

# Analysis Of Need Development Of Literacy Pocket Book Based Cerpen – Gram To Empower Multicultural Characters Of Primary School Students

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**Abstract.** This research aims to analyze problems related to Multicultural Character Education Empowerment (PPK) at higher class of Primary School and to analyze need development of literacy pocket book based on *cerpen – gram* as multicultural character empowerment for higher class of Primary School. This qualitative descriptive research used observation, interview, and documentation study techniques by using the researcher as the main instrument. The data was analyzed by data reduction, data explanation, data comparison, and data conclusion steps. The data validity was done through triangulation. The findings of the research showed that PPK in empowering multicultural character based on culture and exemplary method got model limitation. There was almost no variative model at schools, especially in villages, which could be modeled directly by students. Since school society at village was relatively homogeneous and different to urban school society which was heterogeneous, their roles were not fully relevant to the students' mindsets. In another hand, adult school society members had maturer mindset while the students remained with their child mindsets. In fact, children are not miniatures of adults. There is a need of exemplary model as social – cultural reflection packaged into literacy pocket book based on *cerpen – gram* (table diagram of short-story intrinsic elements). The book consisted of description of child multicultural perspective, the examples of using the book to empower child multicultural character, and forms to fill by students as well as the guidance as internalization strategy of multicultural values.

**Keywords:** Cerpen-Gram, character education, pocket book, multicultural.

## 1. Introduction

Multicultural enriches social – cultural knowledge and is also known as potential cause of conflict [1]. Especially, when it is not well managed so it triggers anti-multicultural characters [2]. Inside of society which has a lot of multicultural, such as Indonesia, should have developed multicultural character. It is a sincere character to recognize and respect differences.

It is very relevant when Indonesia anticipates by empowering character education at school, included multicultural character by sharpening affective aspect as stated in 2013 curriculum. The government also releases several breakthrough as hidden curriculum, such as well – attitude development which is originally taken from school literacy movement (GLS). Then, there are several programs such as character education empowerment (PPK), school literacy movement, and PPK with different nomenclature. All of those efforts are purposed to foster more structured, systematic, and massive character education. However, the fact at several school samples of the preliminary research, the implementation of GLS and PPK still had problems.

PPK basically aims to promote more structured character education, more systematic and massive. However, until its second year, it has not been maximally promoted, especially in case of empowerment. The preliminary findings at several High Class Primary Schools showed that bullying phenomenon in their environment was not only within joking context. It had led to anti-multicultural characters which could be developed into intolerance, radicalism, or terrorism.

Therefore, there is a need of analysis to (1) causes creating less maximum PPK in empowering multicultural character at High Class Primary School and (2) need analysis to overcome PPK problems in empowering multicultural characters at the class level.

## **2. Method**

This descriptive qualitative research gathered the data from observation, interview, and documentation study. The main instruments were observational guidance, interview guidance, and documentation study procedure. The data was analyzed through data reduction, data explanation, data comparison, and data conclusion. The credibility test of the data was done by observation extension, determination increase in the research, triangulation, peer discussion, negative case analysis, and member check [3].

## **3. Result and Discussion**

Multicultural enriches social – cultural knowledge and is also known as potential cause of conflict (Choirul Mahfud, 1997: 8). Especially, when it is not well managed so it triggers anti-multicultural characters (Ki Supriyoko, 2004). Inside of society which has a lot of multicultural, such as Indonesia, should have developed multicultural character. It is a sincere character to recognize and respect differences.

## **4. Findings and Discussion**

### **4.1 Difficulties in Empowering Multicultural Characters**

At most primary schools, PPK had serious difficulties while empowering the multicultural characters based on culture and exemplary methods. PPK had limitation in multicultural characters. Since there was almost no variative multicultural behavior at schools which could be imitated directly by the students in the village, thus their citizens were homogeneous. However, at urban school society which were heterogeneous, then their acted roles by adult members (teacher and staff) were not fully relevant to the students' mindsets. In another hand, the school society members needed to think maturely while the students should remain having mindset as children. It is important to remember that children are not miniatures of adults.

