

Conference Paper

Strengthening Maritime Culture with Humanistic Value in Enrichment Books of Bahasa Indonesia

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Abstract

This study is aimed at (1) investigating the need for developing enrichment books of Bahasa Indonesia based on maritime culture with humanistic value; (2) developing enrichment books of Bahasa Indonesia based on maritime culture with humanistic value; and (3) presenting the experts' judgement on the prototype of enrichment books of Bahasa Indonesia based on maritime culture with humanistic value. This research employed Research and Development (R&D) done in five steps. The results of this study are the enrichment books of Bahasa Indonesia based on the maritime culture with humanistic value. The developed product can be used as the accompanying book which can help the students improve their language skills.

Keywords: maritime culture, humanistic value, and enrichment books

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1. Introduction

About efforts to revitalize people's understanding of maritime culture, Indonesian people today need to be given maritime knowledge and insight (Dahuri 1999: 26; Widoyoko 2011: 15). This is the efforts to make Indonesia become a maritime country in line with its identity. One of the most effective steps to prepare young people who understand national identity is through education. This is because education is a basic pathway that influences the progress and development of the country. Education can be used as a tool to incorporate maritime knowledge in society in general and the nation's next generation (students) particularly (Robinson, et al. 2000:24; Williams and Williams 2011: 54; Siburian 2013: 34).

In the world of education, books are part of the continuity of learning. With books, the implementation of education can run well. Muchlis (2010: 23) stated that teachers could manage learning activities effectively and efficiently through book facilities, even students can maximize the learning process by utilizing book facilities. To optimize the learning process, appropriate supporting facilities are needed. Supporting facilities can

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be in the form of references, teaching materials, or other supporting books. Based on Minister of National Education Regulation No. 11/2005 Article 2 which states that to achieve national education goals, in addition to using textbooks as a mandatory reference, teachers can use enrichment books in the learning process and encourage students to read them to increase knowledge and insight (Ministry of National Education Bookkeeping 2005: 3). An enrichment book or non-textbook is a book that can provide complete information related to a learning material that is adapted to the curriculum (Tomlinson 2011: 24; Astuti 2016: 16).

In the standard content of Bahasa Indonesia for Junior High School in the 2013 curriculum, there is basic competency about descriptive response texts. One of these basic competencies is the skill to capture the meaning of descriptive response texts. Sugihastuti (2011: 23) argues that capturing meaning is a matter of emphasizing understanding content to the reader. In this case, the reader has an important role as the giver of meaning. In learning to capture the meaning of the descriptive response text, students learn to find the meaning contained in the descriptive response text. This is also supported by Subyantoro's statement (2013: 110; Alharbi 2015: 107), which states that language is a system for expressing meaning.

The selection of descriptive response texts is based on the reality in learning that the teacher claims difficulties in presenting contextual descriptive text responses because some modeling descriptive text responses presented in books are far from the environment where students live, making it difficult for students to interpret the text which is not in accordance with the experience and environment of students. For that reason, the presence of various book developments in text-based Indonesian lessons that are adapted to the environment of students is very essential. This is in line with the statement of (Subyantoro 2013: 124; Al-Mansour 2014: 247; Zuraini and Yusuf 2016: 542-546) which stated that the context of learning is very important to be presented because learning emphasizes the relationship with the day-to-day reality days related to society and so on. Based on this opinion, the characteristics of Javanese people who are majority as coastal communities can be used as an opportunity to introduce to the community, so that the texts presented are appropriate with the characteristics of students based on the environment and experience of students, and as a form of appreciation for the culture of coastal communities.

