

DEVELOPMENT OF ACTIVE LEARNING-ORIENTED TEXTBOOK OF EARLY CHILDHOOD EDUCATION LESSON PLAN SUBJECT

Wuri Astuti

Postgraduate Elementary Education State University of Surabaya
email: wuri.astuti.fip@um.ac.id

Mustaji

Postgraduate Elementary Education State University of Surabaya

Wahyu Sukartiningsih

Postgraduate Elementary Education State University of Surabaya

Abstract: The aim of this research is to describe: 1) the result of development of active learning oriented textbook of early childhood education lesson plan subject. 2) the properness of developing of active learning oriented textbook for early childhood education lesson plan subject. The research method that used is the adapted R&D research by Dick&Carrey. The research subject is 70 early childhood education student of State University of Malang. Interview sheets and questionnaire are used as data collecting instrument. Data analysis technique for this research is quantitative descriptive dan qualitative descriptive technique. Research result shows that the developing of this textbook is adjusted by need analysis from users, curriculum and learning plan of Early Childhood Education for semester in State University of Malang. Validation result from the book design expert is 91% and the textbook is valid and proper to be used. The lesson plan validation result is 94.12%, valid and proper to be used. The individual trial result is 89.29%, valid and also proper to be used. The trial result for small group is 90.80%, valid and proper to be used. The conclusion is the textbook is proper to be used in lesson plan of Early Childhood Education classes. Suggestion is a wider trial to evaluate the effectiveness of the textbook.

Keyword: Textbook, Active Learning, Lesson Plan, Early Childhood Education

PREFACE

The learning process in any university definitely has a different characteristic connected to its lower level of education. This term occurs because the implementation of its education system headed to purvey the student as agent of change. According to Peraturan

Pemerintah RI No. 60 1999 about university as Indrajit and Djokopranoto (2006:3) excerpted, the goals are: 1) preparing the student to be part of professional society, 2) improving and spreading the IT, 3) enriching the national cultures.

Those goals indicate that the lecturer must have a capability to remake the learning so the student has competencies as written in PP RI No 60 1999. One design of interesting learning remaking for lecturer is improving the material based on their skills and creativities. The example of the material is a textbook.

A textbook organizes the competencies from curriculum and the relevant subjects. The National Ministry of Education regulation No. 11 2005 explains that textbook is a compulsory reference book in education system which has the learning material to increase student's belief and devoutness, morals and characters, IT's control, sensitivity and esthetic, physic potencial and health that arranged based on national education standart (Tim Redaksi Fokus Media, 2005:162). A quality textbook has some requirements so the reader can use it well, they are: it gives them clear, accurate and relevant informations toward the curriculum, consistent, based on the IT's developments, and has the book references.

The lecturer has a main part in choosing the textbook in order the student can understand the material, so it can increase their learning result and learning vision accomplishment. But, the fact is, there is only 33.33% from 15 lecturers of Early Childhood Education in State University of Malang who improves the textbook as reference in classes. The textbooks do not have the *International Series Book Number* (ISBN) even.

The interview result from the student shows the important of remaking the learning material in a textbook for one semester. The goal is the student still can make their own learning although there is no lecturer in the class, so that the opinion of lecturer as the only reference in learning can be removed. The remaking of learning material in a textbook is considered as a need because it can help the student to find the relevant reference sources as they study at, as known that relevant books supply for Early Childhood Education is still finite. The statement is supported by Prastowo (2012:24-25) in saying about the function of textbook, such are: (1) save the lecturer's time to teach, 2) transform the role of lecturer from teacher becomes a facilitator, 3) the learning becomes more effective and interactive, 5) as an achievement evaluation tool or learning result control.

Based on the explanation above, every lecturer of Early Childhood Education in State University of Malang needs to compile textbooks as they teach about or according to their specialty, one of them is a learning plan textbook. The supply of this learning plan textbook which discuss specifically about early childhood education is limited found in library and bookstores. This fact is supported by the interview result data of 10 students who passes the Early Childhood Education learning plan subject. According to those interviews, 70% bring the fact out that "Reference book the lecturer used in learning plan subject is not specifically discuss about the material, it just writes about the generals". From 80% of the respondents known that "Department and university library do not have many reference books about Early Childhood Education learning plan" and 100% of the respondent informs that "The student needs a specific textbook which discuss particularly the Early Childhood Education learning plan based on the newest curriculum, the Curriculum 2013". The student has opinion that this kind of book gives a big contribution in helping them build the understanding of the material.

