

Exploratory Study of Need Analysis for Literature Appreciation Text Books Based on The Meaning of Philosophy and The Value of Characteristics Education in Yogyakarta

1st Akbar Al Masjid¹, 2nd Sumarlam², 3rd Retno Winarni³, 4th Budhi Setiawan⁴

{almasjida@student.uns.ac.id¹, sumarlam@staff.uns.ac.id², retnowinarni@staff.uns.ac.id³, buset74@gmail.com⁴}

University of Sebelas Maret, Street Ir. Sutami, No.36, Jebres, Surakarta, Central Java, Indonesia^{1,2,3,4}

Abstract. This exploratory study aims to explain the state of the textbooks that have been used so far and to find out the need for literary appreciation textbooks that are suitable for use in the Elementary School Teacher Education Study Program (PGSD) in Daerah Istimewa Yogyakarta (DIY). The type of research used in this study is an exploratory study with a qualitative descriptive method. Data collection techniques through document analysis and interviews. The results of exploratory data analysis show that most of the literature appreciation reference books (texts) used in lectures do not contain philosophical meanings, especially those that highlight the works of Ki Hadjar Dewantara (KHD) as the Father of National Education. Both lecturers and students stated that they needed and were happy if there was a literary appreciation textbook in which it examined the philosophical meaning and value of character education from KHD works to support literary appreciation study.

Keywords: needs analysis, textbooks, literary appreciation, philosophical meaning, character education.

1 Introduction

One of Ki Hadjar Dewantara's (KHD) literary works is Serat Sari Swara. The first version of Serat Sari Swara was written using Javanese script which was printed in 1930 in The Hague, Netherlands (information is on the cover of the manuscript). Then it was printed in a Latin written version by the publisher Pradnjaparamita, Jakarta in 1964. His work contains teaching methods using gending literature which is delivered in the form of children's dolanan songs (*tembang lare*), classic Javanese songs (*sekar gendhing*) and *macapat* songs, so that this literary work can be classified as classical literature and also children's literature because it contains songs for children. Children's literature is a literary work that contains elements of entertainment and understanding [8], which in general terms is called sweet and usefull or delicious and useful [10].

Serat Sari Swara contains many values of character education that are relevant to be taught and internalized in education as well as in daily life to create a society that is pious, has noble character, is capable and competent and has a national perspective. Winarni and Slamet [17] mentions that there are three values of character education that can be applied in literary works (poetry), namely (1) religious, which includes the values of human relations with God, fellow humans, and other living creatures; (2) independence, which includes the values of self-discipline, work ethic, attitude of responsibility, and self-control and courage, (3) decency, which includes the values of love and compassion, solidarity, help, respect, tolerance, shame, and integrity. This is as stated by Ki Hadjar Dewantara [3] based on the theory of educational science, it is stated that teaching *tembang* or *gendhing* (poetry) to students has a huge impact/benefit on refinement/nobility of mind (sensitivity of taste), fosters a sense of pride in the spirit of nationalism and literary knowledge. Therefore, in any country the teaching of the song in learning is a matter of utmost priority.

The concept of Ki Hadjar Dewantara in teaching character can be achieved with Tri-Nga (*ngerti, ngrasa, nglakoni*). *Ngerti* (Understanding) means knowing about good and bad things, then *ngrasa* as feeling is having awareness, willingness and intention to do good, and *nglakoni* (action) which means doing good deeds that have a good impact on oneself, others, and the environment around them. This is in line with what Lickona stated in his book *Educating For Character* which states that character has three interrelated parts, namely moral knowledge, moral feelings, and moral behavior. Good character can be identified from knowing good things/moral knowing, wanting good things/moral feeling, and doing good things/moral action [7]. The cultivation of character education can be interpreted as a system of planting character values which includes components of knowledge (knowing), awareness or willingness (reasoning), and action (acting) to carry out the values of goodness to God, oneself, others, the environment, so that become a human human [13].

