

# The Development of Textbooks Using Modern Javanese Novels of 1950s-2000s Periods to Strengthen the Character Education: An Exploratory Research

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**Abstract:** *This research aims to describe the state of teaching materials and the needs analysis of textbooks about modern Javanese novels within 1950s - 2000s eras based on the character education viewpoints through which the urgent literary learning in Javanese Language Education Study Program and Javanese Language and Literature Education Study Program at some universities in Central Java is mainly concerned. The data were gained from the students and lecturers of Literary Criticism subject at 4 (four) colleges, namely (1) Sebelas Maret University of Surakarta (UNS), PGRI Teacher's Training and Education Institute (IKIP PGRI Semarang), (3) Muhammadiyah University of Purworejo (UMPurworejo), and Veteran Bantara University of Sukoharjo (Univet Bantara Sukoharjo). The results of the research show that Literary Criticism learning, especially modern Javanese novels, is still far from what is expected. Modern Javanese novels are unusual materials for students to learn resulting from the limited numbers of Javanese novels and reference books on Javanese novels to support learning. The materials used in the learning activities do not pertain to the needs analysis of the students. The subjects of this research development were the students and lecturers of Literary Criticism subject. The techniques applied for obtaining the data were questionnaires, interviews, and observations. The researchers gained data from many sources to strengthen the validity. The sources were events, informants, and documents. The techniques used to ensure the data validity were data triangulation, source triangulation, method triangulation, and theory triangulation. The techniques in the data analysis were data collection and classification, data reduction, data presentation, and conclusion or verification.*

**Keywords:** *development, textbooks, needs analysis, modern Javanese novels, character education*

## 1. Introduction

A textbook is one of the learning sources commonly used by teachers. Purwanta (2012) emphasizes that a textbook has recently become more central than usual in terms of teaching and learning processes because teachers find it difficult to develop their own teaching materials. Regardless of this hindrance, a textbook is very important for them to support the success of teaching and learning processes.

The urgency of using local language and literature (in this case Javanese) has particularly been mentioned in various rules and regulations. A primary function of local language is to support the national language as it is written in the Indonesian Constitution of 1945, section 32, article (2): *the state respects and preserves local languages as national cultural treasures*. As the Constitution indicates further, a local language such as Javanese must be respected and preserved. In addition, the Constitution on National Education System number 20 year 2003 section 37 article (1): *the curriculum of primary and secondary education is compulsory in terms of points (c) learning the language and (j) local contents*. Accordingly, language becomes a school subject, not only a subject of local contents but also the language subject that covers Indonesian language, local language, and foreign language, as mentioned in the section 37 article (1).

Javanese literary work, along with novels, contains educational values like character or personality. According to Mahmud (2011), those values are closely related to national character building. Suparno et al (2003: 3) add that

our national education has recently faced many obstacles in the process of building Indonesian character because the finest and strongest personality is rarely found in recent generations. This may emerge in different forms amid the rapid development of science and technology, the flow of globalization, and many other factors that have big roles to play in tackling multi-faceted problems.

In fact, some terms are interchangeably used to share similar meanings, referring to character, moral, behavior, and ethics (Suwandi, 2012). For this reason, character education epitomizes moral or personality domain that, to a certain extent, leads to mainstreamed character education through which similar essence of meaning is emphasized considerably. Hence, Lickona, Schaps and Lewis (2010) formulate eleven principles of effective character education. One of them is the importance of involving parents and the whole society in developing the children's character (Lickona, 1996: 98).

Through the Finest Committee of Tamansiswa, Dewantara (2013: 26) introduces a term called *character* to differentiate several types based on the personal propensity. Its emergence is not analytical, but global and ethical in nature, often exceeds the sense of proper behavior. Therefore, Prof. Spranger characterizes people's character into six types dealing with personal propensity of (1) dominance/*machts mensch*, (2) religion/*religieus mensch*, (3) beauty/*kunst mensch*, (4) utility or usefulness/*nutz mensch* or *econmisch mensch*, (5) knowledge or reality/*wetenschaps* or *waarheids mensch*, and, (6) help or serve/*sociale mensch*.

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## 2. Review of Literature

Researches that focus on textbook, Javanese literature and Javanese novels are rarely conducted. However, a few of them discuss similar critical issues undertaken by either Indonesians or foreigners, as stated below.

Jun-Yi Chen (2013) in a research entitled *An Analysis of Elementary School Science and Technology Textbooks: An Examination of Causal Explanation and Predictive Explanation* discusses that a textbook is a valuable resource for teachers. The objective of Chen's research is to test the average percentage of empirical explanation, including its causal and predictive explanation, about textbooks on science and technology in some Elementary Schools in Taiwan. This issue is relevant because it discusses about textbooks. The difference is that Chen discusses about textbooks on science and technology, while this research attempts to examine literary textbooks.

Imroatu Solikhah et al (2014) conduct a research entitled *A Competency-Based Eap Textbook for Learners of Non-English Program (Research and Development at State Universities in Central Java and Yogyakarta)*. Their aim is to develop academic English textbooks related to the competency of non-English program students at some state universities in Central Java and Yogyakarta. Similar to this research, it aims to develop textbooks for university students in Central Java. However, this research focuses more on developing textbooks on modern Javanese novels in 1950s - 2000s eras to strengthen the character education. Solikhah et al develop academic English textbooks based on the competency of non-English program students. Their research is relevant to this research since it can be a reference in developing university student's textbooks although the subject is different.

