

Digital Textbooks Indonesian Learning Planning Based on Project Learning, Contextual Approaches, and Case Methods

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Abstract. The Learning Planning course Indonesian very important given to prospective teacher students. Through this course, students can learn to develop learning tools. Therefore, the purpose of this study is to analyze the teaching needs of Indonesian Learning Planning lectures to support IKU 7. This study uses a critical analysis approach consisting of five main questions, namely: (1) communicator (who said?), (2) message (say what?), (3) media (through what channel / channel / media?), (4) communicant (to whom?), (5) effect (with what impact / effect?). The subjects of analysis in this study include previous findings, observations, research studies, and relevant theories. This analysis is also supported by preliminary observation data so that there is a combination of analysis and disclosure of initial data related to the need for teaching materials for Indonesian learning planning. Based on the results of research and discussion, it can be concluded that to support the fulfillment of IKU 7, it is necessary to develop a digital textbook for the Indonesian Learning Planning course by implementing a project-based learning model, contextual approach, and case method. digital textbooks, Indonesian language learning planning, project-based learning, contextual approaches, and case methods.

Keywords: digital textbooks, Indonesian language learning planning, project-based learning, contextual approaches, and case methods.

1 Introduction

In facing the era of society 5.0 and the industrial revolution 4.0, the world of education needs a paradigm shift. The changes lie in minimizing the role of education as a learning material provider, minimizing the dominance of educators in learning, learning centers located in students, educators being inspirations for their students, educators as facilitators in learning, and educators as motivators. Moreover, the changes in the industrial revolution 4.0 emphasize the use of various innovations born in the era of the industrial revolution 4.0. For this reason, educators must take advantage of digital developments in learning activities, such as the internet on things and big data.

The readiness of educators in carrying out learning activities can be seen from the learning planning prepared. The readiness of learning tools can mean that educators are also ready to carry out learning. The readiness of these learning tools can be seen from the learning implementation plan (RPP) or teaching module, student worksheets (LKPD), learning media, teaching materials, and learning evaluation. The role of educators as facilitators, motivators, inspirers must be implicated in learning activities, for example implicated in RPP or teaching modules, in LKPD, in learning media, and in learning evaluation.

Indonesian Language and Literature Education (PBSI) students are prospective teacher students who need to be equipped with the ability to develop learning tools. The course to equip it is Learning Planning Indonesian. Through this course, students can learn to develop learning tools prepared by the teacher before carrying out learning. The learning tools taught in this course consist of RPP or teaching modules, LKPD, teaching materials, learning media, and learning evaluation. The goal of this lecture is for students to develop all five kinds of learning tools.

Along with the curriculum changes that have occurred in Indonesia, namely the implementation of the independent curriculum, there are slight differences in the concept of developing learning tools, including the implementation of the case method, strengthening the profile of Pancasila students, RPP turning into a teaching module, and the implementation of a problem-based learning model. On the other hand, learning activities are required to utilize IT facilities so that the implementation of TPACK and STEAM can be created. In other words, the implementation of the independent curriculum aims to prepare for the era of society 5.0 and the industrial revolution 4.0.

To support an independent curriculum, the Learning Planning course Indonesian needs to be prepared relevant teaching materials. This is based on Permendikbud 03 of 2020 concerning National Standards for Higher Education and Decree of the Minister of Education and Culture of the Republic of Indonesia Number 754 / P / 020 concerning Main Performance Indicators of State Universities (IKU-PTN). Key Performance Indicator no. 7 on the creation of collaborative and participatory classes can be created through the implementation of case methods and team-based projects [1].

According to Timor, A. R., Ambiyar, A., Dakhi, O., Verawardina, U., & Zagoto, M. M. (2020) the case-solving method is a highly adaptive teaching method involving learning problems and is based on the development of analytical skills [2]. In this case, students are presented with cases that are relevant to basic competencies or learning objectives. Starting from this case, students will explore solutions to achieve learning goals.

Meanwhile, team-based projects can be created by implementing problem-based and project-based learning models. Project-based learning is a systematic method that helps students acquire knowledge and skills through supervision and insistence on students to research and explore complex and real problems, as well as complete well-designed tasks (Thomas, Mergendoller and Michaelson, 1999) [3]. Moursund also argues that project-based learning is a process of cognition and metacognition that requires learning by doing [4]. Duffy and Jonassen consider that project-based learning is a constructivism teaching method that aims to encourage students to take part in learning more actively [5]. Based on these three opinions, it can be concluded that the project-based learning model is a student-centered learning model involving the process of cognition and metacognition to create a product produced.