Education should not only emphasize the cognitive/intellectual aspect, but must be able to educate morals/morals with character education. Remembering that a strong character will form a tough mentality, while a tough mentality will give birth to superior humans, and are able to compete in the hypercompetitive era in the future. Character education in this case can also be called character education as explained by Ki Hajar Dewantara that the teaching of character is nothing but a supporter of the development of a child's life physically and mentally from his natural nature towards civilization [3].

Instilling the value of character education in students can basically go through all courses, including the Literary Appreciation course. Literary appreciation courses can build character education through the example of characters and stories contained in literary works. The teaching of literary appreciation is teaching about the assessment and appreciation of a literary work, whether in the form of prose or poetry. Appreciation has several levels as described by Disick [5] level of liking, level of enjoyment, level of reaction and level of production. With this level of appreciation, it will make it easier for students to appreciate literary works and find out the meaning in them.

In the implementation of the Literary Appreciation lecture at the PGSD Study Program in the Special Region of Yogyakarta, in general, lecturers explain the meaning of literary appreciation, literary genres, examples of poetry and prose, and students are given the task of appreciating literary works. The material delivered by the lecturer has not integrated the philosophical

meaning and values of character education. The philosophical meaning in question is the meaning contained behind the referent, it can be a symbolic meaning, cultural meaning, or belief, while the value of character education includes value education, character or moral education which aims to instill and develop good character to students.

The results of interviews with several PGSD students in Yogyakarta, stated that students do not yet have textbooks on literary appreciation, they tend to take references from online sources on the internet. Even if there are those who have literary appreciation textbooks, there are only a few students and they have not integrated the values of character education and philosophical meaning, especially those containing Ki Hadjar Dewantara's *Serat Sari Swara*. Therefore, it is necessary for the contribution of lecturers to provide solutions to students so that they can have the ability to appreciate and internalize the values of character education and philosophical meanings contained in *Serat Sari Swara*.

Given the importance of this, the researcher wants to conduct an assessment of *Serat Sari Swara* as an object of research that will be developed into a literary appreciation textbook containing philosophical meanings and the value of character education. Textbooks are media and learning resources used to support learning programs at schools or campuses. This is supported by the opinion of Puspita, et al. [13] states that textbooks are learning resources written in a scientifically structured manner that explain scientific disciplines comprehensively.

Textbooks can be one of the media or learning resources commonly used in teaching and learning activities. This is as stated by Sitepu [14] textbooks are used as a source of learning in the learning process and teach students. The information contained in the textbook should be able to help achieve competence or learning objectives. Chen's research [2] also states that in Taiwan textbooks are considered as one of the important learning resources as well as teachers in supporting the success of learning activities. This is confirmed by Hutchinson & Torres [6] which states that there is no learning situation that achieves maximum results without using a comprehensive and relevant textbook with the material being taught.

Based on the problems above, it is necessary to conduct an exploratory study on the condition of the textbooks used so far and analyze the needs of lecturers and students for literary appreciation textbooks containing philosophical meanings and the value of character education based on the teachings of Ki Hadjar Dewantara in *Serat Sari Swara*. This exploratory study was conducted through interviews and observations of the contents of existing textbooks. This exploratory study aims to explain the analysis of the need for literary appreciation textbooks based on philosophical meaning and the value of character education in universities, especially in the Elementary School Teacher Education Study Program (PGSD) in Yogyakarta Special Region (DIY). Needs analysis is carried out in order to find out the difference between the desired conditions (ideal conditions) and the conditions or situations that exist in the field (real conditions). This stage is useful for determining what is needed in the field according to ideal standards. Needs analysis is also an evaluation tool regarding the imbalance of existing conditions in the field with an ideal situation, then finding a solution or perfecting the need for an ideal textbook.

2 Research Method

The type of research used in this study is an exploratory study with a qualitative descriptive method. What is done in this exploratory study is conducting research and initial data collection (Research and information collecting) as a preliminary study to determine the qualifications of the product needs to be developed. This step includes field exploration activities, literature studies, and preparation of new product plans to be developed.