The student of Early Childhood Education needs books which specifically discuss about lesson plan because children has a specific kind of learning process, it is a playing based learning. Lesson plan (RPP) for Early Childhood Education has different pattern compared by other education level. The lesson plan compiling steps for Early Childhood Education which starts from a Semester Program to a Daily Program (RPPH) is different, too.

The textbook is suggested for having an interesting presentation in order the student has a higher motivation to read and discuss about it. One kind of presentation that can be used to attract the student is the one which involve them actively as a learning subject. An active learning is one of proper learning strategy for student in university. This statement is supported by Zaini's (2002) that teaching concept for university is helping them to do the learning and not just transferring the perception. The active learning concept has effect, too, toward the student's learning result in the final semester. Rosida & Suprihatin's research support the statement by describing that an active learning has effects toward student's learning result.

According to Bonwell and Eison (1991), "*Active learning is generally defined as any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing*". The meaning of an active learning based on Bonwell & Eison's research above explains that one learning system called an active learning have to involve the student actively in its process, including the homework activity. The main part of this active learning, based on Bonwell & Eison's statement, is student activity and involvement (physically and mentally) in the learning process. Same as the statement above, Hollingsworth & Lewis (2008:vii) have an opinion that an active learning is a learning where the student participate actively (physically and mentally) in the learning process so they can have the understanding by themselves.

Another opinion about this active learning system comes from Fink (2010: 1-2), that an active learning can be simplified as a student oriented learning which maximize them to have experiences and discussion individually or by grouping. An individual discussion is a space where the student can reflectively think about the themes. Discussion by grouping with another people of this active learning can be held in a team to have interaction and conversation about the themes or field observation.

According to some experts' statement above, it can be concluded that an active learning is a learning strategy use many kind of material which inite the student to participate actively (physically, mentally, emotionally, and spiritually) in the process so they can construct their perception through an interaction with people in the environment. Student involvement in the learning process becomes the success key of the learning activity. The student involved in information accessing process from sources so it can be another experiences helping them to have critical, analytic and evaluative thought.

The research about developing of active learning oriented textbook for Early Childhood Education learning plan subject planned to produce an active learning oriented textbook and know the properness of it.

RESEARCH METHOD

This research uses a developing and research which its procedure including the programming, product developing, product validating by the relevant experts, and trial. The research developing stages adapts the Dick & Carrey developing models (2005), they are 1) identifying the product developing goals, 2) analyzing the learning process, 3) analyzing the students and their environment, 4) formulating the work missions, 5) developing the assessment instruments, 6) developing the learning strategies, 7) developing and choosing

the learning material, 8) planning and developing the formative evaluation, 9) revising the learning, 10) planning and developing the summative evaluation. This developing model has ten stages but the research uses eight of them.

The 2015 student generations of Early Childhood Education in State University of Malang who attend the learning plan subject are chosen as research subject. The data collecting process applies interview technique and questionnaire. This interview applied in the first stage to get the learning implementation data of Early Childhood Education learning plan subject. The questionnaire is applied to collect the trial data result from the experts, textbook designer, individual trial, and small group trial.

The applied data analysis in this research is a descriptive qualitative and quantitative technique. Review result from the experts, textbook designer, also individual and small group trial result are analyzed by a qualitative descriptive analyzing. Next, the descriptive presentation collected data from questionnaire is analyzed through descriptive quantitative analyzing. The accumulated percentation is applied to decide if this active learning oriented textbook for Early Childhood Education learning plan subject needs some revisions or not. The percentage calculation uses the formula below:

$$percentage = \sum \frac{(answer \times each \ option \ weight)}{n \times highest \ weight} \times 100\%$$

Explanation:

Σ = total

n = total of all the questionnaire items

(Sugiyono, 2014:138)

The applied questionnaire for validating the developing product uses the score criteria as shown in Table 1. The assessment from the textbook material validator, textbook designer, individual and small group trial result concluded and compared by using the validation criteria table according to Akbar (2013) as served in Table 2.