Evy Tri Widyahening et al (2013) write a research entitled *Pengembangan Buku Teks Drama Dengan Metode Sosiodrama [The Development of Drama Textbooks Using Socio-drama Methods]*, aiming to decide the needs of a drama textbook using socio-drama methods for the Language Education Study Program, prepare and compose a prototype of a drama textbook, develop the prototype to become a drama textbook, and decide to develop textbooks in an experiment research. Similar to this research, they also study and develop a textbook for university students. The difference lies on the object of the study, which is a drama textbook using socio-drama methods. This research studies about novels based on the character education, but the research done by Widyahening et al is relevant as a reference for research and development projects in education, textbooks, and literature (drama, novels, prose, etc.).

I Nyoman Suwija (2012) in his research entitled *Nilai-Nilai Pendidikan Karakter dalam Pembelajaran Bahasa Bali [Character Education Values in Learning Balinese Language]* reveals that the materials on Balinese language contain much about Balinese culture, Hinduism, and nationalism values. Balinese language teachers have a big role to implement the character education values. Suwija's research is very relevant, because, similar to Balinese language, Javanese language (as used in Javanese novels)

also contains the character education and ethics. Both have the similarity in terms of the object of study, which is the character education or ethics. The difference is on the use of language. Suwija analyses Balinese language, while this research examines Javanese language in Javanese novels.

Ming-Tung Wang (2013) in a research entitled *What Non-Japanese Majors in Taiwanese Universities Consider Good Japanese Textbooks: Findings from Questionnaires and Comparisons with Case Studies in Japan* explores how 506 non-Japanese students from 23 classes in 9 different universities assess Javanese textbooks using mind-mapping. The result shows significant differences with the previous researches conducted in Japan. The questions cover the following categories: content (including visual effectiveness, ease to comprehend, and enjoyability), quality (including ease of use, practicality, value, and usefulness) and others (including extra/supporting materials and writers). In addition, Taiwanese students show less-demanded quality, visual effectiveness, ease to comprehend, and extra/supporting materials than Japanese students. The demand can be differentiated based on the private/public universities and students' gender. Wang's research is relevant because it discusses about textbooks. The difference is that Wang's research is concerned with mind-mapping, while this research is based on the character education in Javanese novels.

Kwang-Jen Lai (2013) in a research entitled *Establishment of a Checklist and the Investigation of Operational Situation for Elementary School Textbook Selection in Taiwan* aims to develop a checklist in choosing textbooks that may involve three dimensions, namely formulating rules of choice, organization and member, and selection procedures. The checklist is used to investigate the operational status in choosing textbooks for elementary school students in Taiwan. Lai's research is relevant because it assesses textbooks and regulations to follow. The difference is that Lai's research is about elementary school students, while this research is about college and university students.

Suroso from the State University of Yogyakarta conducts a research entitled *Kepriyayan Tokoh dalam Novel Warna Lokal Jawa dan Sumbangannya dalam Pengembangan Karakter Bangsa [The Gentility Figure in a New Local Novel and its Contributions to the Development of National Character]* that describes the characteristics of the upper class people in a novel within Javanese culture developing national characters. The data source is a novel within Javanese culture that represents a certain era. The research findings show 1) upper class people because of legacy and hard-working, 2) two categories of upper class people: traditional (people with Dutch education and Islamic religion) and new (people with high education and in structural/professional position), 3) upper class people with the finest personalities, 4) the characteristics of Javanese upper class people function to become a basis to build and improve national character, 5) character building can be applied in the level of family by implementing religiosity and improving knowledge with emotional, spiritual, and interpersonal aspects. Suroso's research is similar to this research because it studies about literature, especially Javanese novels. The difference is that Suroso's research

only discusses about the upper class character in a novel with Javanese culture and its contribution to develop the national character, while this research not only explores the upper class and the characters in a novel, but also the structural matters and other problems in a more comprehensive way.

Aynur Pala from Educational Sciences Department of Celal Bayar University, Turkey, conducts a research entitled *Kebutuhan Pendidikan Karakter* [The Needs of Character Education]. The objectives of the study are to give effective guidelines about the comprehensive character education and emphasize the needs of character education to help students improve their characters including knowing, caring, and performing upon ethical values like respect, responsibility, honesty, righteousness, and compassion. Pala's research is closely relevant because it discusses about the character education and ethics. The difference is that Pala's research does not mention the object or source to analyze, while this research is about developing textbooks based on the character education.

Ali Imron Al-Ma'ruf writes a dissertation entitled *Kajian Stilistika Novel Trilogi Ronggeng Dukuh Paruk Karya Ahmad Tohari: Perspektif Kritik Seni Holistik* [A Stylistic Study of *Ronggeng Dukuh Paruk* Trilogy by Ahmad Tohari: A Holistic Art Criticism Perspective]. This novel is a masterpiece literary work because of its invaluable contribution to Indonesian literary world, not to mention its superiority in generating language expressions (stylistics) and other multidimensional ideas. Using a holistic approach, this research examines the objective aspect of stylistics in that *Ronggeng Dukuh Paruk* (RDP) has uniqueness and idiosyncrasy that cannot be found elsewhere in other literary works. This also shows Tohari's competence in empowering language potentials. Al-Ma'ruf's research is relevant because it discusses about a literary work, especially a modern Javanese novel (originally written in Javanese language, along with Banyumasan dialect, translated into Indonesian). RDP highlights the life of a low class person doing a profession called a *ronggeng* dancer. This research also discusses about a story of a low class person who, then, works as a puppet player.