This exploratory study was conducted in an effort to determine the state of the textbooks that have been used so far and the need for textbooks to be developed. The objectives of the exploration are: (1) to describe the responses of lecturers or students to the literature appreciation textbooks that have been used so far; (2) describe the characteristics of literary appreciation textbooks used by lecturers or students in literary appreciation lectures; and (3) analyzing the needs of lecturers and students for literary appreciation text books based on philosophical meaning and character education. The information that needs to be explored at this preliminary study stage is to explain the importance of developing a literary appreciation textbook containing philosophical meaning and the value of character education in Ki Hadjar Dewantara's *Serat Sari Swara* which is appropriate for improving the ability of literary appreciation in PGSD students in the Special Region of Yogyakarta. The description of the exploration stage will be explained in the following description.

The data at this stage is in the form of qualitative data, namely data in the form of speech (interviews), written data from various existing literary appreciation textbooks. The sources of data in this exploratory study come from informants, documents and events. Data collection techniques at this exploration stage include three techniques, namely in-depth interview techniques (in-dept interview), and document analysis. The data analysis technique used in this study uses an interactive model. Miles, Huberman, and Saldana [9] there are 3 steps in conducting interactive analysis, namely (1) the process of data reduction/data condensation; (2) the process of presenting data/data display; and (3) drawing conclusions or verifying data/drawing and verifying conclusions.

The research location for the exploration stage is located at a university in the Special Region of Yogyakarta (DIY) which has a study program (Prodi) of Elementary School Teacher Education (PGSD) and more specifically in its curriculum contains courses on literary appreciation. The PGSD Study Programs in DIY Province which hold literature appreciation lectures are: (1) Universitas Sarjanawiyata Tamansiswa (UST), (2) Universitas Negeri Yogyakarta (UNY), (3) Universitas Ahmad Dahlan (UAD), (4) Universitas Sanata Dharma (USD), dan (5) Universitas PGRI Yogyakarta (UPY). The research time for this stage lasts approximately one month, from October to November 2021.

The interview technique used is a semi-structured interview. Semi-structured interviews mean that researchers continue to use interview signs or grids as guidelines for conducting interviews, but from the interview grids, they can be developed flexibly following the answers from respondents/informants. The following is a grid or instrument used in the interview.

1. Are there any courses related to literary appreciation in the PGSD study program? What is the name of the course?
2. In what semester is the Literature Appreciation course held?

3. How many classes do you teach?
4. Is the nature of this course mandatory for every PGSD student?
5. Do you often prepare lesson plans and textbooks every semester?
6. Is there a special textbook for teaching literary appreciation?
7. What is the title of the textbook used to support the Literary Appreciation lecture material?
8. Does the textbook contain the philosophical meaning and value of character education?
9. Does the book contain the teachings of Ki Hadjar Dewantara?
10. Is it necessary in literature appreciation lectures to try to explore and appreciate Ki Hadjar Dewantara's literary works, especially those containing philosophical meanings and character education?

3 Result And Analysis

Research Results: Needs Analysis of Literary Appreciation Textbooks

This needs analysis research was carried out using an exploratory study through data mining activities in the field using interview techniques. The interview informants in this exploratory study included five PGSD lecturers in the Special Region of Yogyakarta (DIY). This exploratory study was conducted at five universities (universities) in DIY that have an Elementary School Teacher Education study program. The five universities are: (1) Universitas Sarjanawiyata Tamansiswa (UST), (2) Universitas Negeri Yogyakarta (UNY), (3) Universitas Ahmad Dahlan (UAD), (4) Universitas Sanata Dharma (USD), dan (5) Universitas PGRI Yogyakarta (UPY). This needs analysis is used as a basis or preliminary study for the second stage of research or development. The following is a reflection of the results of interviews in an exploratory study.

3.1. Results of Analysis of Literature Appreciation Textbook Needs for UST Lecturer

The results of an interview with one of the lecturers of the language family at the Bachelorwiyata University Tamansiswa Yogyakarta can be concluded as follows. Courses related to Indonesian in the UST PGSD Study Program are in semester 1 there are Indonesian Language Courses and Theory and Literary Appreciation Courses in Elementary School, then in semester 2 there are Language Studies Courses, in semester 3 there are Indonesian Language Skills Courses, in Semester 4 there is an Elementary Indonesian Language and Literature Learning Course, and in semester 5 there is an SD Indonesian Language Learning Innovation Course. Courses that are closely related to literary appreciation material are found in semester 1 of the Theory and Literary Appreciation Course in Elementary School, with a weight of 2 theoretical credits and are mandatory.