In addition to the theme of the local culture of coastal communities, enrichment book products also contain humanistic values. According to the Ministry of National Education of Bookkeeping Center (2008), the materials to be included in the enrichment book should strengthen the character of the Indonesian people. For this reason, the

enrichment book captures the meaning of the descriptive response text supplemented by the contents of humanistic values, with the aim that students understand their environment and themselves as unique individuals (Robinson 2000: 23). By directing learning for the sake of humanizing students as human beings themselves, awareness to become individuals who have the right to be free to choose and be responsible is expected to be shaped. With the existence of a humanistic value that is integrated into the text of the descriptive response, the local culture of coastal communities is expected to help students form a good personality, who uses intelligence based on knowledge of tradition, morality, justice, honesty, and ethics.

Examining the problems in the real field, various kinds of educational books for students are considered to lack information on maritime and humanistic values regarding presentation and book content. This conclusion was based on the initial observations made by the researchers on the availability of textbooks in the field, both in bookstores or in public libraries. Some of the books include: (1) *Bahasa Indonesia Wahana Pengetahuan*, (2) *Marbi: Mahir Berbahasa Indonesia untuk Siswa SMP Kelas VII*, (3) *Mandiri (Mengesah Kompetensi Diri) Bahasa Indonesia SMP/MTs Kelas VII*, (4) *Bahasa dan Sastra Indonesia SMP/MTs Kelas VII*, dan (5) *Bahasa Indonesia untuk SMP/MTs Kelas VII*. Through this analysis, it can be concluded that the text material of the descriptive response presented is less directed towards the students' environment. Additionally, there are still many books that have not presented maritime-themed texts and humanistic values. Therefore, the presence of enrichment books captures the meaning of the descriptive response text of the local culture of coastal communities with humanistic values that are very much needed so that students are directed to be human beings who are not only intelligent but also noble. It is started from understanding the concept of morality to implementation in the development of religious, cultural, social, emotional, and intellectual intelligence.

This research is focused on developing the enrichment book product to capture the meaning of the text of the descriptive response of the local culture of coastal communities with humanistic values. This research was carried out based on studies and research conducted by Mulyani (2011), Marale (2012), Sarem (2013), Sanusi (2013), Siburian (2013), Adiputra (2014), Nitasari (2014), Wiryanti (2015), Jayaningtyas (2015), and Riyanti (2015). Based on the results of these studies, researchers obtained the rationale underlying this research, namely: (1) the essence of local culture of coastal communities containing humanistic values for society in general and students in particular; (2) the basic concepts of descriptive response texts; and (3) the essence of the enrichment book as a support for learning language and literature of Bahasa Indonesia.

Based on the background of the problem, three formulations of research problems were formulated as follows: (1) how is the need of students and teachers on enrichment books of capturing the meaning of the descriptive response text of local coastal communities containing humanistic values for junior high school students?; (2) how is the development of enrichment book products which capture the meaning of the descriptive response text of the local culture of coastal communities containing humanistic values for junior high school students?; and (3) how is the expert's assessment of the enrichment book prototype of capturing the meaning of the descriptive response text of the local culture of the coastal community containing humanistic values for junior high school students?

Based on these problems, the objectives of the researchers are formulated as follows: (1) to describe the needs of enrichment books to capture the meaning of descriptive responses to coastal culture of local communities containing humanistic values for junior high school students, (2) to develop enrichment books to capture the meaning of descriptive text of local community culture coastal areas contain humanistic values for junior high school students, and (3) to describe the enrichment books of capturing the meaning of descriptive text responses from local coastal communities containing humanistic values for junior high school students.

2. Research Method

This study used the Research and Development (R & D) approach and method. Research and development method is used to produce certain products, and test the effectiveness of these products. This research was conducted in five stages, namely (1) preliminary survey, (2) data collection, (3) product design, (4) product validation, (5) product revision or improvement.

Data in this study consisted of two data namely: (1) the data in the form of tendency scores of questionnaire needs of the enrichment book of capturing the meaning of the descriptive response text of the coastal community's local culture containing humanistic values. The data sources were students and teachers from SMP N 2 Rembang, SMP N 1 Pecangaan, and SMP N 2 Pekalongan; and (2) data in the form of assessment scores validation test on the enrichment book of capturing the meaning of the descriptive response text of the local culture of coastal communities containing humanistic values. The data sources are Prof. Dr. Agus Nuryatin, M.Hum. as a coastal culture expert and Prof. Dr. Ida Zulaekha, M.Pd., as an expert in the field of language learning.