As formulated by Article 1, clause (1) President Decree Number 82 year 2017 – a rule determined by the president --- jo Article 1 (1) Rules of Indonesian Education Ministry 20 Year 2018 jo Article 1 (1) Rule of Directorate General for Primary and High Education Levels Number: 097/D/HK/2019 that education is under educational unit responsibility to empower character education through affective harmonization, affective management, mindset management, family, and society as parts of National Movement of Mental Revolution (GNRM).

PPK has purpose to develop and prepare learners as golden generation. Indonesia in 2045 with its Pancasila's spirit and proper character education are expected to be able in facing dynamic changes in the future (Article 2 (a) President Rule Number 87. Year 2017).

As regulated by Article 6 (1) Rule of Educational Ministry Number 20 Year 2018 and Article 9 (2) Rules of Directorate General of Primary and High School Number 097/D/HK/2019 that PPK promoters which optimize three – center partnership (school, family, and society) should promote it based on school culture, class, and society approaches.

PPK with school – culture approach could be done by providing exemplary model for school society members (Article 6 (3) (b) rule of education ministry 20 Year 2018). The school society meant by Article 2 (3) Rule of Directorate General of Primary and High Education Levels Number: 097/D/HK/2019) are habitualization, exemplary, and commitment realized by the principals, teachers, educational workers, and school committee.

Exemplary method is a way for individuals in having educational process through action and behaviors which are suitable to model (Modelling) (Syaepul Manan, 2019). Meanwhile, exemplary in education is influential method proven to be successful in preparing and fostering moral, spiritual, and social ethos of the children. According to Ulwan (1992, p.2), educators are the best models within students' perspectives since their politeness and behaviors will be imitated by students unconsciously.

#### **4.2 Need Analysis of Multicultural Character Empowerment**

Problems dealing with appropriate and variative exemplary about multicultural character in the environment of the students could be overcome by utilizing short – story literature work. In these intrinsic short – story elements, there are characters with various characteristics and profiles – developed within child mindset corridors. Literature work is an imitation and reflection of social – cultural realities so that the characters and the plots could be used as exemplary models (example non-example) which indirectly have strength points and does not seem patronizing.

Utilization of short – story as exemplary media and method to empower multicultural characters of the students could be done by synergizing them into School Literacy Movement (GLS). GLS as explained by Faizah, Dewi Utama [4] in GLS manual book for primary school – it is an effort to create school as learning organization to make literate community for their life through public involvement. Meanwhile in GLS context, it is ability to access, understand, and use literately through various activities by reading, observing, listening, writing, and/or speaking.

Elma Exacavanti Tamaya et al [5] concluded that reading – writing could be used as a means to comprehend substantial learning material (learning method) to its determined competences. Secondly, the principles used as bases of reading – writing utilization as learning model surely put students to be willing and able in accessing various learning sources from various perspectives. Third, summarizing, comparing, providing solution, expressing table, and creating visual display are series of activities to create meaningful and comprehensive learning experiences. Fourth, reading – writing could answer 21<sup>st</sup> century challenges which demanded academicians to be skillful in finding and processing information as well as to use it effectively and sustainably.

Mohammad Kanzunnudin [6] concluded that: (a) literature had important role in education character, (b) literature functioned as catalyst media in learning literature utilized receptively and expressively in character education, (c) it used various theme as media for learners to recognize and understand level quality of characters and their own characteristics, (d) it told and drew various types of characters used as education character media for learners by giving example of character and personality levels to model (Proceeding of National Education Seminar: UMK Kudus). Secondly, literature functioned as learning media used receptively and expressively in character education.

General purposes of GLS are to create better characters of the students through empowering school literacy ecosystem realized in GLS to make them long – life learners. There are three steps of GLS promotion: 1) habitualizing step, to create reading interest by having 15 minute reading time (Rule of Education Ministry Number 23 Year 2015), 2) developing step, to improve literacy ability by responding to enrichment book activity, and 3)

learning step, to improve literacy skill on all lessons by using enrichment textbooks and reading strategies on all lessons. Here is the map of school literacy development within three schemes of steps.