The reference books used to teach appreciation of literature are Burhan Nurgiantoro (*Sastra Anak Pengantar Pemahaman Dunia Anak*) and the main text book written by the lecturer himself (Anang Sudigdo) entitled *Multikulturalisme dalam Sastra Anak* which discusses the appreciation of children's literature. The book specifically discusses multiculturalism education and the values of multiculturalism contained in children's literature, while the content of philosophical meaning and character education has not been presented in more detail in this book. According to the response from the informant, it is very possible and necessary to develop a literary appreciation textbook based on philosophical meaning and the value of character

education taught by Ki Hadjar Dewantara, because in the past he wanted to include Ki Hadjar Dewantara's teachings from *Serat Sari Swara* but it has not materialized. The following is a direct quote from an interview with an informant from one of the UST lecturers.

“Bisa banget. Dulu itu saat FGD atau saat-saat lanjut penelitian memang disarankan untuk memasukkan ajaran Ki Hadjar Dewantara di dalam buku ini. Dulu itu saya ingin mengambil ajaran Sari Swara... Perlu Pak, malah bagus sekali itu nanti Pak. Sangat perlu banget ya Pak, karena ajaran Ki Hadjar Dewantara itu sangat bagus banget untuk diterapkan dan ajarannya sangat banyak banget untuk dikembangkan dalam buku apresiasi sastra itu sangat bagus karena akan dibaca oleh dosen maupu mahasiswa tidak hanya mahasiswa UST tapi dari kampus-kampus lain akan memahami ajaran Ki Hadjar Dewantara.” (Interview for exploration study, with UST Lecturer, November 5, 2021)

“It can really be. In the past, during FGD or further research, it was suggested to include the teachings of Ki Hadjar Dewantara in this book. I used to want to take the teachings of Sari Swara... Need sir, it's actually very good that later sir. It is very necessary, sir, because the teachings of Ki Hadjar Dewantara are very good to be applied and the teachings are very much very much to be developed in the literary appreciation book it is very good because it will be read by lecturers and students not only UST students but from other campuses will understand the teachings of Ki Hadjar Dewantara.” (Interview for exploration study, with UST Lecturer, November 5, 2021)

The results of the interview can be concluded that there is a great need for a literary appreciation textbook which examines the philosophical meaning and values of character education primarily which contains the teachings of Ki Hadjar Dewantara as the Father of National Education to enrich the existing treasures of children's literary appreciation studies. Therefore, the results of this analysis require the development of a literary appreciation textbook based on the philosophical meaning and values of character education from the teachings of Ki Hadjar Dewantara as contained in *Serat Sari Swara*.

3.2. Results of Analysis of Literature Appreciation Textbook Needs for UNY Lecturer

An interview with one of the UNY lecturers who teaches Indonesian was conducted online through the Zoom cloud meeting application. The interview was conducted on November 7, 2021. The activities of this interview can be concluded as follows.

The course which is specifically called Sastra Anak or Apresiasi Sastra at PGSD UNY it is not in the curriculum, but at UNY the material about literary appreciation is discussed in the Course Konsep Dasar Bahasa Indonesia SD. So there are about four meetings in the special material for literary appreciation. These courses are programmed in semester 1 with a weight of 3 theoretical credits which are mandatory. There are no modules or reference books that are used to teach literary appreciation specifically, but they still use general references, including Burhan Nugiantoro's book (*Sastra Anak: Pengantar Pemahaman Dunia Anak*), Sugihastuti (*Sastra Anak: Teori dan Apresiasi*), Zulela (*Pembelajaran Bahasa Indonesia dan Apresiasi Sastra di SD*).

Regarding the content of philosophical meaning and the value of character education in the book, no one has specifically discussed the philosophical meaning. This is like the quote in the following interview.

