

THE BENEFIT OF THE ADMINISTRATION BOOK FOR INDONESIAN TEACHERS IN SMP IN LITERATURE APPRECIATION LEARNING

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Abstract

This study aims to describe the usefulness of enrichment books for Indonesian teachers. This research is a qualitative descriptive study because in its implementation it includes data, analysis and interpretation of the meanings and data obtained by methods as an effort to explore and understand the meaning that comes from social and humanitarian problems. The subjects of this study were seven Indonesian language teachers who taught in junior high school. Data collection techniques used are instruments in the form of open questionnaires. The variables studied were the usefulness of enrichment books for Indonesian language teachers in junior high school in literary appreciation learning with random samples. Qualitative data analysis techniques carried out together with the collection process include three concurrent activities, namely data reduction, data presentation and conclusions (verification). The results of the study found that the usefulness of enrichment books to broaden insights, knowledge, skills and personalities was not yet felt by the teacher because of the lack of availability of enrichment books in schools and the lack of enrichment books in accordance with the material needed in literary appreciation learning. Teachers, researchers, experts, etc. are expected to be able to compile or write enrichment books according to the expected criteria and publish them better so that they are easily accessible to teachers so that the usefulness of enrichment books can be felt by teachers, especially Indonesian language teachers in literary appreciation learning.

Keywords: Enrichment books, Indonesian language teachers, literary appreciation.

1. Introduction

Literary learning, in essence, has a goal so that students gain knowledge and experience in the literature (Mulyana, 2011, p. 58). Literary appreciation involves the intellectual, emotional, and spiritual intelligence of students who can be trained, and developed.

Students are not only trained to read but are able to search for meaning and values in a literary work so that they can sharpen feelings, reasoning, imagination, and sensitivity to society, culture and the environment.

Appreciating literary works can foster understanding, appreciation, enjoyment and appreciation of students towards literary creativity so that students benefit in broadening their horizons, refining character, increasing knowledge, and language skills to achieve basic competency and competency standards. To achieve these learning objectives teaching materials are needed in accordance with the learning material including knowledge, skills, and attitudes or values that students must learn.

Republika (9/21/2014) reported that the 2013 curriculum handbook for middle/junior high school students in Indonesian subjects was in the public spotlight because it contained inappropriate, rude, and obscene, and swear words written in a dialogue between a *kiai* and pickpocket. Therefore, quality teaching materials are needed and must be properly selected before being used by students and the community.

The main weakness in learning literary appreciation at this time is the lack of teaching materials with interesting teaching materials because they have not been packed optimally. Based on the results of initial observations by interviewing informants, namely Rahmah, an Indonesian language teacher at SMAN 10 Banda Aceh (1/5/2019). During this time, he used teaching materials compiled based on teacher books and several other sources. One source of the book used is Indonesian (Mulyadi, 2016, pp. 100-126) with stories in it, namely "Hikayat the Miskin", "Hikayat Panji Semirang", "Hikayat Bachtiar", "Hikayat Patani", "Juru Cook", "Hikayat Bayan Budiman".

Teaching materials contain messages that will be presented in the teaching and learning process. Teaching materials can be written or unwritten. Tomlinson (2003, p. 2) explains that teaching materials are anything that can be used to facilitate language learning activities. Teaching materials can be visual, auditive, or kinesthetic. Referring to the type of material, Madjid (2008, p. 173) explains that teaching materials are needed to help teachers in the learning process. Hamdani (2011, p. 219) adds that teaching material is a collection of information, tools and/or text needed by the teacher for planning and reviewing the implementation of learning. The problem of teaching material that is often faced by teachers, namely when choosing or determining material because in the curriculum (syllabus) is only written in broad outline in the form of the subject matter. Matters related to the selection of teaching materials, include:

- (1) material must be specific, clear, accurate, up-to-date,
- (2) material must be meaningful, authentic, integrated, functioning, contextual and communicative,
- (3) material must reflect diversity and togetherness, development of culture, science and technology, and development of thinking intelligence, feeling smoothness, social politeness (Ismawati, 2013, p. 35).