In her dissertation entitled *Kajian Gender dan Nilai-Nilai Pendidikan Karakter dalam Sastra Wulang Naskah Jawa Lama* [A Gender Study and Character Education Values in Wulang Literature of Old Javanese Manuscripts], Hartini introduces the study of text, gender, and character education values reflected in nine different texts. Hartini's research is relevant because the object of the study is Javanese literature that discusses about the character education values and gender. The difference is that Hartini uses old Javanese texts in the form of manuscripts and traditional songs, while this research discusses about literary work in the form of novels or proses (*gancaran*) written in modern Javanese language.

Sapardi Djoko Damono's research entitled *Priyayi Abangan: Dunia Novel Jawa Tahun 1950-an* [Abangan (Abangan (Javanese) means someone who does not adhere strictly to the precepts of his/her nominal religion) Gentility: Javanese Novels World in 1950s] is relevant to this research because it discusses about Javanese novels. The difference is that

Sapardi discusses about Javanese novels in 1950s, while this research is about Javanese novels in 1950s – 2000s periods based on the character education.

In his research entitled *The Novel in Javanese*, George Quinn (1984) divides Javanese novels (based on his ideologies) into three sub-groups, namely (1) *novel priyayi* [novels on gentility], which are ideological, conservative, and elite; (2) *novel panglipur wuyung* [solace novels], which are social and conservative, and (3) *novel modernis* [modern novels], which are bourgeois and progressive. Quinn's research is relevant to this research because it also discusses about modern Javanese novels in 1950s-2000s periods. In contrast, this research emphasizes more on character education aspects in the novels.

Li and Kaur's research entitled *Textbook Reading Strategies and Its Relationship to Reading Test Performance* points out the strategies in reading textbooks for the Chinese EFL students in the second year. It is considered relevant to this research because it also discusses about textbooks. On the whole, Li and Kaur's research and this research are relevant in terms of research objects that are textbooks-based. The difference merely lies in the aspect that Li and Kaur's research discusses about the techniques and strategies in reading textbooks, while this research discusses textbooks suitable for Javanese literature learning especially Javanese novels. Instead of being relevant to the research objects, those researches are also similar in terms of research subjects, which are students. Li and Kaur's research focuses on the Chinese EFL students in the second year, while this research is about the Javanese Language Education Programs students from four different public and private universities.

Subakir et al in a research entitled *Linguistic Sexism in Qatari Primary Mathematics Textbooks* discuss about linguistic sexism in primary mathematics textbooks in Qatar. It is relevant to this research because it also discusses about textbooks. The difference lies in the aspect that the research done by Subakir et al discusses the use of linguistic sexism in primary mathematics textbooks, while this research discusses the textbooks suitable for Javanese literature learning particularly Javanese novels. The research subjects are also different, because the subjects in the research done by Subakir et al are the school students in Qatar, while the subjects of this research are college and university students in public and private universities. The final objective of this research is to improve the students' knowledge on Javanese literature. It is different from the research undertaken by Subakir et al that aims to improve the awareness on the existence of linguistics sexism and gender stereotype in the school textbooks.

A research by Widodo and Saddhono entitled *Petangan Tradition in Javanese Personal Naming Practice: an Ethnolinguistic Study* is relevant to this research. The relevance lies in the objects used in the researches. Widodo and Saddhono's research discusses about *Petangan* [*Petangan* or *pitungan* (Javanese) means a study of calculation] tradition that is a product of Javanese culture. Better still, this research discusses about Javanese novels that are also the products of Javanese culture and literary

works. Besides, this research discusses about character education values based on Javanese culture and customs. Thereupon, the researches are relevant because of an in-depth discussion on Javanese culture. The research setting is also similar, that is, a society rich with Javanese social and cultural backgrounds. Widodo and Saddhono's research focuses on the Javanese society, namely college and university students majoring in the Javanese Language Education coming from Javanese ethnics.

### 3. Research Methods

The research is categorized as a Research and Development (R&D). Borg and Gall (2003: 772) explains that Educational Research and Development is "...a process used to develop and validate educational products. The steps of this process are usually referred to as the R&D cycle, which consists of studying research findings pertinent to the product to be developed, developing the product based on these findings, field testing it in the setting where it will be used eventually, and revising to correct the deficiencies found in the field-testing stage. In more rigorous programs of R & D, this cycle is repeated until the field-test data indicate that the product meets its behaviorally defined objectives".

Furthermore, Borg and Gall (2003: 775-776) mention ten steps taken in undertaking a developmental research, namely (1) preliminary studies, (2) research plan, (3) design development, (4) preliminary field test, (5) revision of the limited field test result, (6) main field test, (7) revision of the extensive test result, (8) feasibility test, (9) revision of the final feasibility test result, and (10) dissemination and model implementation.

Such steps are simplified by Nurkamto (2012: 3-5) into four steps called (1) introductory phase, (2) model development phase, (3) model testing phase, and (4) dissemination and model implementation phase.