“Kalau makna filosofis belum, njih. Jadi masih umum, biasanya saya kembangkan sendiri dari jurnal dan sebagainya. Karena kalau buku-buku terkait makna filosofis dan sebagainya itu masih masih jarang ya. Adanya itu tentang konsep sastra anak, fungsinya apa, manfaatnya dan sebagainya, tetapi kalau tentang konsep makna filosofis terus hubungan sastra anak dengan nilai pendidikan karakter atau budi pekerti itu kan memang kita kan lebih mengembangkan sendiri.” (Interview for exploration study, with UNY Lecturer, on 7 November 2021)

“If the philosophical meaning is not yet, it is not. So it's still common, I usually develop it myself from journals and so on. Because if books related to philosophical meanings and so on are still rare. The existence is about the concept of children's literature, what its function is, its benefits and so on, but if it is about the concept of philosophical meaning, the relationship between children's literature and the value of character education or ethics, we will indeed develop ourselves more.” (Interview for exploration study, with UNY Lecturer, on 7 November 2021)

The interview excerpt above can be concluded that there is still an opportunity to develop a literary appreciation textbook based on philosophical meaning and the value of character education. This was reinforced by the response from an interview with Mrs. Octa as a PGSD lecturer at UNY who stated that it was very important and needed to be developed.

“Ya Bapak, Perlu sekali Pak. Jadi manfaatnya banyak. Karena jujur memang buku terkait tentang itu belum ada nggih Pak. Juga kalau nanti Pak Akbar ingin mengambangkan itu sangat bagus, dan bisa saya gunakan sebagai referensi. Terutama tentang Ki Hadjar, misalnya tentang pembelajaran bahasa menurut Ki Hadjar misalnya dengan permainan atau Sari Swara. Saya tertarik dengan Tokoh Ki Hadjar sendiri, kalau di Bahasa Indonesia Sari Swaranya itu seperti apa, kan perlu ada referensinya sendiri. Untuk Sari Swara itu menarik sebenarnya Pak, apalagi untuk anak-anak usia sekolah dasar.” (Interview for exploration study, with UNY Lecturer, on November 7, 2021).

“Yes sir, it is very necessary sir. So the benefits are many. Because honestly, there is no related book about it yet, sir. Also, if mr. Akbar wants to float it later, it is very good, and I can use it as a reference. Especially about Ki Hadjar, for example about language learning according to Ki Hadjar for example with games or Sari Swara. I am interested in Ki Hadjar himself, if in Indonesian Sari Swaranya is what it looks like, there needs to be his own reference. For Sari Swara it's actually interesting sir, especially for children of primary school age.” (Interview for exploration study, with UNY Lecturer, on November 7, 2021).

Based on the interview data, it can be concluded that it is very important and necessary to develop a literary appreciation textbook from Ki Hadjar Dewantara's work, considering that the concept of Ki Hadjar's teachings is very good but still in local language (Javanese) so it needs to be adapted and developed and applied in literary learning with modern packaging so that it is easy to learn and understand by students.

3.3. Results of Analysis of Literature Appreciation Textbook Needs for USD Lecturer

Interviews with lecturers from the University of Sanata Dharma (USD) who support Indonesian Language Clumps were carried out online through the Zoom cloud meeting application. The interview was conducted on November 10, 2021. The results of this interview can be concluded as follows.

Elementary Indonesian language courses at USD include Appreciation for Children's Literature, Indonesian Language Skills, Indonesian Language Teaching Skills, and Dramatic Arts Education. However, for courses that are more related to literary appreciation, namely the Children's Literary Appreciation Course with a weight of 2 credits, it is programmed in the even semester (semester 6) with the nature of compulsory subjects.

The reference book used for the Appreciation of Children's Literature course uses a book from Burhan Nurgiantoro (Sastra Anak: Pengantar Pemahaman Dunia Anak), Charlott Hart's book from Ohaiyo University, and uses a learning module developed by the lecturer himself entitled Appreciation of Indonesian Children's Literature. The developed module contains many philosophical values such as ontology, epistemology, axiology and also about the pedagogy of personality development, children's emotional development. Emotional intelligence. However, based on the results of interviews with informants (lecturers of PGSD USD) in the reference book used, there is nothing that contains the philosophical meaning and value of character education from Ki Hadjar Dewantara, and if there is a literature appreciation reference book that is charged then it is very good what else source or the development of Ki Hadjar Dewantara's teachings. This is as conveyed in the following interview response.

