

Development of Indonesian language book using Glasser model

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Abstract – This study aims to describe the process of developing teaching materials by using Glasser model in the Indonesian language course in FKIP UMSU. The sample of the research is 34-second semester A morning students in the Study Program of Language and Literature of Indonesia, Faculty of Teacher Training and Education, University of Muhammadiyah, Sumatera Utara. The questionnaire instrument was used to determine the student's response and activeness to the developed teaching material, the observation sheet used to know the condition of the students in the learning process, and the validation sheet instrument used for the development of teaching materials based on SAP using Glasser model. The result of descriptive research on student's response shows that 100% of students were happy about the teaching materials of Bahasa Indonesia (Teaching Materials, Guided Exercises and Lecture Strategies) and 91.66% of students think that the teaching materials are new to them. After using the teaching materials developed by the researcher and following the teaching and learning activities, students (100%) are interested in following the next lesson, the readability of the language of the learning material is easy to understand (91.66%) and the guidance given by the lecturer is clear (100%). While the self-employed activity is fun for students (91.66%). Students activity in learning activities was shown by their involvement in problem solving, his involvement in carrying out learning tasks, assessing his ability, digging and developing his own knowledge. Based on the validation sheet on the test of learning result 1 obtained information that from the 3 learning objectives formulated in SAP I and SAP II there is 1 learning objectives that have not yet completed. Based on the results of descriptive analysis of the test results of learning 2 it was obtained that the 3 learning objectives formulated in SAP III and SAP IV was finished learning objective.

Keywords: *learning material development, glasser model*

1. Introduction

One of the causes why the quality of education in Indonesia is still very low being compared with other countries in the world is the process of learning that took place at the university. It has not been done pursuant to the nature of learning. The role of lecturers is still so dominant that learning is still centered on lecturers. Such a process resulted in students tend to be lazy to follow the activities of teaching and learning in the classroom and often not to follow the eyes of the course and even just leave the absent to friends. So students will be difficult to push their skills and not train themselves to think how to acquire knowledge because they are accustomed to just receiving information.

Based on the existence of the interaction differences, the learning activities can be done by using various learning patterns. With the implementation of the learning pattern is expected to bring changes that shifted the role of lecturer as a transmitter of information and is no longer the only source of learning in learning activities. Broadly speaking, many major obstacles in the achievement of learning outcomes that are identified are the understanding of teachers about meaningful and holistic learning is still low so that students still learn knowledge separated, lecturers have not utilized the potential of the environment as a medium and learning resources, and learning systems tend to be monotone.

One effort that can be done to overcome the above problems is that lecturers must be smart in using the learning model. Learning model can be used as a pattern of choice. Lecturers choose the appropriate learning model and efficient to achieve educational goals. Glasser model is the simplest model. It only describes a design or development of learning. Glasser model can be tried during teaching and learning process and to know the result of student learning in Indonesian language course. So in this research the researchers want to explain the process of developing teaching materials by using Glasser model in Indonesian Language course in FKIP UMSU.

2. Method

The research was conducted at the Faculty of Teacher Training and Education of Muhammadiyah University of North Sumatra, which is located on Jalan Kapten Mukhtar Basri Number 3 Medan. The sample of the research was 34-second semester students of A Pagi Program of Language and Literature Education of Indonesia. The method used is descriptive quantitative. Questionnaires, observation sheets and validation sheets are used as research instruments. Questionnaires were used to find out the responses and activities of the students to the teaching materials developed, the observation sheet used to obtain data about the condition of the students in the learning process, while the validation sheet was used for the development of teaching materials based on SAP using Glasser model.

3. Results and Discussion

The teaching materials developed are Indonesian language teaching materials. Each subject contains learning activities to be undertaken by students who adopt researchers from the Glasser model. Expert validation results are shown as in the following table.

Table 3.1 Teaching Material Validation Result

Aspect of Assessment	Expert Validation Results							
	I				II			
								4
Beginning Part								
1. In the teaching materials there is a title								✓
Content Part								
2. List the basic competency standards and competencies to be achieved								✓
3. Loading learning objectives in accordance with SK and KD.								✓
4. Contains achievement indicators of SK and KD.								✓
5. Contains material description in accordance with SK and KD								
6. Load examples of problems and solutions that match the Glasser model.								
7. Loading practice questions								✓
Final Part								
8. Contains summaries/ conclusions and bibliography								✓
Contents								
9. Material supports KD achievement								✓
10. Contents context facilitates Glasser Model								✓
11. Context content facilitates learners to learn math skills								✓
12. Material truth								✓
13. Presenting problems to facilitate mathematical ability								
Language								
14. The grammatical truth corresponds to the Enhanced Spell								✓
15. Conformity of sentences with the level of development of learners								
16. Guidance clarity								✓
17. Eligibility as completeness of learning								✓

Description 1: less, 2: enough; 3: good; 4: very good

From the validation of teaching materials that have been obtained shows good and very good category for 15 aspects. From the assessment sheet there are also general

notes and conclusions given by experts. Based on the records of the experts have been revised as shown in the following table.