Meanwhile, Boud explained that the problem-based learning (PBL) model is a learning model that leads to the involvement of students in overcoming learning problems with real practices

close to daily life [6]. In more detail, Tan explained that PBL is a learning activity whose application does not just include problems in the classroom, but the activity must provide opportunities for students to actively form knowledge through collaborative interaction and investigation [7]. Based on the two opinions above, it can be concluded that PBL is a learning model that facilitates students to actively form their knowledge through real interactions that match daily problems by means of collaboration.

The characteristic of team-based projects and case methods is that the problem-solving process is carried out and completed by team members. Its characteristics require collaboration between learners. Therefore, the complexity of team-based projects and case methods comes not only from the scale of the problem, but also the cognitive, psychological, social, and behavioral interactions of group members during the problem-solving process (Lightner et al., [8]. Seidel & Godfrey also argue the same that there are four main types of team-based project characteristics and case methods, namely cognitive, psychomotor, motivational, and affective (interpersonal and attitude) [9]. The performance of team-based projects and case methods is determined by the composition of the four types of dispositions of all team members that become complex. Therefore, the role of the teacher in regulating the division of groups of learners must be fair. Members of the group must be heterogeneous.

The contextual approach is a learning concept that can help teachers connect the subject matter to real situations and motivate students to make connections between knowledge and its application in everyday life (Berns and Ericson) [10]. Elaine Johnson, says that CTL is an effective learning system used in the classroom, so it can produce an effect that exceeds the results given by separate sections [11]. According to Wina Sanjaya, the characteristics of CTL consist of activating knowledge, meaning that CTL is the process of activating existing knowledge [12]. Based on the three opinions above, it can be concluded that the implementation of the contextual approach is the selection of problems or sample texts given to students must be relevant to daily living conditions, according to the characteristics of students, and according to regional characteristics to be able to strengthen the role of the Pancasila student profile.

Meanwhile, to support XXI century learning, the teaching materials developed must be based on IT developments or utilize digital roles. This is in line with the implementation of the industrial revolution 4.0 which emphasizes the use of innovations resulting from the industrial revolution 4.0 including the development of IT, the use of the internet, and big data. Teaching materials that need to be developed are for example digital textbooks. A digital book is a reading book in the form of an arrangement of text, images, video, or sound packaged in a format that can be read with certain electronic devices. Digital books contain digital information in the form of text. Even inside the book can be inserted with pictures, sounds, music, and videos. Digital books are present as a form of the results of the times. Meanwhile, Haris argues that digital books are also called e-books, or books that contain information digitally also means minimizing the use of paper [13].

2 Research Methods

This study uses a critical analysis approach consisting of five main questions, namely: (1) communicator (who said?), (2) message (say what?), (3) media (through what channel / channel / media?), (4) communicant (to whom?), (5) effect (with what impact / effect?). The methods used in this study are Lasswel's critical analysis method with steps, (1) formulating research questions and hypotheses, (2) sampling the data sources that have been selected, (3) making

categories used in the analysis, (4) collecting data on selected document samples and coding, (5) making scales and items based on certain criteria for collecting data, (6) interpreting the data obtained, and (7) make conclusions[14]. The subjects of analysis in this study include previous findings, observations, research studies, and relevant theories. This analysis is also supported by preliminary observational data so that there is a combination of analysis and disclosure of initial data related to the need for teaching materials for Indonesian learning planning.

3 Result and Discussion

Digital textbooks in Learning Planning Lectures Indonesian based on project learning, contextual approaches, and case methods are very important to develop. This is based on the main purpose of this course is to equip students as prospective teachers to be able to develop interesting and not boring learning tools. Learning tools that can provide opportunities for students to be active and think critically. Learning tools that can take advantage of the development of learning innovations or the development of information technology. If students are prospective teachers can develop such learning tools, it is hoped that students will be able to practice in learning. The reason for the selection of project-learning-based, contextual approaches, and case methods is to meet the achievement of College Key Performance Indicator No. 7 on the creation of collaborative and participatory classes [1].

The characteristics of digital textbooks are very possible to adapt to the development of the industrial revolution 4.0. The characteristic of the industrial revolution 4.0 is to take advantage of the development of information technology. Through digital textbooks, it can eliminate dependence on paper. However, it is replaced by the development of information technology facilities that are more interesting because they can insert images, sounds, music, videos; It is easy to carry everywhere or lightly, and it is easy to share with everyone. According to Polanka, digital books can provide different types of interesting learning environments such as providing demonstrations and interacting with animations; working on puzzles; repeating the question; trying different types of responses; get quick feedback; and provides a choice of learning environment [15]. In other words, interactive digital books not only contain reading text, but also contain various media that can be accessed by readers in an interactive way, such as videos, listening to audio, playing with interactive images, and doing quizzes.