**Table 1:** Map of School Literacy Development in 3 Step Scheme [4]

Habitualization		Development		Learning	
1.	What literacy skill is needed on each habitualizing step?	1.	Providing reading experience	1.	Providing integrated learning model based on literacy.
2.	What is the focus and principle of activity in each habitualization?	2.	School society members who like reading.	2.	Arranging class based on literacy.
3.	What are principles of reading activities in the habitualizing steps?	3.	School society members	3.	Organizing materials.
4.	Reading activity and arrangement of rich literacy environment in the habitualizing steps?	4.	Selecting fiction and non-fiction books.	4.	Promoting integrated literacy based on theme and lesson
5.	Steps of the activities:	5.	Steps of the activities:	5.	Creating schedules
a)	Reading 15 minutes before learning started;	a)	Integrated reading	6.	Assessing and evaluating
b)	Arranging the facilities and literacy environment;	b)	Reading together	7.	Having conference with school society members.
c)	Creating rich text environment;	c)	Various creative activities, such as workbook, skill sheet (Triarama, Easy slit book, One sheet book, Flip flop book).		
d)	Selecting reading books at primary school;	d)	Discussing about books		
e)	Public involvement;	e)	Story – map outline		
6.	Achievement Indicators on each steps	f)	Achievement Indicators at developing stages.		
7.	Literate school ecosystem makes teachers literate by performing their working features.				

Utilization of short story as exemplary media to empower multicultural characters for high class primary school students during GLS could be started by developing stages since the stages had activity to respond the enrichment books. The literacy ability of the developmental stages at the level as follows.

**Table 2:** Literacy Skill of High Class Primary School on Developmental Stages [4]

Skills	Explanation
Listening	Listening to create empathy.
Reading	Reading fluently.
Speaking	Paraphrasing orally and expressing personal opinion toward a story.
Writing	<ul style="list-style-type: none"> <li>• Writing responses to main characters/story plot.</li> <li>• Writing modification of the story for both beginning, middle, and the ending parts.</li> </ul>

It was determined principles of activities in the development stages: reading book should be followed up by drawing, writing, moving, creating, and acting out to respond the text. It

should be adjusted to the levels and abilities of the students. Its assessment toward reading was non-academic in nature and focused on the students' behaviors. It is suggested for the educators to always motivate the students.

Besides to improve their reading understanding, discussion could help them to analyze the intrinsic elements. To develop better analysis understanding and ability, teacher could make question list as the table shown.

**Table 3: Question List**

<b>Question List to Develop the Discussion</b>		
<b>Elements of the Story</b>	<b>Low Class Primary School</b>	<b>High Class Primary School</b>
Topics/Themes	<ul style="list-style-type: none"> <li>• Can you guess the content of the story by looking at the illustration on the book's cover?</li> <li>• What do you learn from this story?</li> <li>• What message is delivered by teller/character?</li> </ul>	

**Table 4: Question List**

<b>Question List to Develop the Discussion</b>	
<b>Elements of the Story</b>	<b>High Class Primary School</b>
Characters	<ul style="list-style-type: none"> <li>• Who is the main character?</li> <li>• What problem is faced?</li> <li>• How did he solve it?</li> <li>• Do you like the actions in the story?</li> <li>• What are differences of the characters' natures?</li> <li>• Did you ever experience the same thing as the characters did?</li> <li>• What do you like from the A character? Why?</li> <li>• Do you agree with the actions of A? Why?</li> <li>• Did you ever meet someone like him?</li> </ul>
Story Plot	<ul style="list-style-type: none"> <li>• How is your impression of the character?</li> <li>• Can you map the story in the beginning, middle, and the ending of the story?</li> <li>• Did the solution make sense?</li> </ul>
Story Development	<ul style="list-style-type: none"> <li>• Can you separate the facts from such fiction story?</li> <li>• Which part do you want to modify? (beginning, middle, or the ending)</li> <li>• How do you change this story plot to be more interesting?</li> <li>• If you were the main character, what would you do?</li> </ul>

Besides the question guided by GLS manual at primary school, it was provided notes after reading such as these rubrics: 1) Me and the Characters, 2) What is said by the character? 3) background knowledge activation, 4) story map, 5) story plot, and 6) new word list.

However, the question list and rubrics still had difficulties in answering and filling them up since the students had difficulties to identify the elements of short story directly. It was needed a medium between short story and the process to answer and fill the rubric. This medium is called *cerpen – gram*, a table diagram to explain intrinsic elements of short story [7]. The elements explained in *cerpen – gram* reflected multicultures. Besides that, within multicultural context, the rubrics had not specifically directed students to use child short story to empower multicultural characters. Therefore, students and teacher expected to have literacy pocket book development based *cerpen – gram* (called as Busali Cerpen – Gram) to empower multicultural characters. It was called as pocket book to make it flexible in facilitating the students anytime and anywhere [8] as the short – story characters which could be read anytime and anywhere.

