

Development of Teacher and Student Thematic Learning Books Based on Gender And Diversity for Elementary School Students In District of Aceh Barat

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Abstract— This study aims to produce teacher books and student books to determine the feasibility of the validation results of learning model expert. This research is a research and development, which consists of (1) research and data collection, (2) planning, (3) development of drafts product, (4) expert validation, (5) revision based on experts, (6) limited trials, (7) improvements to the product of limited trials, (8) field trials, (9) improvements of the final product, and (10) product dissemination. The experimental subjects in this study were students of fourth grade in Public Elementary School in Barat Aceh. The results of the study show that: a teacher and student book has been produced based on gender and diversity that is feasible to be applied in elementary schools in Aceh Barat with several revisions. Validation results obtained are 68% with a high category and the interval is 61% to 80%. Thus it can be concluded that the developed teacher and student textbooks are suitable for use in elementary schools.

Index Terms—Gender, Diversity, Teacher Books, Student Books, Thematic Learning.

1 INTRODUCTION

Textbooks are the books that are used as references in certain subjects. The textbooks used in the curriculum of 2013 are teacher books and student books published by the Ministry of Education and Culture (Sastriani, 2017). After analyzing the initial needs all this time, the content was not so explicit about gender equality, the themes of diversity mentioned generally, the diversity that existed in Indonesia.

In this study, researchers sought to provide a new innovation, namely developing teacher books and student books whose content was explicitly charged with gender equality and diversity.

District of West Aceh consists of several tribes, including the Aneuk Jamee, the Acehnese, the Javanese, the Seumeulu and the Thiong Hoa. The style of the community is diverse, the plurality of tribes influences the culture in the district of West Aceh.

Elementary School students in District of West Aceh consist of many tribes, the findings in the field that students have not been able to appreciate differences in tribes, ethnicity and language between one another. Students tend to get along in groups according to their tribes and ethnicity.

Through the development of teacher books and student books, it is expected to be able to solve the problems mentioned above, the books developed contain ethnic and culture (diversity) in the District of West Aceh. The material presented is material that is close (contextual) to the daily lives of students.

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Meaningful learning can be obtained if students learn from the experiences in their surroundings (Mardhatillah, Verawati, Eviyanti, & Pramuniati, 2019). Through the development of teacher books and student books, it is expected to be able to form the character of students so that they can understand and appreciate the differences that exist in their environment. Characters cannot be taught but are learned through habituation (Mardhatillah, et al., 2019).

This study aims to produce learning products in the form of teacher books and student books based on gender and diversity that are valid (feasible) to be applied in fourth grade of Elementary Schools in District of West Aceh.

2 THEORETICAL BACKGROUND

2.1 Teacher Book and Student Book

Textbooks are mandatory reference books for use in primary and secondary education units or tertiary institutions which contain devoutness, noble character and personality, mastery of science and technology, enhancement of aesthetic sensitivity and abilities, enhancement of kinesthetic and health abilities compiled based on national education standards.

Textbooks should contain the following characteristics:

1. Sources of teaching materials
2. Become a reference book for certain subjects
3. Arranged systematically and simply
4. Dissertation of learning instructions

From the explanation above the textbook is a book written by a teacher or writer that contains his thoughts based on educational standards so that it can be used in educational units.

The teacher's book is a guide to the use of student books and as a reference for learning activities. While the student book is a guidebook as well as an activity book that will make it easier for

students to be actively involved in learning.

In the context of this research, the teacher book and student book is one of the textbooks that has the aim to facilitate teachers and students in conducting teaching and learning activities.

2.2 Gender and Diversity Values in Elementary School Learning

Male and female have differences in learning attitudes, for example women usually use more learning strategies compared to men. These different characteristics can affect their ability to learn. In terms of ability between male and female there are actually no essential differences, but the difference lies in attitude. This difference in attitude also occurs in implementing learning strategies (Dilla, Hidayat, & Rohaeti, 2018).

Gender equality means equality of conditions for male and female to obtain opportunities and their rights as human beings, to be able to play a role and participate in political, legal, economic, socio-cultural, education, national defense and security activities, and equality in enjoy the results of the development. Gender equality also includes the elimination of discrimination and structural injustice, both male and female Kristiyanti (2019). While gender justice is a process and fair treatment of male and female. Gender justice means there is no standardization of roles, double burden, subordination, marginalization and violence against male and female. The realization of gender equality and justice is characterized by the absence of discrimination between male and female, and as such they have access, opportunities to participate, and control over development and obtain equal and equitable benefits from development (Adriana, 2009).

Khotimah (2008) stated that there are several principles of gender-based learning, including (1) the readiness of educators in the ability to discourse gender, (2) the attitude of educators must be fair and equal in treating students, both male and female, (3) in the process learning, teachers should not be patronizing for things that are known by students, (4) educators should be open, not hiding gender-based learning resources.