Rahmanto (2008, p. 16) says that teaching literature can help education in its entirety if it helps language skills, increases cultural knowledge, develops creativity and taste, and supports the formation of character. Literature appreciation activities can function as a place for other language activities.

Based on the regulation of the minister of education and culture of the Republic of Indonesia No. 8 of 2016, the books used by educational units are classified into two types, namely textbooks and non-textbooks. In article 1, it is explained that textbooks are the main learning source to achieve basic competencies and core competencies, while non-textbooks are enrichment books to support the learning process at every level of education.

The textbooks and non-textbooks used by the education unit differ. In textbooks, presentation is equipped with evaluation instruments in the form of tests or tests, Student Work Exercises (LKS) or other forms, while in non-text books the lesson is not. Another difference is that textbooks are published serially and material/content in accordance with the curriculum, while non-textbooks are not published serially or based on class level or level of education so that they can be used by readers in general. The preparation and assessment of lesson textbooks are standardized by the National Education Standardization Agency (BSNP), while the non-textbook lessons are conducted by the Ministry of National Education Book Center.

Based on the classification carried out by the Ministry of National Education Book Center (2008, p. 1), the non-textbook lessons consist of enrichment books, reference books, and educator guidebooks. An enrichment book is a book that contains material that can enrich students' knowledge, skills, and personality, a reference book is a book whose content and presentation can be used to obtain information about science, technology, art, and culture deeply and broadly. The three types of books have different positions and functions.

The enrichment book is better known as a reading book or library book, Kusmana (2011, p. 299) explains that enrichment books as books contain material that can enrich and improve mastery of science and technology and skills; forming the personality of students, educators, education managers, or other communities. Characteristics of enrichment books include:

- 1) material can be in reality or fabrication;
- 2) material development is not directly related to the curriculum or basic framework;
- 3) material presented with innovative techniques;
- 4) in the presentation of material can be in the form of description, exposition, argumentation, narration, poetry, dialogue or using images;
- 5) using media language in an innovative and creative way.

The type of enrichment book based on its contents according to Kusmana (2011, p. 299) is divided into three types, namely:

- (1) knowledge enrichment books that contain material that can enrich mastery of science, technology and art and can add to the wealth of readers' academic insights;
- (2) skills enrichment books contain material that can enrich mastery of certain field skills, usually containing material that can develop personality that is factual and in the form of procedures for carrying out a skill;
- (3) personality enrichment books aim to enhance and enrich the personality quality or inner experience of the reader, the contents of the personality enrichment book can be factual or imaginary.

This study intends to reveal the usefulness of enrichment books for Indonesian language teachers in junior high school in literary appreciation learning.

2. Research Method

This research is a qualitative descriptive study because in its implementation it includes data, analysis, and interpretation of the meanings and data obtained by methods as an effort to explore and understand the meaning that comes from social and humanitarian problems and observed phenomena (Cresswell, 2013 p. 4; Sugiyono, 2009, p. 147). The subjects of this study were seven Indonesian language teachers who taught in junior high school.

Data collection techniques used in this study used instruments in the form of questionnaires. Questionnaire (questionnaire) is a technique of data collection conducted by

giving a set of questions or written statements to the respondent to answer (Sugiyono, 2009, p. 142). Questionnaires or questionnaires are used to obtain sample information in the sense of personal reports or things he knows (Arikunto, 2002, p.128). The type of questionnaire used is an open questionnaire. In this study, the variables studied were the usefulness of enrichment books for Indonesian language teachers in junior high school in literary appreciation learning.

In this study, researchers used random samples. Qualitative data analysis techniques are carried out together with the data collection process. The analysis technique carried out using data analysis techniques proposed by Miles and Huberman (in Basrowi and Suwandi, 2008, p. 209) includes three concurrent activities, namely data reduction, data presentation and conclusions (verification).

