeated and the student reflects on the repetition, the action is manifested into a process, that is, the internal construction made by doing the same action, but this time it is not directed by external stimuli. Students who have constructed the process for a concept can describe or even reverse the steps of the transformation without actually doing it.

V. Conclusions

Here are some conclusions based on the research.
1. Indonesian language textbook using Glasser model can train students to think quickly.
2. Indonesian language textbook using Glasser model can train students to be more creative by dealing directly with the problem.
3. Indonesian language textbook using Glasser model can help students who do not understand lessons through guidance by friends in their group and teachers.
4. Indonesian language textbook using Glasser model can make it easier for students to repeat lessons at home because students can directly come into contact with the object lesson.

References

[1]. Abdurrahman, Mulyono. 1999. *Pendidikan Bagi Anak Berkesulitan Belajar* Jakarta: Rineka Cipta.
[2]. Dimyanti dan Mudjono. 2002. *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta
[3]. Djamarah, Bahrim dan Aswan, Zain . 1996. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.
[4]. Gangne, M. 1998. *Psikologi Pendidik*. Bandung: PT Remaja Rosdikarya.
[5]. Harjanto. 2008. *Model Pembelajaran*. Jakarta: Rineka Cipta.
[6]. Kunandar.2008. *LangkahMudahPenelitianTindakanKelasSebagaiPengembanganProfesi Guru*. Jakarta: PT RajaGrafindoPersada.
[7]. Rusman. 2010. *Model-Model Pembelajaran*. Jakarta: Raja Grafindo Persada.
[8]. Sudjana. 2000. *Metode Statistika*. Tarsito: Bandung.
[9]. Sudirman.2001. *Interaksi Motivasi Belajar Mengajar*. Jakarta: Rajawali Pers.
[10]. Suryosubroto, B. 2004. *Proses Belajar Mengajar di Sekolah*. Jakarta: Rineka Cipta.