Table 1. Questionnaire Validation Score Criteria

Score	Criteria
5	Very Good/Very Fair/Very Appropriate/Very Interesting
4	Good/Fair/Appropriate/Interesting
3	Good Enough/Fair Enough/Appropriate Enough/Interesting Enough
2	Less Good/Less Fair/Less Appropriate/Less Interesting
1	Not Good/Not Fair/Not Appropriate/Not Interesting

(Source: Astuti, 2017:86)

Table 2. Data Validation Criteria of Assessment Result (Expert Validator, Individual and Small Group Trial)

Percentage (%)	Validity Criteria	Validity Level
85,01%-100%	Very Valid	Very Valid or it can be used but needs revision
70,01%-85,00%	Valid	Valid or it can be used but needs revision
50,01%-70,00%	Less Valid	Less Valid or it can not be used and needs large revision
01,00%-	Not Valid	Not Valid or it may not be used

50,00%

(Adapted from Akbar: 2013)

RESEARCH RESULT

The Result of Development of Active Learning-Oriented Textbook of Early Childhood Education Lesson Plan Subject

According to the data analyze from interview result toward 10 students, 80% of them answer that this Early Childhood Education lesson plan is one of the important subject and they need to have a good understanding about it. There is 20% (2 students) of them give the statement that this subject is given by in the third semester and that is too early. The following need analyze about the conformity between material and the applied Early Childhood Education curriculum toward the field needs, there is 70% of student say that they are not in accordance yet with the field needs. This statement comes when they find that they use a different curriculum in Student Study Service (Praktik Pengalaman Lapangan/PPL) and in the class. The interview toward 10 students gives an agreement about the supplying of textbooks for each specific material, as they know that there are just few relevant books for Early Childhood Education. Based on this need analyze so there is a developing of an active learning oriented for Early Childhood Education lesson plan subject.

The compiling of this textbook is based on the curriculum and applied Semester Lesson Plan (Rencana Pembelajaran Semester/RPS) of Early Childhood Education in State University of Malang so it conducts 10 chapters textbook of Early Childhood Education Lesson Plan Material. These are this active learning oriented textbook specification: (1) The paper size is 21 cm x 29,7cm printed on 70 gr A4 *Art Paper*, (2) include the learning visions, standard competencies, basic competencies, and the active learning steps, (3) compiled based on the Semester Lesson Plan (RPS) for Early Childhood Education learning plan subject, (4) enclose the experts' opinions or researches, (5) well designed so it can be easier to remember verbally and visually (require the typografi using rules and a good disposition), (6) including the text, graphs, table, pictures (photo and description), (7) the using of letters is 11, (8) the space is 1,5.

This textbook consists of 9 chapters and it all serves material the student used for learning plan subject based on the RPS. The first part of each chapter always show the learning goals of material, competencies standart based on the goals, basic competencies , and learning achievement indicators. The following part is learning instruction, including the active learning plot or stage. Next, there is subject material and the last part is resume, task and reference.

The Properness of Active Learning Oriented Textbook for Early Childhood Education Lesson Plan Subject

The properness of this textbook is conducted based on the expert validation result (textbook material and design) and trials (individual and small group). The data is in quantitative and qualitative type. The expert uses the textbook design validation and early childhood learning plan subject validation for this research. The individual trial applied toward 3 choosen students based on their Grade Point Average (GPA), they are each in high, average and low level. The implementation of small group trial applied toward 12 students

with high, average and low GPA level. Validation result of the design, material and trial (of individual and small group) can be seen on Table 3 below.

Table 3. Validation Result Data of Active Learning Oriented Textbook Design, Material, Trial (of Individual and Small Group)

Properness Trial	Result	Criteria
Design Validation Expert	91%	Very Valid and it can be used but needs revision
Material Validation Expert	94.12%	Very Valid and it can be used but needs revision
Individual Trial	89.29%	Very Valid and it can be used but needs revision
Small Group Trial	90.80%	Very Valid and it can be used but needs revision

The data on Table 3 shows that properness percentage of active learning oriented textbook is applied toward 3 criterias-content properness, serving properness and language properness- and conducted 91% for design and 94.12% for material validation. The result displays that this developing product is proper to be used and continued for individual and small group trial. The trial (individual and small group) result as can be seen on Table 3 is 89.29% and 90.80%. This means that the textbook as developing product result is proper to be used.

These are suggestions and comments from the validation expert (textbook design and material): (1) the textbook has an interesting design and the chapter is related to each other, (2) the textbook needs 3 more chapter, they are learning goal formulation, thematic learning concept of early childhood education and learning assessment so it can be more related to Dick and Carey's theory about textbook design, (3) this textbook is proper to be an active learning oriented learning source.

The student of individual and small group trial also give some suggestions and comments: (1) it will be better if the statement point about resume and instrument concept mapping are separated, (2) this *active learning* is challenged to be applied for student in university, (3) relevant pictures can be added in order to give a concrete material toward textbook, (4) consider to simplify the language, (5) this is an interesting book that the student never use before, (6) please publish more of this textbook so the student can get its advantages, (7) add the concept mapping for each chapter.