“Nilai filosofis sastra anak iya. Ya seperti buku biasa itu saya masukkan ontologi, epistemologi, aksiologi, samapai ketemu pohon ilmunya itu. Lalu saya ceritakan dalam buku itu sastra anak itu tidak bisa lepas dari pedagogi. sastra anak tidak bisa lepas dari nilai-nilai moral, dan harus memuatnya. Jadi kalo pertanyaannya tadi tentang nilai moral atau budi pekerti harus ada pak dan itu saya tulis di buku, yaitu perkembangan kepribadian, perkembangan emosi anak. Kecerdasan emosional.” (Interview for exploration study, with USD Lecturer, on November 10, 2021).

"The philosophical value of children's literature is yes. Yes, like a normal book, I put ontology, epistemology, axiology, and found the tree of science. Then I told you in the book that children's literature could not be separated from pedagogy. children's literature cannot be separated from moral values, and must contain them. So if the question was about moral values or ethics, there must be a sir and that I wrote about in the book, namely personality development, child emotional development. Emotional intelligence." (Interview for exploration study, with USD Lecturer, on November 10, 2021).

Furthermore, based on interview data, does the study of literary appreciation have to contain the philosophical meaning and values of character education developed from the concept of Ki Hadjar Dewantara's teachings? The answer or response from the informant (Pak Damai/ UPY PGSD Lecturer) stated that he thought it was very necessary and he would be very happy if there was such a book. He added that Ki Hadjar's book contained the concept of *neng-ning nung-nang*, in fact Ki Hadjar also applied the concept of education presented by Montesory. According to him, if Indonesia had always followed the educational philosophy of Ki Hadjar's pedagogy, surely Indonesia would have advanced, because Ki Hadjar's concept of education has always been constructivist. So according to him, it is very useful, if literature can take part in studying and developing Ki Hadjar's works.

3.4. Results of Analysis of Literature Appreciation Textbook Needs for UPY Lecturer

Interviews with lecturers from the Yogyakarta PGRI University (UPY) who support Indonesian Language Clumps were carried out online through the Zoom cloud meeting application. The interview was conducted on November 11, 2021. The results of this interview can be concluded as follows.

The names of Indonesian language courses at UPY include Indonesian Language Education Courses in semester 1, Indonesian Language 1 in semester 2 and Indonesian Language Course 2 in semester 3. Meanwhile, literature appreciation material is more dominantly taught in Indonesian Language Course 1 which is implemented in even semesters, namely semester 2 with a weight of 3 credits and is mandatory for every PGSD student. For reference books used in their lectures, respondents stated that there were no special textbooks to teach literary appreciation in particular, he used learning resources from journal articles related to the material or used general reference books that did not fully refer to the syllabus or lesson plans. The reference books used for teaching include the *Pendidikan Bahasa Indonesia untuk Perguruan Tinggi* book (by Dr. Eko Kuntarto and Mr. Suyanto), and the book *Pengantar Pendidikan Bahasa Indonesia*.

Furthermore, the reference book used, based on the responses in the interview, did not contain the philosophical meaning and value of character education. And according to him, it is very good if there is a literary appreciation textbook that contains or teaches, analyzes the philosophical meaning and value of character education, especially if it comes directly from the work of Ki Hadjar Dewantara. This is like what is conveyed in the following interview excerpt.

“Kalau dalam buku-buku tadi saya baca belum ada, Pak. Menurut saya, sebenarnya kan Ki Hadjar Dewantara memiliki filosofi pendidikan dan dikenal sebagai Bapak Pendidikan Nasional, memang sangat dibutuhkan, karena saat ini secara tidak langsung karakter anak saat ini perlu dibangun dari hal seperti itu. Karena kita lihat anak-anak sekarang agak berbeda dengan anak zaman dulu punya karakter. Jadi menurut sangat bisa untuk dikembangkan Pak. Jadi bagus sekali kalau Pak akbar ingin mengembangkan buku dari karya Ki Hadjar tersebut.”
(Interview for exploration study, with UPY Lecturer, on November 11, 2021).