#### Form of the Research

This research is a descriptive and explanative sphere, because the data obtained were words and pictures, not numbers (Moleong, 2010: 11). The researchers elicited the information and data related to (1) textbooks used in the learning and teaching processes at Central Java-based colleges and universities, and (2) textbooks related to their needs.

#### Subject of the Research

This research involved 240 students and 4 lecturers of Literary Criticism subject in four different colleges and universities in Central Java, employed selective sampling in the form of *purposive sampling* as stated by Sutopo (1996: 53).

#### Data Collection Technique

The data collection techniques applied in this research were (1) questionnaire, an indirect data collection technique in which the researchers did not directly interview the respondents. The instruments to collect the data contain questions or statements that need to be answered or responded by the respondents (Sukmadinata, 2006: 219). The questionnaire used in the research was considered open.

Sutopo states that the questionnaire or the list of questions is always open (an open-ended questionnaire). In other words, each question can have several alternative answers, but there is always a sufficient space for the informants to explain why they have such answers or some other important things related to the questions that need to be clarified (2002: 71).

In this research, the questionnaire was given to the lecturers of Literary Criticism subject to grasp a clear description about the learning and teaching processes. The questionnaire contained several aspects related to textbooks, literary criticism, and modern Javanese novels; (2) interview is used as a technique in collecting data if the researchers want to do preliminary study to find out the problems to analyze, or to closely know the respondents, and there is a small number of respondents involved (Sugiyono, 2012: 137). The interview was applied for the lecturers of Javanese Literary Criticism subject. The interview process was either noted or recorded. The audio record is transliterated to get clear data. The researchers applied an unstructured interview because they need in-depth information. This was in line with Sugiyono's statement that to get in-depth information from the respondents, the researchers may apply an unstructured interview (2012: 141); (3) observation, a technique to collect the data by observing the ongoing events (Sukmadinata, 2009: 220).

Sugiyono states that observation is a data collection technique that has more specific characteristics than other techniques like interview and questionnaire (2012: 145). In the interview and questionnaire, the researchers communicate with the people. In the observation, they not only deal with the people, but also other natural objects. An observation is exploration and needs analysis. This research applied a non-participant observation, meaning that the researchers did not involve in the teaching activities, but only observing the ongoing learning processes. This is based upon Sugiyono's statement that the researchers in non-participant observation do not involve in the event, but only become independent observers (2012: 145). The observation was done in Javanese Language Education Study Program at Sebelas Maret University of Surakarta, Javanese Literature and Language Education Study Program at KIP PGRI Semarang, Javanese Literature and Language Education Study Program at Muhammadiyah University of Purworejo, and Vernacular Education Study Program at Veteran Bantara University of Sukoharjo; (4) document analysis through which the researchers analyzed various documents related to topic of the research.

As stated by Carney (1972) in Zuchdi (1993: 12), the purpose of content analysis research can be divided into descriptive and inferential. Moreover, Zuchdi states that the benefit of content analysis is the availability of the data that are going to be analyzed, thus, the data will not be contaminated with the failure in the data collection procedure (1993: 14). The data were obtained from books, modules, handouts, and others. As the data were obtained and the weaknesses were found, the results became a basis of composing better textbooks.

### Data Source

Data source is the subject of which the data are obtained (Arikunto, 2002: 107). In this research, the data were obtained from various sources to get the valid data in terms of events, informants, and documents.

### Events

Data can be obtained from various sources. One of them is from ongoing events. As stated by Sutopo (2002: 51), the data or information can be obtained from events, activities or behaviors that can become the data sources related to the purpose of the research. The data sources of this research were the novels and textbooks used in the teaching and learning processes.

### Informants

Generally, data source used in a research in form of people is known as a respondent. Such term is widely known in qualitative research as the researchers hold the most important roles. The respondents only give responds to what is asked or stated by the researchers (Sutopo, 2002: 50). There were two types of respondents (informant) in this research; they were the lecturers and students of Literary Criticism subject. The lecturers were Agustin Dharmawati, S.S., M.Hum, Yuli Kurniati Werdiningsih, S.S., M.A., Herlina Setyowati, S.Pd., M.Pd., and Bambang Ikhwanto, S.Pd. Meanwhile, the students interviewed were Siti Amelia Oktaviani, Latifah Nur Riski, Siti Khoiriyah, and Yuyun Syamsiah.

### Documents

Document or archive is a written material related to a certain event or activity, a written record that can be in the form of pictures or relics related to a certain event or activity (Sutopo, 2002: 54). The documents used in this research were textbooks on Literary Criticism and Javanese novels used in the teaching and learning processes.

Those books were *Kritik Sastra* [Literary Criticism] by Atar Semi, *Pengkajian Kritik Sastra Indonesia* [Indonesian Literary Criticism Studies] by Yudiono, *Prinsip-Prinsip Kritik Sastra* [Principles in Literary Criticism] by Rachmat Djoko Pradopo, *Novel Berbahasa Jawa* [Novels in Javanese Language] by George Quinn (translated by Raminah Baribin), *Beberapa Teori Sastra, Metode Kritik, dan Penerapannya* [Several Literary Theories, Criticism Methods, and the Applications] by Rachmat Djoko Pradopo, *Religiusitas dalam Sastra Jawa Modern* [Religiosity in Modern Javanese Literature] by V. Risti Ratnawati, *Kritik Sastra: Sebuah Pengantar* [Introduction to Literary Criticism] by Andre Hardjana, *Kawruh Kasusastran Djawa* [Javanese Literary Knowledge] by Subalidinata, and *Kritik Sastra Feminis* [Feminist Literary Criticism] by Wiyatmi.