3. Results and Discussion

The research data was obtained from the answers to the questionnaire filled out by the teacher regarding the usefulness of the enrichment book. The questionnaire was given to seven teachers who taught in junior high schools from various regions and grade levels, as follows:

- (1) Cimahi Class VII Pasundan 2 Teacher,
- (2) VII grade Bandung Mother Pearl Junior High School teacher,
- (3) Class VIII Luqmanul Hakim Middle School IT Junior High School teacher,
- (4) Junior High School Nurul Imam Bandung class IX teacher,
- (5) teacher of class VIII Yaisa Subang Middle School,
- (6) class VIII teacher of Banda Aceh Junior High School 6, and
- (7) teacher class VIII Pasundan Rancaekek.

There were eight questions that the researcher asked about teaching materials and enrichment books. The attachment to the results of the questionnaire is at the end. The percentage of each answer to the question is as follows.

Table 1: Results of the questionnaire.

| No. | Question | Percentage | Information |
|-----|--|--|--|
| 1. | Teaching materials used. | Besides government books, - enrichment book 14% - LKS 29% -Internet, e-book, books, etc. (57%) | All teachers use government books. Only a few still use LKS and most use teaching materials from the page, supporting books from publishers, such as Erlangga, etc. A few enrichment books use. |
| 2. | Fulfillment of material from available teaching materials. | -Not yet fulfilled 71% - Has fulfilled 29% Material from available teaching materials. | Available teaching materials are still lacking, teachers are expected to be able to find other supporting teaching materials to cover the shortcomings. |
| 3. | Teaching materials needed. | - Literature book 29% - Modules and questions 14% - E-book 29% - Learning videos 14% | Teaching materials are needed that contain literary material in full and can be accessed by many people. Teaching materials contain practice questions and learning videos. The most needed knowledge enrichment book. |
| 4. | Use of enrichment books. | -Requires enrichment books because it has never been used to broaden horizons and knowledge, improve skills. (88%) | Many teachers do not yet know how much the enrichment book is useful because they have never used it. Some teachers hope that |

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| 5. | The enrichment book needed. | -No need yet because the package book is sufficient. (14%) -According to KI KD (29%) -The material can be applied to life (14%) -Material contains explanations from literary experts with varied examples (42%) | enrichment books can broaden their horizons, knowledge and skills. The enrichment books needed, namely knowledge enrichment books, skill enrichment books, enrichment personality development books whose material is adapted to the needs or school syllabus. |
| 6. | Obtaining teaching materials. | -Borrow, buy, arrange yourself, etc. (57%) -Buy (29%) -Borrow (14%) | Many have to buy it. Not all schools provide it, not even a few who add it from various sources. |
| 7. | Availability of enrichment books. | -Available at school (57%) - Not available (42%) | Part of enrichment books available, but still very minimal. The teacher needs an enrichment book that contains specific material about literature in full. |
| 8. | Experience making / compiling enrichment books, | -Never before (85%) -Ever (14%) | Many creative teachers add less material by looking for it in various learning sources, but they have never compiled it or made it a complete enrichment book. |

The results of the study showed that the main teaching material used by the teacher used government books. Only a few teachers use LKS and most use teaching materials from the page, supporting books from publishers, such as Erlangga, etc. A few enrichment books use. McDonough and Shaw (2003, p. 59) explain that good teaching materials have certain criteria or certain standards such as their relevance to the current curriculum, suitability of content with students' needs and competencies, and several other criteria. Fulfillment of material from available teaching materials is still lacking, teachers are expected to be able to look for other supporting teaching materials to cover the shortcomings so that teachers are expected to actively evaluate the teaching materials to be used.

The teacher also uses various types of teaching materials, namely print, non-print, and combination. Richards (2005, p. 251) explains the types of teaching materials, namely:

- (1) printed teaching materials in the form of reading books, exercise books, etc.
- (2) non-printed teaching materials such as tapes, material that is aired through video or computer, and
- (3) teaching materials combined between printed and non-printed material, namely teaching materials downloaded from the internet coupled with materials not specifically designed for teaching materials such as magazines, newspapers, or material from television shows that are in accordance with curriculum.