"If I read the books I haven't read in the books, sir. In my opinion, actually, Ki Hadjar Dewantara has an educational philosophy and is known as the Father of National Education, it is indeed very much needed, because nowadays indirectly

the character of today's children needs to be built from such a thing. Because we see that children today are somewhat different from children in the past have character. So I think it is very feasible to develop sir. So it's great that Pak akbar wants to develop a book from Ki Hadjar's work." (Interview for exploration study, with UPY Lecturer, on November 11, 2021).

Based on the interview data, it was stated that the development of literary appreciation textbooks based on the teachings of Ki Hadjar Dewantara was very necessary and very good, because according to him, KI Hadjar Dewantara apart from being the father of National Education, KHD also had concepts about character education that needed to be taught and re-instilled. for generations to come.

3.5. Results of Analysis of Literature Appreciation Textbook Needs for UAD Lecturer

An interview with a lecturer at Ahmad Dahlan University (UAD), one of the Indonesian Language Cluster supervisors. The interview was conducted online through the Zoom cloud meeting application on November 17, 2021. The results of this interview can be summarized as follows.

There are courses related to literary appreciation at PGSD UAD in the odd semester, namely in the first semester there is *Bahasa Indonesia SD* Course, then in the third semester there is *Pembelajaran Bahasa dan Apresiasi Sastra di SD*, then in semester 5 there is the Development of Elementary Indonesian Language Learning. However, for the literary appreciation material itself, it is included in the *Pembelajaran Bahasa dan Apresiasi Sastra SD* Course in semester 3

The reference books used are still general in nature, such as the books available in bookstores and then adjusted to the RPS. Learning appreciation of literature at PGSD UAD will be very happy if there are new reference books that are in accordance with the current educational context. According to him, reference books should contain philosophical values, character and/or Pancasila values. He also appreciates and is very happy if there are books that develop from Ki Hadjar Dewantara's works, and according to him it would be more useful if Ki Hadjar Dewantara's works, which incidentally are mostly in Javanese, could be conveyed into Indonesian so that they can be understood by all current students. This is as conveyed by the informant in his response during the interview, in the following interview data excerpt.

“Kita juga akan mengapresiasi dan membutuhkan malah senang apabila ada buku-buku terbitan baru misalnya dari panjenengan atau peneliti lanjutan yang kaitan tentang apresiasi sastra terkini. Baik. Apabila kita melihat filosofis misalnya sebagai contoh ya, saya diminta Airlangga untuk menjadi penulis. Kemarin terakhir menulis buku Bahasa dan Sastra untuk SMK. Itu memang penanaman budi pekerti, penanaman nilai-nilai Pancasila itu juga harus diimplementasikan, disuplemenkan, harus dimasukkan dalam pembelajaran. Itu artinya penting, karena materi itu kalau dulu di PPKn, Kewarganegaraan kemudian Bahasa. Dan akhir-akhir ini mahasiswa kita perlu dibentengi dengan nilai-nilai yang Panjenengan sampaikan tadi. Akan sangat bagus jika itu bisa diimplementasikan dalam buku yang menarik.” (Interview for exploration study, with UPY Lecturer, on November 17, 2021).

"We will also appreciate and need to be happy if there are new published books, for example from panjenengan or follow-up researchers who are related to the latest literary appreciation. Good. If we look at philosophical for example, yes, I was asked by Airlangga to become a writer. Yesterday last wrote a book of Language and Literature for SMK. It is indeed the cultivation of ethics, the cultivation of Pancasila values that must also be implemented, supplemented, must be included in learning. That means it is important, because the material is if it used to be in KDP, Citizenship and then Language. And lately our students need to be fortified with the values that Panjenengan conveyed earlier. It would be great if it could be implemented in such an interesting book." (Interview for exploration study, with UPY Lecturer, on November 17, 2021).