3. Results and Discussion

The results of the study presented in this chapter include four things namely (1) the results of the analysis of the students' and teachers' needs for enrichment books of capturing the meaning of the text of descriptive response of local coastal communities containing humanistic values for junior high school students, (2) the prototype of enrichment books of capturing the meaning of descriptive response text of the local culture of coastal communities, and (3) the results of the assessment and improvement of enrichment books of capturing the meaning of the descriptive response text of the local culture of coastal communities containing humanistic values for junior high school students.

3.1. Results of student and teacher needs analysis on maritime culture-based enrichment books

The need analysis of students and teachers on the enrichment book consists of two aspects, namely (1) the characteristics or physical form of enrichment books of capturing the meaning of the response text, and (2) the students' expectations of the enrichment book of capturing the meaning of the text of the descriptive response to the local culture of coastal communities with humanistic value for junior high school students. The following is an explanation of both aspects.

Students and teachers want the enrichment book to be prepared by taking into account the following points: (1) enrichment books are arranged using attractive designs, many colors, and drawings, according to the level of development of students, (2) cover designs used in enrichment books consists of a combination of bright and striking colors with illustrated images of various traditions of coastal communities, (3) enrichment book material consists of understanding, characteristics, structure, language rules, and types of descriptive response texts. (4) examples of texts presented in the enrichment book related to the local culture of coastal communities which include, *ketoprak* art, *lomban* tradition in Jepara, architecture of fishing houses, knowledge systems owned by fishermen, and others, and (5) humanistic values that are loaded in the enrichment book namely the value of mutual cooperation, cooperation, mutual respect and tolerance.

3.2. The principle of preparation of maritime culture-based enrichment book prototype

Based on the results of the questionnaire and the interview of the needs of teachers and students to enrich the book of capturing the meaning of the descriptive response text, researchers formulated the principles of writing enrichment book to capture the meaning of descriptive response texts of coastal communities' local culture containing humanistic values, namely (1) the principles of relevance, adaptive and rational principles used in the development of book material, (2) attractive, systematic and innovative principles used in the development of aspects of material presentation, (3) the principles of adaptive, communicative, and rigor are used in the development of aspects of language and legibility, and (4) the principles of adaptive, aesthetic, and consistency are used in developing aspects of graphic in the enrichment books.

3.3. A prototype of maritime culture-based enrichment book

The book prototype of the enrichment book in writing skill of written explanatory text containing multicultural education for junior high school students was developed based on the characteristics of enrichment books obtained from the needs analysis and principles of enrichment book writing. Aspects of the prototype of enrichment book developed are namely (1) book cover enrichment, (2) book form, (3) book usage instructions, (4) material or content, (5) material presentation.

The enrichment book cover uses a striking blend of bright colors to appeal to students. The selected color variations are blue and white. The front cover contains the title of the book and a collection of various images of the sea tradition. The back cover contains the title of the book, the synopsis of the book, and the name of the author. The enrichment book captures the meaning of descriptive response texts arranged in B5 size (18.2 cm X 25.71 cm). The type of paper used is 80-gram white HVS. The cover of the book uses glossy soft cover paper. The enrichment book was arranged in vii + 79 pages thick. The enrichment book is complemented by an interesting presentation of material and illustrations. The enrichment book prototype captures the meaning of descriptive response texts supplemented with book usage instructions. The content/material of this enrichment book consists of three parts, namely the initial part, the content section, and the final section. The presentation of the material in the enrichment book captures the meaning of the text of the descriptive response to the local culture of coastal communities with humanistic values referring to the constructivism approach. The presentation of

the chapter in this book is made in accordance with the implications of constructivism in learning consisting of (1) orientation, (2) elicitation, (3) idea restructuring, (4) application of ideas, and (5) review.