Table 3.2 Revised Teaching Materials

Before Revision	After Revision
Do not make sub subject	Sub subject has been made
In Writing a foreign language is not tilted	Each foreign language term is skewed
The sample matter has not been drawn from the material discussed	Replaced with the corresponding material
For each chapter use roman numerals	Replaced by using Arabic numerals for each chapter

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 and Learning

No.	Activities Observed	Activities				Average (%)
		SAP I (%)	SAP II (%)	SAP III (%)	SAP IV (%)	
1.	Observing	10	8	6	7	7,75
2.	Explanations	10	14	10	12	11,5
3.	Answer the questions	15	16	18	16	16,25
4.	Learn the teaching materials	40	35	40	35	37,5
5.	Discuss/ conduct guided exercises	20	20	20	20	20,00
6.	Presents the results of group discussions in front of the class	5	7	6	10	7
7.	Writing (relevant to KBM)	0	0	1	0	0,25
	Behavior that is not					

	relevant to KBM					
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The table above shows that the most prominent activities conducted during the teaching and learning activities are discussing and conducting guided exercises in groups (37.5%). Next is presenting the results of the discussion in front of the class (20%) and studying the 16.25% teaching materials. Behavior incompatible with KBM is almost non-existent (0.25).

Questionnaires about student responses to Indonesian language teaching materials using the Glasser model were distributed at the end of the fourth meeting on a limited trial. This instrument is filled by students without a name so that the result is more objective. It is briefly presented in the following table.

Table 3.4 Percentage of Student Response to Indonesian Language Materials by Using Glasser Model

No.	Students Response to Teaching Materials	Response	Average (%)
1.	Teaching materials	Exciting	100%
		New	100 %
2.	Readability of teaching materials	Easy	91,66%
3.	language	Yes	100%
4.	Interest to follow the next lecture	Clear	100%
5.	Lecturers' guidance in lectures	Exciting	91,66%
	Self-training activities		

The table above shows that 100% of students are happy with Indonesian Language (Material, Guided and Lecture) and 91.66% of students are of the opinion that the teaching materials are new to them. After using the teaching materials developed by the researcher and following the teaching and learning activities, students (100%) are interested in following the next lesson, the readability of the language of the learning material is easy to understand (91.66%) and the guidance given by the lecturer is clear (100%). While the self-employed activity is fun for students (91.66%).

In limited trials, there were two Trial Lectures Unit tested. In these two SAPs, discussed in Bahasa Indonesia materials. The lectures for the two teaching materials were conducted in four meetings. Meetings I and II examine the History and Development of Indonesian Language and the Indonesian Language Variety is reviewed at meetings III and IV. Test Results Learning is given at the end of the second meeting and the test of learning result II is given at the end of the meeting to IV. Learning result test I is used to measure the ability of students in understanding the History and Development of Indonesian Language includes indicators: (1) explain the development of Indonesian, (2) describes the position, and (3) explains the function of the Indonesian language. While the test of learning result II is used to measure the ability of students in understanding the Indonesian Variety, namely: can

use the variety of spoken and written language in context. The test of this learning result in the form of description. This test can also measure the high level of thinking skill. In order for this test properly fulfill its function then done content validation. To ensure the validity of the test, a table of specifications relating the learning objectives to the items is specified. The following table shows the completeness of the test results on a limited trial.

Table 3.5 Complete Test of Learning Outcomes I Trial I

No.	Learning Objectives	Question number	Completeness $p \geq 0,85$
1.	Explain the development of Indonesian language,	1a	Completed
2.	Explain the position,	1b	Completed
3.	Explaining the function of the Indonesian language	1c	Not completed

From the table above can be seen that the objectives of learning 1 and 2 are formulated in SAP for a limited trial by using Indonesian language learning material to complete. As for the third learning does not achieve mastery.

Table 3.6 Complete Test of Learning Result 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	Try to note the sentences below. Is the sentence smart or not? If it is not a smart sentence, try to fix the sentence! a) Before acting, the leader of the famous bank tried to approach the kinship. b) He received twenty-five thousand from us	1c	Not completed

From the table above can be seen that the objectives of learning 1 and 2 conducted on a limited trial by using teaching materials to achieve mastery. As for the third learning does not achieve mastery.

The result of descriptive analysis on student's response shows 100% of students are happy about the teaching materials of Bahasa Indonesia (Teaching Materials, Guided Instruction and Lecture Strategy) and 91.66% of students think that the material is new for them.

After using the teaching materials developed by the researchers and participating in the teaching and learning activities, students (100%) are interested in following the next lesson, the readability of the learning material is easy to understand (91.66%) and the guidance given by the lecturer is clear (100%). While the self-employed activity is fun for students (91.66%).

Student attitudes will appear in the learning process such as feelings of pleasure or displeasure, likes or dislikes of the process. Something that gives rise to pleasure tends to make the student want to continue doing it. The desire to follow the next lesson will affect the efficiency of the learning process.

Student activity in learning activities is shown by his involvement in problem solving, his participation in carrying out learning tasks, and assessing his ability. The quality of student learning achievement is 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. Lecture outcomes in addition to increasing 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 new student learning in the field. From a student's point of view, they may choose course material on topics that will generate confidence and interest in the material being studied. The students tend to be more motivated to work hard when they are successful at the beginning of the course and when they can connect new material with something they already know. Careful planning is needed because students are not automatically able to connect new information they know.

When analyzed data on the results of tests I and II in a limited trial, the goal of learning achievement of 75% of all learning objectives provided. Imagination 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 are not active in group work. Dubinsky (in Arnawa) states that when something is repeated and students reflect on the repetition, the action be a process, that is internal construction made by doing the same action, but now not directed by stimulus from the outside. Students who have constructed the process for a concept can describe or even reverse the steps of the transformation without actually doing it.

4. Conclusion

Based on the research results can be drawn conclusion as follows. First, Indonesian textbook using Glasser model can train students to think quickly. Second, Indonesian textbook using Glasser model can train students more creative because dealing directly with the problem; Third, Indonesian textbook using Glasser model can be students who do not understand the lessons can be assisted by their group friends and teachers; and the last one, Indonesian textbook using Glasser model can make students more easy to repeat lessons at home because students can directly come into contact with the object lesson.

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