### Data Validation Examination Technique

The data need to be tested for the validity. The techniques to examine the validity of the data are data triangulation or source triangulation, method triangulation, and theory triangulation. According to Patton in Sutopo (2002: 79), data triangulation technique is often called source triangulation leading to the variety of data sources availability. It means similar or comparable data will be more valid if obtained

from various sources, whether from similar source groups or different source groups. Data triangulation or source triangulation in this research covers all information about textbooks on Literary Criticism subject from the lecturers and students. The data were then examined along with other sources. When the data were similar, they were regarded as valid.

The theory triangulation was carried out by searching data using the same way from different sources. The methods used in this research were observation, interview, and questionnaire. Source triangulation could be applied in one type of source, for example, the informants. However, they should be a group or hold a different level, for example, their status or roles in a certain context. Theory triangulation was applied by applying more than one theory in analyzing the problems, for example, the representation of Literary Criticism subject based on the theories of syllabus design and textbooks.

### Data Analysis Technique

The data analysis technique varied depending on the phases. Interactive analysis was applied in analyzing the qualitative data. Miles and Huberman state that interactive analysis involves data collection and classification, data reduction, data presentation, and drawing conclusion or verification (2007: 16). The following diagram is an interactive analysis scheme based on Miles and Huberman.

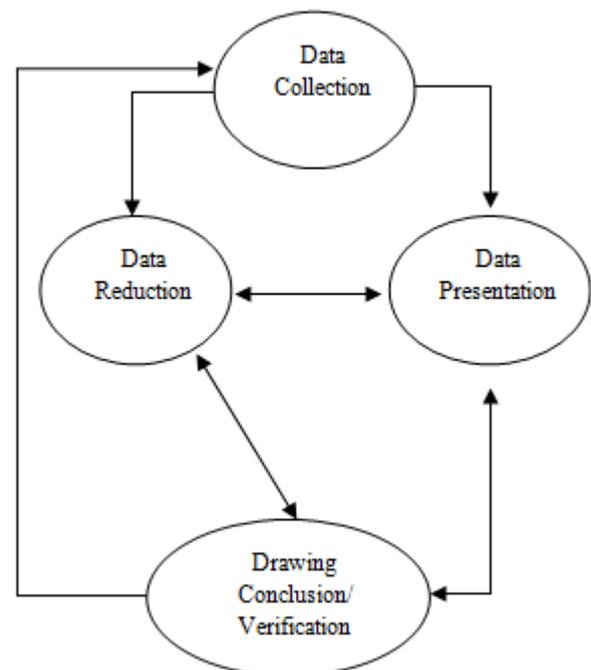


Diagram 2: Milles and Huberman's Interactive Analysis Model (2007: 20)

Data reduction was undertaken after the information or raw data were collected by selecting the data from the informants, and then the data were classified. The less relevant data would be put aside. When the data were going to be used, it was necessary to do rechecking, so that the process of data presentation and conclusion became easier.

The data presentation of all information or data was gained from observation, interview, and document after being marked, reduced and classified along with the intended

purpose. The classification means selecting the data and putting it altogether to make the process of data presentation and conclusion easier. After data reduction and presentation, the next step was drawing a conclusion based on the existing data and then the data were analyzed as a meaningful unit.

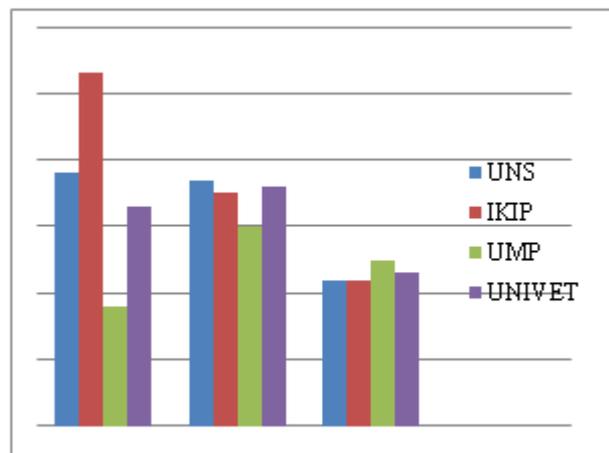
#### 4. Results and Discussion

The exploratory stage began in March 2014 at four colleges and universities that administered the Javanese Language Education Study Program and Javanese Language and Literature Education Study Program at Sebelas Maret University of Surakarta (UNS), IKIP PGRI Semarang, Muhammadiyah University of Purworejo (UMPurworejo), and Veteran Bantara University of Sukoharjo (Univet Bantara Sukoharjo).