Project-based learning (PjBL) is a learning model that provides opportunities for learners to combine cognitive mastery with psychomotor. This is because the purpose of PjBL activities is a product produced. The implementation of the PjBL model in this study is a learning tool consisting of lesson plans / teaching modules, learning media, teaching materials, LKPD, and learning evaluation. On the other hand, the lesson plan / teaching module developed by students also implements PjBL learning activities.

Stearns stated that through PjBL, students experienced an improvement in internalizing concepts and skills related to science subjects, and had a tendency to remember and understand various information obtained through the implementation of PjBL[16]. According to Chang, et al., PjBL is an effective approach to motivating and forming a team (collaboration) [17]. Based on these two opinions, it can be concluded that through PjBL, the cognitive and psychomotor abilities of students and student activity in discussions with their friends also increase. Based on the two opinions above, it can be concluded that PjBL has more value to internalize concepts and skills so that they are relevant if implemented in Indonesian Learning Planning Lectures.

Contextual teaching learning (CTL) is a learning strategy that emphasizes the process of full student involvement in finding the material being studied and connecting with real-life situations. CTL learning is learning that demands teacher creativity in relating subject matter to students' real lives to help students more easily interpret the material. The implementation of the constellation approach in this study is a contextual approach to be a parameter in the development of learning tools developed by students by having the characteristics of the DIY area. For example, the provision of examples of texts that appear in textbooks is texts that have relevance to regional culture to strengthen the identity of the Pancasila Student profile. Euis Hasanah Mutiah's research states that students succeed in producing short story texts well and have a positive impact on creative thinking after applying the CTL approach in learning [18].

Rusdy Ananda's research on the application of case studies in learning evaluation courses shows the result that case methods can improve student learning outcomes. This can be seen from the increase in the percentage of students on the eight observed aspects of the two cycles implemented in this study action. This fact is supported by the results of the t test statistical test where $t_{count} = 7.17$ is obtained while the price $t_{table} = 1.682$ so that it can be interpreted that the application of the case study method strategy can improve the learning outcomes of learning evaluation courses [19]. Meanwhile, Suryaningsih, Valeny and Alfitman argue that the implementation of case-based methods (CBM) is effective for students to train interactive, time management, critical thinking, presentation skills, public speaking skills, and problem solving [20]. Based on the two studies above, it can be concluded that the case method is very suitable for improving learning activity, critical thinking, presentation skills or public speaking and solving problems.

The development of Indonesian Learning Planning textbook was carried out by Rabiatul Adawiyah Siregar with the title of his book being Learning Planning Indonesian. The material presented in this book includes the scope of Indonesian learning planning, the consensual preparation of the syllabus, the formulation of basic competencies, the determination of the subject matter of learning materials, approaches, strategies, methods, media, and learning evaluations, as well as examples of learning lesson plans Indonesian [19]. The curriculum that was used as the basis for the development of this book was the 2013 curriculum.

The second Indonesian Learning Planning textbook was conducted by Sulastriningsih and Syamsudduha with the title of the book is Planning for Learning Language, Indonesian and Regional Literature: Theory and Its Application with Editor Abdul Rajab Johari published by the Publishing Body of Makassar State University. This book contains the scope of Language, Literature, Indonesian and Regional Learning Planning, as well as its presentation model based on the latest learning nuances PAIKEM (Active, Innovative, Creative, Effective, and Fun Learning). The presentation of this book is equipped with examples of thematic planning (mapping curriculum, syllabus, and RPP), implementing thematic learning, and thematic assessment. The curricula based in the development of this book are the Education Unit Level Curriculum (KTSP) and the 2013 Curriculum [20].

Based on the two references of Learning Planning Indonesian above, it can be concluded that this study has similarities and differences. The similarity is that they both research the development of Indonesian Learning Planning textbooks. While the difference is that this research develops digital textbooks, while both books above are nondigital. The two textbooks above do not relate to project-based learning models. While this research relates to a project-based learning model. The two textbooks above do not relate the case method in learning, but the book by Sulastriningsih has emphasized Paikem. Meanwhile, the development of this

teaching material relates the case method in its learning. The two textbooks above do not link contextual approaches to learning, while these studies link contextual approaches to learning.

4 Conclusion

Based on the discussion above related to relevant research on the implementation of PjBL, Case Method, and CTL as well as the Indonesian Learning Planning textbook that has been prepared, it can be concluded that the Development of Digital Textbooks for Indonesian Language Learning Planning Courses based on project approaches, case studies, and contextual approaches is very feasible to be developed. This is based on the reason for using PjBL, case method, and CTL to increase the activeness of students in learning and be able to improve critical and creative thinking skills as well as the cohesiveness of the cognitive and pynomorphic realms of students. On the other hand, the development of textbooks oriented towards PjBL, case methods, and CTL has never been carried out. The goal is to meet the standards of IKU 7 and the implementation of an independent curriculum.

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