Literacy pocket book based *cerpen – gram* consisted of multicular description of child perspectives, for example the use of *cerpen – gram* to empower multicular characters of children, and the forms to fill by the students plus the directions as multicultural value internalization strategy. The principles of Busali’s work – Cerpen Gram are 1) reading short story, 2) writing intrinsic elements of the short story on *cerpen – gram* [9], and 3) internalizing values by analyzing and reflecting multicultural values [10], existing in short-story elements, especially the character’s profile.

According to Robert, value internalizations were identified as value integration of individuals, or psychologically, it is adjustment of belief, value, behavior, practice, and standard rules on individuals. In internalization process was closely related to student guidance. There are three stages representing internalization process, such as 1) value transformation step, 2) transactional value step, and 3) trans-internalization step [11]. Here are the analysis of short-story character analysis by using *cerpen – gram*.

**Table 5:** Topics and Titles of the Short Story by Cerpen – Gram 1

Topic	Title	Theme
Morale	We are stronger when we unite.	Union

**Table 6:** Names, Profiles, and Behaviors of Cerpen – Gram 2

Names		Profiles			Behaviors	
Male	Female	Low	Moderate	High	Hobby	Characteristics
Kevin	-	-	-	A son of businessman	Badminton	Sympathy
Ekrak	-	A son of a driver	-	-	Badminton	Polite

**Table 7:** Physical Apperance of Cerpen – Gram 3

Skin	Head	Hair	Eye	Nose	Eyebrow
White	-	Straight	Slanted	Pointed	Thin
Brownish	-	Curly	Wide	Flat	Thick
Chin	Mouth	Lip	Beard	Face	Body
Sharp	Tiny	Thin	Thin	Handsome	Tall
Flat	Wide	Thick	Thick	Sweet	Short

**Table 8:** Accessories of Cerpen – Gram 4

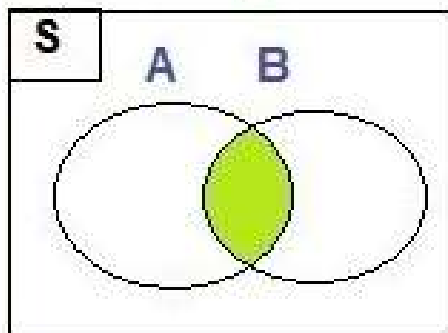
Styles of Clothing	Menu
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Male	Female	Signature Dish	Beverages
Sport	-	Chinese Noodle	Soda
Sport	-	lumpia	Tea

The examples of task after making cerpen – gram as seen below.

Find the similarities between the differences of the short – story characters.

- The names of the characters in Cerpen – Gram 2 are Kevin and Ekrak.
- The students were guided to connect those two characters' names by finding out the similar elements. It could be done by Venn diagram as follows.



- Given A = Kevin and B = Ekrak.
- Although they are different but they have similarities.
- From these differences, the students were trained to find the similarities to get the harmony. Then, they were asked to write it as reflection.
- For example:

*Kevin is a Chinese breeden born in Banyuwangi. Ekrak is a native of Solo – Javanese. They are a badminton male couple. They respect each other. Ekrak, which means as a bin, for Kevin is not a thing to be humiliated. Kevin understands well that the name, Ekrak, was given to him since all of Ekrak's brothers passed away. According an ancient Javancese belief, such kid should not be named as a human to avoid the same thing, same disaster. Thus, the name – Ekrak, does not mean to humiliate him. It has meaning. "Asma Kinarya Japa".*

## 5. Conclusion

PPK in empowering multicultural character based culture and exemplary methods had limited variative and accurate mindset models. There was a need of "role model" by utilizing multicultural of child short story characters which reflect social-cultural realities. They should be packaged into a literacy pocket book based *cerpen – gram* (table diagram of intrinsic short – story elements).

It is suggested for further investigations to develop literacy pocket book based on *cerpen – gram* to empower multicultural characters of primary school students.

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