##### Javanese Novel Textbooks in Colleges

The observations and the interviews done with several lecturers and students at the colleges and universities strongly indicate the rarity of textbooks: (1) Sebelas Maret University of Surakarta used *Pengkajian Kritik Sastra Indonesia* [A Study of Indonesian Literary Criticism] by Yudiyono, *Prinsip-Prinsip Kritik Sastra* [Literary Criticism Principles] by Rachmat Djoko Pradopo, and *Novel Berbahasa Jawa* [Javanese Novels] by George Quinn; (2) IKIP PGRI Semarang used *Novel Berbahasa Jawa* [Javanese Novels] by George Quinn, *Religiusitas dalam Sastra Jawa Modern* [Religiosity in Modern Javanese Literature] by Risti Ratnawati, and *Beberapa Teori Sastra, Metode Kritik dan Penerapannya* [Some Literary Theories, Criticism Methods and Applications] by Rachmat Djoko Pradopo; (3) Muhammadiyah University of Purworejo used *Prinsip-prinsip Kritik Sastra* [Literary Criticism Principles] by Rahmat Djoko Pradopo, *Beberapa Teori Sastra, Metode Kritik dan Penerapannya* [Some Literary Theories, Criticism Methods and Applications] by Rahmat Djoko Pradopo, and *Kritik Sastra Sebuah Pengantar* [Introduction to Literary Criticism] by Andre Harjana; and (4) Veteran Bantara University of Sukoharjoused *Kritik Sastra* [Literary Criticism] by Atar Semi, *Kritik Sastra Feminis* [Feminist Literary Criticism] by Wiyatmi, and *Kawruh Kasusastraan Jawa* [Javanese Literary Knowledge] by Subalidinata.

The following sections discuss the score and scoring percentage of teaching materials used in four colleges and universities along with the gained score in detail.



**Chart 1:** Percentage of Teaching Materials in Colleges and Universities

##### Sebelas Maret University of Surakarta

The results of observations and interviews with several lecturers and students are explained, as follows.

##### *Pengkajian Kritik Sastra Indonesia* [A Study of Indonesian Literary Criticism]

The total score gained for the book entitled *Pengkajian Kritik Sastra Indonesia* [A Study of Indonesian Literary Criticism] is 30 containing Textbooks on Literary Criticism worth 8, Books Materials worth 14, and Language and Literacy worth 8.

The component of Textbooks on Literary Criticism was 27%, the component of Books Materials was 46%, and the component of Language and Literacy was 27%. The highest percentage score was the component of Books Materials, which reached 46%.

##### *Prinsip-prinsip Kritik Sastra* [Literary Criticism Principles]

The total score of the book entitled *Prinsip-prinsip Kritik Sastra* [Literary Criticism Principles] was 18, along with 3 points for Textbooks on Literary Criticism, 9 for Books Materials, and 6 for Language and Literacy. The percentage of Textbooks on Literary Criticism reached 17%, Books Materials was 50%, and Language and Literacy was 33%.

**Table 1:** Score and Percentage of Teaching Textbooks in UNS

No	Book	Component						Percentage
		ToLC		MB		L & L		
		score	%	score	%	score	%	
1	PKSI	8	27	14	46	8	27	100%
2	PPKS	3	17	9	50	6	33	100%
3	NBJ	27	55	14	29	8	16	100%

##### *Novel Berbahasa Jawa* [Javanese Novels]

The total score gained for the book entitled *Novel Berbahasa Jawa* [Javanese Novels] was 49, containing 27 components of Textbooks on Literary Criticism, 14 for Books Materials, and 8 for Language and Literacy. The total score was close to perfect, for example, 8 for the component of Language and Literacy was the maximum score. The percentage of Textbooks on Literary Criticism was 55%, Books Materials was 29%, and Language and Literacy was 16%.

**IKIP PGRI Semarang**

There were three textbooks used in the lecturing. The following was the percentage gained the textbooks that had been analyzed.

**Novel Berbahasa Jawa [Javanese Novels]**

A book entitled *Novel Berbahasa Jawa* by George Quinn was the textbook used in lecturing Literary Criticism subject in two colleges, which were UNS and IKIP PGRI Semarang. Based on that premise, no scoring was done.

**Religiusitas dalam Sastra Jawa Modern [Religiosity in Modern Javanese Literature]**

The total score gained for the textbook entitled *Religiusitas dalam Sastra Jawa Modern* [Religiosity in Modern Javanese

**Table 2:** Score dan Percentage of Teaching Textbooks in IKIP PGRI Semarang

No	Book	Component						Percentage
		ToLC		M B		L &L		
		score	%	score	%	score	%	
1	NBJ	27	55	14	29	8	16	100%
2	RDSJM	14	47	10	33	6	20	100%
3	BTS, MK &P	12	39	11	35	8	26	100%

Literature] by Risti Ratnawati, et al was 30, containing 14 for the component of Textbooks on Literary Criticism, 10 for Books Material, and 6 for Language and Literacy.

The percentage of the component of Textbooks on Literary Criticism was 47%, the component of Books Materials was 33%, and the component of Language and Literacy was 20%. The following table would show the detailed percentage.

**Beberapa Teori Sastra, Metode Kritik, dan Penerapannya [Some Literary Theories, Criticism Methods and Applications]**

The total score gained for the book entitled *Beberapa Teori Sastra, Metode Kritik, dan Penerapannya* [Some Literary Theories, Criticism Methods and Applications] was 31, containing 12 for the component of Textbooks on Literary Criticism, 11 for Books Materials, and 8 for Language and Literacy. The percentage was 39% for the component of Textbooks on Literary Criticism, 35% for the component of Books Materials, and 26% for the component of Language and Literacy.