3.4. Assessment and improvement of maritime culture-based enrichment books

The enrichment book product prototype was assessed and given improvement suggestions by two expert lecturers in coastal culture and experts in the field of language learning. At the beginning of the enrichment book, the average value obtained is 69.15.

The average value is included in the good category. The content section of the enrichment book gets a very good category, with an average value in this section 78.25. At the end of the enrichment book, the average value obtained is 65 with good categories. Based on the assessment and improvement suggestions, the researcher made improvements to the enrichment book on the beginning, content, and end.

4. Discussion

The aspects presented in this discussion include: (1) implications of enrichment books of capturing the meaning of descriptive text responses of local culture of coastal communities containing humanistic values for junior high school students, (2) novelty in enrichment books of capturing the meaning of text descriptive responses to local cultures of coastal coastal communities humanistic value for junior high school students, (3) excellence of enrichment books of capturing the meaning of descriptive responses text of local culture of coastal communities containing humanistic values for junior high school students, (4) weaknesses of enrichment books capturing meaning of text descriptive responses of local culture of coastal communities containing humanistic values for participants junior high school students, and (5) the feasibility of the enrichment book of capturing the meaning of the text of the descriptive response of the local culture of coastal communities containing humanistic values for junior high school students. The following is an explanation of these aspects.

First, the implications of this enrichment book explain the prospects for future enrichment book products. The enrichment book aspect of capturing the meaning of the descriptive response text of the coastal community's local culture containing humanistic values for junior high school students, namely (1) can foster a love of Indonesian culture, and a means to develop moral values, (2) can enrich and improve the students' skills

in learning to capture the meaning of the text, (3) can be used as a companion book that helps students and teachers in learning. The prospect of the enrichment book as a grower of love for Indonesian culture and as a means to develop moral values, in line with the book's positive requirements (Robinson 2000: 22; Muslich 2010: 55; Marale, 2013: 16; Webb and Chang 2015: 667-686), namely that it can foster good moral, religious and social attitudes; The prospect of enrichment books as a means to enrich and enhance the mastery of students' skills in learning of capturing the meaning of the text in line with Suryaman (2012)' s statement that enrichment books are books that can enrich students in the fields of knowledge, skills, and personality; the prospect of enrichment book as a companion that can help students and teachers in learning in harmony with what is presented by Sitepu (2015: 16) which states that "the enrichment book is a book containing information that completes the main textbook". Thus, it can be concluded that the enrichment book captures the meaning of the descriptive response text of the local culture of coastal communities containing humanistic values for junior high school students to have good prospects.

Second, a novelty in the enrichment book of capturing the meaning of the descriptive response text of the coastal community's local culture containing humanistic values includes the local culture of the coastal community as the chosen theme. This is evidenced by the statements of (Kemendikbud, 2013; Muhamad 2014: 15; Nuryatin, et al. 2016: 13) which expressly stated that the goal of learning would be maximally achieved by the approach of culture, customs and local wisdom that grows in the community. The provision of humanistic values on the contents of the book is the novelty presented in the enrichment book of capturing the meaning of descriptive response texts based on the Act of 2003 concerning National Education, pasa 1 verse (1), that education is a conscious effort so that students actively have spiritual power, religion, self-control, personality, intelligence, and noble character. The presentation of the steps to capture the meaning of an applicable text is also a novelty of the book, Tomlinson (2011: 9) states that one of the principles of developing book material is to facilitate the learner or reader in understanding the material.