Meanwhile, diversity is a characteristic of our society and has taken root in Indonesian people's lives. This indicates that this diversity did not arise suddenly, but through a long process in the history of Indonesian society.

The role of the teacher in instilling the values of diversity is integrated in a learning and in accordance with the learning that she/he supports. Diversity values that need to be instilled in students include (1) tolerance values are attitudes to recognize and respect human rights in social life, (2) equality values are attitudes that emphasize equality with other ethnic cultures, (3) the value of democracy is an attitude which recognizes that everyone has the same rights and obligations, and recognizes diversity as a natural thing, and (4) justice is an act that gives equal rights to people who have the same status (Pi'i, 2017).

From some of the explanations above, this research is developing teacher books and student books and integrating them with diversity values and gender participation values, so it is hoped that the developed books will be able to form student characteristics.

3 RESEARCH METHODOLOGY

This research uses research and development methodology. The produced products in this study were teacher books and student books based on gender and diversity values for elementary school students.

This research procedure has stages: 1) Preliminary study, 2) Design and development stage 3) Testing phase. The learning design model used is ADDIE model, which is a learning design model that has the basic stages of learning system design that is easy to understand and simple. The stages of this research are: Analysis, Design, Development, Implementation and Evaluation. The location of the study includes the Public Elementary School in District of West Aceh, the data collection and analysis techniques in this study are quantitative data obtained from the validation results by the learning model expert. The data analysis technique used is descriptive statistics.

4 RESULTS AND DISCUSSION

4.1 Result

In developing material on this gender-based learning model and diversity values, the researchers gave questionnaires to three validators of the learning model experts to get corrections from the material developed and as a benchmark for the feasibility of the material being developed. After the validation process, the following data are obtained:

TABLE 1.
EXPERT VALIDATION RESULTS OF LEARNING MATERIAL

No	Indicator	Score		
		X1	X2	X3
1	The material is in accordance with the curriculum of 2013 of Elementary School	3	2	3
2	Material is in accordance with indicators	3	3	3
3	Material is in accordance with learning objectives	3	3	2
4	Material is in accordance with gender and diversity	2	2	3
5	Material is in accordance with a scientific approach	1	1	3
6	The material presented is complete	1	3	2
7	The picture presented relates to the elements of gender and diversity	3	2	3
8	Material is in accordance with the available time allocation	2	2	2
9	The language used is clear	2	1	3
10	Illustrated picture illustrate information clearly	3	3	3
11	The material presented coherently	3	2	1
12	The material attracts the attention of students	1	2	2
13	Questions given is in accordance with the material	1	1	3
14	Teacher and student books can facilitate the understanding of	2	3	3

	concepts taught			
15	The suitability of teacher books and student books in forming the diversity of student character	2	2	2
16	The effectiveness of sentences in the teacher and student book	2	1	3
17	Rigidity of terms	1	2	1
	Amount	35	35	42
	Total	112		
	Average	35		

From the above data obtained an average score given by the validator is 35 with a total number of 112, this shows the learning model developed is worth testing after being repaired in accordance with input from three validators. By using a score range of 1 to 3, the learning design assessment scores for aspects are assessed using the formula:

$$AP = \frac{\text{Actual Score}}{\text{Ideal Score}} \times 100\%$$

$$AP = \frac{35}{51} \times 100\%$$

$$AP = 68\%$$

After entering into the formula above, the scores obtained from the validation results of the expert learning model are categorized as "high" with intervals of between 61% and 80%. Textbooks material and student book based on gender and diversity developed show that categories are appropriate for use with some improvements by validators 1, 2 and 3.

Some of the suggested improvements from the validator are:

1. Font size are equal except for large titles
2. Use full color to make it more attractive
3. Change the picture that is not appropriate for the student's age
4. The use of punctuation, capital letters are more considered
5. The content of reading material is more adjusted to the characteristics of students

4.2 Discussion

Based on the validation results of the teacher book and the student book, all components filled in the questionnaire received a good assessment from the validator, thus the teacher book and the student book of thematic learning based on gender and diversity were feasible to be applied and ready to be trialled.

The main purpose of developing teacher and student books is to stimulate student interest and enhance student character, respect for gender and diversity.

Teacher book material and student books that are developed contain about gender values and diversity that are around students, equipped with colorful animated images so that it can make students more interested in reading and following the book.

In addition, the teacher book is equipped with guidelines to

carry out thematic learning based on gender and diversity in a practical and easy way.

Student books are equipped with practice questions so that they can be used as a measurement of student understanding of the material provided. Each of these materials has been checked by an editor and evaluated by a validator through filling out a questionnaire.

5 CONCLUSION

This research and development produces learning products in the form of teacher books and student books, after going through the process of research and development in the form of validation of textbooks and student textbooks, the resulting teacher books and student books based on gender and diversity which is valid (feasible) to be applied. Thus, it can be concluded that textbooks and student books based on gender and diversity developed are feasible to be applied in elementary schools in District of West Aceh with some revisions.

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