Furthermore, regarding the need to integrate Ki Hadjar Dewantara's literary works in literary appreciation learning materials, especially those related to the philosophical meaning and values of character education, he strongly agrees and it will be much more useful when he can explore and express the concept of Ki Hadjar's teachings which are still in Javanese (Javanese centric) to Indonesian so that it can be understood by all students, not only those with Javanese background.

Discussion

Based on the results of the analysis above, it shows that some lecturers already have literary appreciation textbooks and are used in lectures. There are literature appreciation textbooks that have character education but some have not. However, as far as the researcher searches, the literary appreciation textbooks used in lectures have not been loaded/based on the philosophical meanings and values of character education from Ki Hadjar Dewanatara's Serat Sari Swara. Therefore, researchers will try to develop a literary appreciation textbook based on philosophical meaning and the value of character education taken from the source of Serat Sari Swara by Ki Hadjar Dewantara.

Textbooks have a function as a companion to other learning resources such as textbooks, workbooks or others. Thus, it can be said that textbooks are enrichment materials that complement the existence of textbooks [25][16]. Textbooks are closely related to the curriculum, syllabus, competency standards, and basic competencies so that the structure of the textbooks adjusts the curriculum and syllabus prepared by the Badan Standar Nasional Pendidikan (BSNP). While the textbooks referred to here are teaching materials or materials as an enrichment and support for textbooks or other textbooks that are prepared based on learning/lecture needs. It can also be said that textbooks are books published to support the curriculum and syllabus and published by the government.

Textbooks have characteristics as conveyed by O'Neill [11] as follows: (1) textbooks are not specifically designed for specific groups/ courses, but are very suitable for the needs of the learner, (2) textbooks help students to learn learning materials that are appropriate to the learning topic, (3) the existence of textbooks can help learning activities independently when the teacher cannot be present in class. (4) textbooks assist teachers in developing their subject matter. Therefore in the development of a good textbook should pay attention to the following points. First, analyze the needs of readers either from the lecturer/teacher or student/student side.

Second, pay attention to the learning objectives of the development of textbooks. Third, explore the reference sources appropriate to the textbook to be developed [1].

4. Conclusion

Based on the results of interviews with PGSD lecturers in the Province of Yogyakarta (PGSD UST, UNY, USD, UPY, and UAD) it was stated that the naming of courses related to literary appreciation between universities mentioned above uses different names. The implementation is also different, some are held in odd semesters such as in semesters 1, 3 and 5. There is also literature appreciation material which is held in even semesters, namely in semesters 2 and 4. In general, every lecturer already has a reference book to support lectures. appreciation of literature but overall based on the results of interviews with lecturers and students the reference book does not contain the philosophical meaning and value of character education from the teachings of Ki Hadjar Dewantara in the work of *Serat Sari Swara*. Therefore, the lecturers and students feel the importance or need for a literary appreciation textbook with the theme of Ki Hadjar Dewantara's work on the philosophical meaning and value of character education as a reference and support for the success of literary appreciation lectures.

Based on the data collected through interviews regarding the supporting references used in lectures, some use reference books from other authors and some use modules written by the lecturer concerned but only used for their own circle students. The reference books include Burhan Nurgiantoro (*Sastra Anak: Pengantar Pemahaman Dunia Anak*), (*Sastra Anak: Teori dan Apresiasi*), Zulela (*Pembelajaran Bahasa Indonesia dan Apresiasi Sastra di SD*), Anang Sudigdo (*Multikulturalisme dalam Sastra Anak*), Apri Damai (*Apresiasi Sastra Anak Indonesia*), as well as relevant journal articles. However, all the references (textbooks) do not contain the philosophical meaning and value of character education from Ki Hadjar Dewantara's teachings. Which is based on field studies through interviews with lecturers who feel the need to study and teach Ki Hadjar Dewantara's literary works which are rich in philosophical values and character education to students. So based on the exploratory study, it is stated that lecturers and students need literary appreciation textbooks based on philosophical meaning and the value of character education as learning support books that have qualifications as textbooks that can improve students' ability to appreciate literary works.

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