Third, the excellence of the enrichment book of capturing the meaning of the text of the descriptive response of the local culture of coastal communities containing humanistic values based on physical aspects and content. Based on the physical form, the enrichment book of capturing the meaning of the descriptive response text printed with a standard paper size (B5), in terms of the appearance of this interesting book because the cover of this book uses a striking blend of bright colors, the opinion of (Tomlinson 2011: 8; Siburian 2013: 40; Fauzan and Yusuf 2016: 513) revealed that one

of the characteristics of a book that has a strong influence on readers is an interesting book presentation (attractive presentation); excellence viewed from the content aspect of the enrichment book of capturing the meaning of descriptive response text adapted to students' reasoning abilities. This is realized by structuring the material and selecting language that is appropriate to the level of development of junior high school students. The principle of writing book material that describes one of the principles of writing material is through the adjustment of book material with the mindset and learning style of students (Jolly and Bolitho 2011: 129; Wibowo 2011: 9; Siburian 2013: 35; Emilia and Hamied 2015: 155; Anwar and Muhammad, 2016: 76).

Fourth, the enrichment book of capturing the meaning of the text of descriptive response of the local culture of coastal communities containing humanistic values for junior high school students has some weaknesses, namely 1) this enrichment book is not yet completely simple and practical, 2) from some of the material presented, there are some parts of material that are difficult for students to understand, 3) examples of the descriptive response text presented in this enrichment book cannot cover all the local cultures of the north coast of Java as a whole.

Based on these four aspects, it can be concluded that the enrichment book of capturing the meaning of the descriptive response text of the coastal community's local culture which contains humanistic values for junior high school students is quite appropriate to be used by students, teachers, and readers in general as a companion book in learning. Although this book has several weaknesses, this enrichment book also has good prospects and the novelty and excellence that distinguishes this book from other books. This is reinforced by the statement (Muslich 2010: 25; Mulyani 2011: 107; Damayanti 2017: 449) which stated that reading books is another name of the enrichment book which is a book that contains a collection of readings, information, or descriptions that can broaden students' knowledge about specific fields. This book can support certain fields of study in providing insight to students.

5. Conclusion

Based on the results of research and discussion, the following conclusions are presented. Analysis of the questionnaire needs of students and teachers showed that producing characteristics of enrichment books of capturing the meaning of the text of the descriptive response of the local culture of coastal communities containing humanistic values was needed by students and teachers. Based on the characteristics of enrichment books according to the perceptions of students and teachers, the principles

of developing enrichment books were developed. The following are the principles for developing enrichment books: (1) on the material aspect, the principles used are the principles of relevance, adaptability, and rationality, (2) in the aspect of material presentation, the principles applied are attractive, systematic and innovative principles, (3) on the aspect of language and readability, the principles used are the principles of adaptive, communicative, and rigorous, and (4) in the aspect of graphics, the principles applied are the principles of adaptive, aesthetic, and consistency.

The enrichment book prototype of capturing the meaning of descriptive text responses to the local culture of coastal communities with humanistic values is developed based on the characteristics and principles of enrichment book development. After completion, a validation test of the enrichment book was carried out. Validation test results are used as a reference for improving the enrichment book. The improved aspects include (1) book cover design, (2) presentation of copyright pages, (3) linguistics in preface writing, (4) presentation of book use instructions, (5) uninformative humanistic values, (6) design of the beginning of the chapter, (7) addition of materials and improvement of language, (8) completeness of glossary pages, and (9) synopsis of books.

Based on the aspects of novelty, generosity, and weakness, the enrichment book of capturing the meaning of the descriptive response text of the local culture of coastal communities containing humanistic values for junior high school students is quite appropriate to be used by students, teachers, and readers in general. It is suggested that (1) teachers use enrichment books to capture the meaning of descriptive text responses to local culture of coastal communities containing humanistic values, as teaching materials in learning to capture the meaning of text in class, (2) learners use enrichment books of capturing the meaning of descriptive response text of the local culture of coastal communities which contains humanistic values, as a companion book that can enrich skills, (3) researchers in the field of bahasa Indonesia need to conduct further research to test the effectiveness of enrichment books of capturing the meaning of text descriptive responses of local culture of coastal communities containing humanistic values for junior high school students, so that they can be used optimally.

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