A teacher has a big role in learning activities. Teachers must be able to position themselves in learning, one of which uses appropriate teaching materials. Learning appreciation of literature relates to activities that are related to literary works, namely hearing or reading literary works with appreciation and writing literature (Andayani, 2009, p. 69). Learning literary appreciation should not lead to knowledge of literary theory, but must involve students directly in the process of appreciating. Teachers should provide opportunities for students to get pleasure from literature so that students can read, recognize, understand, appreciate, assess, and finally appreciate literary works so that teaching materials are needed that contain literary material in full and can be accessed by many people. Teachers also need teaching materials in the form of modules that are equipped with practice questions, digital-based teaching materials such as learning videos

and teaching materials that cover the material in full and attractively packaged. Teaching materials functioning in language teaching are as a source of language, learning support tools, motivational and stimulation boosters, and as a reference. In addition, teaching materials also function as the main source for learning when students are not under the supervision of the teacher (Dudley-Evans & St John, 1998, pp. 170-171).

Many teachers do not yet know how much the enrichment book is useful because they have never used it. Some teachers hope that enrichment books can broaden their horizons, knowledge and skills. Enrichment books, namely the source of teaching material in the form of specific subject-specific references arranged systematically & simply accompanied by learning instructions. In the book contained material that can improve, develop, and enrich students' abilities (Bookkeeping Center 2008, p. 12).

Enrichment books are arranged in a manner and logic in accordance with the learning plan that is tailored to the needs. The enrichment book is expected to facilitate the achievement of learning goals or certain competencies (Arifin, 2009, p. 56). The teacher has not found a complete enrichment book containing literary material and examples of literary works that are in accordance with the material to be taught so that the teacher must sort and rearrange from various sources for literature appreciation teaching materials. Not all literary works can be used in literary appreciation learning, therefore teachers really need a complete enrichment book which includes enrichment books on knowledge, skills, and personality development tailored to the needs or school syllabus.

The acquisition of limited teaching materials is also an obstacle for teachers to develop ideal teaching materials. Not all schools provide complete teaching materials. In the current millennium, teachers need digital-based teaching materials that are easily accessible at a more affordable cost. The lack of availability of enrichment books also makes teachers rarely find good enrichment books and are suitable for use as suitable teaching materials. Brown (2007, pp. 191-192) emphasizes a number of questions that must be asked in choosing good teaching materials, including whether the book can help to achieve learning goals, according to student background, how the approach used, language skills developed, material content and material sequence, vocabulary and teaching, sociolinguistic factors, format, material support, and instructions for use for teachers. The teacher needs an enrichment book that contains specific material about literature in full and meets these criteria.

Experience making/compiling enrichment books. Many creative teachers add less material by looking for it in various learning sources, but they have never compiled it or made it a complete enrichment book. The Ministry of National Education Book Center (2008) explains the characteristics of enrichment books as follows. The characteristics of enrichment books, include:

- 1) material can be in reality or fabrication;
- 2) material development is not directly related to the curriculum or basic framework;
- 3) popularly presented material or other innovative techniques;
- 4) presentation of material can take the form of descriptions, expositions, arguments, narratives, poems, dialogues, and/or using image presentation;
- 5) the use of language or picture media is done in an innovative and creative manner.

Referring to the characteristics described, the enrichment book material can be in the form of reality or fabrication. The material in enrichment books can be presented in the form of descriptions, narratives, arguments, expositions, dialogues, or with the use of images. In addition, the method for developing enrichment book material does not refer to the framework specified in the curriculum. This opinion strengthens the nature of loose, creative and innovative enrichment books. The teacher or researcher is expected to be able

to compile a good question book so that it can be used as teaching material in literary appreciation learning.

4. Conclusions

Based on the results of the study it can be concluded that the usefulness of enrichment books to broaden insights, knowledge, skills, and personality has not been felt by teachers because of the lack of availability of enrichment books in schools and the lack of enrichment books in accordance with the material needed in literary appreciation learning. The teacher relies heavily on the main book from the government and adds a number of other supporting materials, but very few use enrichment books because of the lack of availability in schools or the absence of enrichment books that are in accordance with the needs of literary appreciation teaching materials.

Moreover, teachers, researchers, experts, etc. are expected to compile or write enrichment books according to the expected criteria and publish them better so that they are easily accessible to teachers so that the usefulness of enrichment books can be felt by teachers especially Indonesian language teachers in literary appreciation learning.

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