**Muhammadiyah University of Purworejo**

The following table presents the score and percentage gained for the analyzed textbooks.

**Prinsip-prinsip Kritik Sastra [Literary Criticism Principles]**

**Table 3:** Score and Percentage of Teaching Textbooks in UM Purworejo

No	Book	Component						Percentage
		To LC		M B		L &L		
		score	%	score	%	score	%	
1	PPKS	3	17	9	50	7	33	100%
2	BTS, MK &P	12	39	11	35	8	26	100%
3	KSSP	3	13	13	54	8	33	100%

The book entitled *Prinsip-prinsip Kritik Sastra* [Literary Criticism Principles] was used in UNS and UMPurworejo. The total score gained was 18, containing 3 for the component of Textbooks on Literary Criticism, 9 for Books Materials, and 6 for Language and Literacy. The percentage was 17% for the component of Textbooks on Literary Criticism, 50% for the component of Books Materials, and 33% for the component of Language and Literacy.

**Beberapa Teori Sastra, Metode Kritik, dan Penerapannya [Some Literary Theories, Criticism Methods and Applications]**

The book entitled *Beberapa Teori Sastra, Metode Kritik, dan Penerapannya* [Some Literary Theories, Criticism Methods and Applications] was not only used in UMPurworejo, but also in IKIP PGRI Semarang. The total score gained for the book was 31, containing 12 for the component of Textbooks on Literary Criticism, 11 for Books Materials, and 8 for Language and Literacy.

**Kritik Sastra Sebuah Pengantar [Introduction to Literary Criticism]**

The total score gained for the textbook entitled *Kritik Sastra Sebuah Pengantar* [Introduction to Literary Criticism] was 24, containing 3 for the component of Textbooks on Literary Criticism, 13 for Material Books, and 8 for Language and Literacy. The percentage was 13% for the component of Textbooks on Literary Criticism, 54% for the component of Books Materials, and 33% for the component of Language and Literacy.

**Veteran Bantara University of Sukoharjo**

The results of observations and interviews with lecturers of Literary Criticism and several students of Javanese Language Education Study Program show that the textbooks used in Literary Criticism subject vary: (a) *Kritik Sastra* [Literary Criticism], (b) *Kritik Sastra Feminis* [Feminist Literary Criticism], and (c) *Kawruh Kasusastran Jawa* [Javanese Literary Knowledge], as shown in the following table.

**Table 4:** Score and Percentage of Teaching Textbook in Univet Bantara Sukoharjo

No	Book	Component						Percentage
		T LC		M B		L &L		
		score	%	score	%	score	%	
1	KS	5	20	13	52	7	28	100%
2	KSF	21	47	16	35	8	18	100%
3	KKJ	7	32	7	32	8	36	100%

**Kritik Sastra [Literary Criticism]**

The total score gained for the textbook entitled *Kritik Sastra* [Literary Criticism] used in Literary Criticism subject at Veteran Bantara University of Sukoharjo was 25, containing 5 for the component of Textbooks on Literary Criticism, 13 for Books Materials, and 7 for Language and Literacy. The percentage was 20% for the component of Textbooks on Literary Criticism, 52% for the component of Books Materials, and 28% for the component of Language and Literacy. The following table shows the percentage.

Among several textbooks used in Literary Criticism subject, the book entitled *Kritik Sastra Feminis* [Feminist Literary Criticism] gained the highest score (45), 21 for the component of Textbooks on Literary Criticism, 16 for Books Materials, and 8 for Language and Literacy. The percentage was 47% for the component of Textbooks on Literary Criticism, 35% for the component of Books Materials, and 18% for the component of Language and Literacy.

#### **Kawruh Kasusastran Jawa [Javanese Literary Knowledge]**

The total score gained for the textbook entitled *Kawruh Kasusastraan Jawa* [Javanese Literary Knowledge] was 22, containing 7 for the component of Textbooks on Literary Criticism, 7 for Books Materials, and 8 for Language and Literacy. The percentage was 32% for the component of Textbooks on Literary Criticism, 32% for the component of Books Materials, and 36% for the component of Language and Literacy.

#### **Needs Analysis**

Needs analysis is the factor or the basis in composing a textbook. Due to its significance in composing a textbook for subjects in colleges or universities, the needs analysis is based upon the aspects presented as follows.

#### **Needs Analysis from Experts**

The data of needs analysis from experts were gained from the results of interviews with (1) Dr. Kundharu Saddono, S.S., M.Hum. and (2) Prof. Dr. Sumarlam, M.S. The results of the interview with Dr. Kundharu Saddono, M.Hum. can be summarized as follows: (1) the availability of modern Javanese novels based on the character education was zero (as known by the informant), (2) the novels become important because they can be the media in teaching and learning processes, (3) the novels can also be reference books in colleges or universities, (4) a novel is a source of character education values, (5) modern Javanese novels based on the character education are necessary to be taught in college or university subjects, such as Literary Criticism, (6) textbooks on modern Javanese novels based on the character education can support other college or university subjects (Source: interview results 15).