DISCUSSION

The Result of Development of Active Learning-Oriented Textbook of Early Childhood Education Lesson Plan Subject

This product of active learning oriented textbook for Early Childhood Education lesson plan subject is expanded based on the needs analyze toward textbook supply for the subject. The analyzed interview data result from the student and lecturer of lesson plan subject as respondent shows that 100% agree about lesson plan is a major subject so the student needs to get its material well. According to the respondent, this subject helps the student, as the next educator, to plan the learning based on children characteristics, so that the learning system can be directed and guided.

The statement above is in line with Robert Marger's opinion (in Supriadie & Darmawan, 2012:91) that "*if you're not sure where you're going, you're reliable to end up someplace else*" which agreed by Reiser & Dick (1996) that "*we agree with the statement expressed by Marger; that is, we feel that if you don't have a clear idea of what goals you have for student, you will not be able to do a good job of planning instructional for them*". Those

opinions directly say about the important of a lesson plan, so the lecturer has real goals for their student's learning.

This active learning oriented textbook refers to Faculty of Education's curriculum in State University of Malang, which poured in syllabus and Semester Lesson Plan (RPS). As Arifin and Kusrianto (2009:57) say that textbook should be arranged based on curriculum and Semester Lesson Plan (RPS). The lecturer should maintain the learning objective first, instructional analysis, lesson plan, and then arrange the textbook.

Special characteristic of this development product is the use of active learning as material serving strategy. This active learning strategy is aimed to motivate the student and also have an active part in learning system although the lecturer, in case, can not join them in class. This term is in line with Greeny and Petty's opinion (1993) that the purpose of textbook is supplying a structured and in stages reference, also serving methods and instruction facilities to motivate the student.

The Properness of Active Learning Oriented Textbook for Early Childhood Education Lesson Plan Subject

The textbook arrangement has been adjusted to the expert validation result (of design and textbook material). Based on the expert analysis result, it can be known that the textbook is proper to be used. Properness level is 85.01-100% means valid and the textbook can be used. The result indicates that the active learning oriented for Early Childhood Education learning plan subject has fulfill the characteristic of a good textbook based on Badan Standar Nasional Pendidikan or BSNP (2006:1-5), a qualitative textbook has criteria in 3 aspects, such: content properness, serving properness and language properness.

Trial toward users describes that this development product is an interesting one but never applied before. This textbook can help the student to be actively involved in learning system or do the tasks. Before the student starts the learning of each chapter, they need to read the instruction how to learn the material by active learning technique.

Active learning strategy of the textbook is for individual (non collaborative) and group. The portion is more for group (collaborative) than individual (non collaborative). This is in line with Felder & Brent's statement (in Warsono & Hariyanto, 2013:17) that an active learning can be applied individually or collaboratively, but it is suggested to be used for collaborative activities for student in university.

In the end of each chapter of this textbook there is task for student. The task is arranged in such a way so the active learning concept can be reflected on that. This concept is choosen in order the student can enrich their knowledge actively and relate the material over the reality in field, not just be energized at class. This is in accordance with Hollingsworth & Lewis's saying (2008:vii) that an active learning is a learning system where the student involved actively (physically and mentally) in its process so they can get the understanding of their learning experience. This saying is strengthened by Bonwell & Eison's (1991) that an active learning is a system where the student bound actively in the process including practicing the homework.

Through the active learning system, the student can be actively involved in cognitive, affective and psychomotor aspect. They can learn how to analyze and have critical thinking (cognitive), how to cooperate with friends and be patient (affective), and how to make a good

presentation at class (psychomotor). That explanation is agreed by Bownell's active learning characteristics (1995), they are: 1) student oriented learning, 2) focused on the capacity of analysis and critical thinking also self-dependence, 3) lecturer as a facilitator, 4) development of student creativity as the main activities, 5) learning goal is not just for the academic development, and 6) everyone can gives the feed back during the learning process.

CONCLUSION

This research has been succeed in developing the active learning oriented textbook for Early Childhood Education lesson plan subject which can be used by student in State University of Malang. This book is consist of 10 lesson plan chapters which served by using the active learning. The specific characteristic of active learning can be seen on learning stages of each chapter. The textbook rated as a valid product by the design and material validation expert. Trial result (individual and small group) shows that this textbook is very valid and can be used, too.

The active learning oriented textbook for Early Childhood Eductaion lesson plan subject considered in valid rate and very useful, so it needs to be seminated for more advantages.

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