Next, the results of the interview with Prof. Dr. Sumarlam, M.S. can be summarized, as follows: (1) textbooks are the primary media in teaching and learning processes, (2) modern Javanese novels can be sources of character education values, (3) textbooks on modern Javanese novels within 1950s–2000s eras based on the character education were zero (as known by the informant), (4) the availability of textbooks on modern Javanese novels within 1950s–2000s eras based on the character education is very important or necessary, particularly for college or university students, and (6) those textbooks are appropriate for academic references for relevant subjects (Source: interview results 16).

#### **Needs Analysis from Lecturers**

The results of interviews and questionnaires in UNS, IKIP PGRI Semarang, UM Purworejo, and Univet Bantara Sukoharjo can be summarized as follows: (1) materials about Javanese novels are already given in literary studies,

though very limited since literary studies not only deal with novels but also *geguritan* (Javanese poetry), *paribasan* (Javanese proverbs), *wangsalan* (Javanese quatrain), and many others; (2) never reading more than five Javanese novels although there are many Javanese novels published; (3) reading Javanese novels more than *geguritan* (Javanese poetry); (4) understanding *geguritan* (Javanese poetry) is easier than novel; (5) Javanese novels are difficult to find; (6) materials about Javanese novels are rarely found; (7) lack of knowledge about modern Javanese novels within 1950s – 2000s eras; (8) lack of knowledge about Javanese authors and their personal information; (9) students gaining references about Javanese novels more from the internet; (10), students' less understanding about teaching materials without textbook; (11) no textbooks about Javanese novels; (12) the availability of textbooks on the character education; (13) no textbooks about Javanese novels based on the character education; (14) no complete textbook about modern Javanese novels within 1950s – 2000s eras, and (15) willingness to use the books if there are modern Javanese novels based on the character education (sources: interview results 4, 5, 9, and 14).

#### **Needs Analysis from Students**

The data of needs analysis from the interviews and questionnaires with students can be elaborated in the following:

#### **Questionnaire Results in UNS**

Questionnaires of 35 questions were given to 37 students containing 10 questions on the perceptions about Literary Criticism, 10 questions on the perceptions about textbooks, and 15 questions on the perceptions about textbooks on modern Javanese novels. Based on the results of questionnaires on the perceptions about the Literary Criticism, 37 students state that Literary Criticism must be taught at colleges or universities, as well as literary criticism. In the perceptions about the Literary Criticism subject, the subject was considered difficult, as stated by 33 students (90%), while the subject was far more difficult than Literary Theories, as stated by 25 students (66%).

#### **Questionnaire Results in IKIP PGRI Semarang**

A number of questionnaires used for the data of needs analysis in IKIP PGRI Semarang were 23, each of which had 35 questions containing 10 questions on the perceptions about the Literary Criticism, 10 questions on the perceptions about textbooks, and 15 questions on the perceptions about textbooks on modern Javanese novels. As an important subject, Literary Criticism must be taught in colleges or universities, and 96% of the total students agreed about that perception. Compared to other subjects, many students experienced difficulties in learning Literary Criticism, proven by the data showing 61% of students shared that opinion. Meanwhile, 65% of students stated that Literary Criticism was far more difficult than Literary Theories, and 52% stated that Literary Criticism was far more difficult than History of Literature.

#### **Questionnaire Results in UMPurworejo**

A number of questionnaires used for the data of need analysis were 35 questions containing 10 questions on the perceptions of Literary Criticism, 10 questions on the

perceptions of textbooks, and 15 questions on the perceptions of textbooks on modern Javanese novels. The result shows that 95% of students stated that Literary Criticism must be taught in colleges or universities, as well as various literary criticisms. More students stated that Literary Criticism was a difficult subject, proven by the questionnaire results worth 50% of students, meaning that a half of total students agreed that Literary Criticism was a difficult subject. Then 41% of students stated that Literary Criticism was far more difficult than other subjects, and 23% stated that Literary Criticism was far more difficult than History of Literature.

#### Questionnaire Results in Univet Bantara Sukoharjo

Besides Literary Theories and History of Literature, Literary Criticism must be taught in colleges or universities because these three subjects were interrelated and inseparable. As many as 20 students (100%) shared the same opinion. However, 90% of students assumed that Literary Criticism was a difficult subject. Next, many students stated that Literary Criticism was far more difficult than Literary Theories, proven by the questionnaire result worth 75%. Compared to History of Literature, Literary Criticism was far more difficult, evidenced by 70% of the statement.

#### 5. Conclusion

Referring to the results of needs analysis with experts, lecturers, and students gained from the observation using interviews and questionnaires about Literary Criticism subject in Javanese Language Education Study Program and Javanese Language and Literature Education Study Program at colleges or universities in Central Java, some important aspects to take into account. The Study Program really needs the availability of textbooks on modern Javanese novels as teaching and learning references for the lecturers and also the students in the subjects of Literary Theory, History of Literature, and Literary Criticism. The textbooks on Javanese novels should contain (1) literary theory, (2) theories on novels, (3) character education values in novels, (4) development of modern Javanese novels, and (5) review of modern Javanese novels. The textbooks should be written in a simple language, which is easy to understand, with interesting layouts. The textbooks should support other subjects. The textbooks should emphasize character education values. Those aspects and the findings in the needs analysis, later on, will be a basis of composing drafts or prototypes of textbooks on modern Javanese novels.

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