Development of Indonesian Language Text Books with Multiculturalism and Character Education to Improve Traditional Poetry Writing Skills

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Abstract: This research aims to develop Indonesian Language textbooks with multiculturalism and character education for traditional poetry writing learning. This research uses a research and development approach until the discovery of a proper textbook. The subjects involved in this study were 101 elementary school fourth-graders, 33 teachers, and 2 Indonesian language and literature learning experts. Data analysis techniques at the need analysis stage through interactive models, and data analysis at the product testing stage using quantitative techniques with non-independent t-test statistics. Preliminary studies found that teachers and students needed creative writing skills textbooks developed by integrating the values of multiculturalism and character education. Textbook development referred to aspects of content, language, presentation, and graphics. Limited textbook product testing using t-test showed that t-obtained= -4,265 and t-table on α = 5 % is 2,064, so H0 is rejected. Broad testing also resulted in t-obtained= -6,426 and t-table = 2,004, so it can be decided that H0 is rejected. Students' traditional poetry writing skills after learning using textbooks are better than before learning using textbooks. Thus it is concluded that the textbooks developed are inferred worthy of use by teachers and students to improve their writing skills in elementary school.

Keywords: *Indonesian textbooks, traditional poetry writing skills, multiculturalism, character education, elementary school.*

Introduction

Learning Indonesian in elementary school is directed at the mastery of students to be skilled in language and literature. Students are trained to use more languages to communicate, so they are skilled in Indonesian language both verbally and in writing. Indonesian language skills include listening, speaking, reading, and writing (Son, 2018; Yanti et al., 2018). Writing is both a process and an outcome and is a difficult and complex skill. The activity of writing is a creative process of moving ideas into the symbols of writing (Kurniaman et al., 2018; Sofiya et al., 2018; Widosari et al., 2017). Writing is an activity that has a productive effect on knowledge and thinking in various fields (Klein & Boscolo, 2016). Someone who can write will be useful not only in learning Indonesian but useful to follow other learning.

Related to learning the Indonesian language in elementary school, students are expected to write creative works in the form of literature. Creative writing is a writing activity based on your ideas. Creative writing topics can be obtained from everyday events. When creative writing there is a more enjoyable part of writing personal experiences or revealing topics that are common in society. Creative writing activities in elementary schools are useful to increase students' internal motivation to achieve better learning outcomes (Gocen, 2019). The creative writing process itself is intended to uncover the author's thoughts, feelings, and emotions in a unique, imaginative, even poetic way. Therefore, creative writing is more suitable for writing fiction such as poetry, stories or short stories, novels.

Poetry writing skill is expressing idea or thoughts as a composed language which is the consequence of considerations in certain and inward circumstances (Bupu et al., 2018; Ismuwardani et al., 2019). The skill of writing poetry at the elementary school level can be distinguished through the indicators of writing poetry. The indicators understudies having skill in writing poetry comprise of preparation of stanza, rhyme, diction, the utilization of punctuation, and content (Ismuwardani et al., 2019; Rini and Cahyanto, 2020). The skill in writing poetry can be identified from the unity of structure in the poetry (Gruyter, 2016). The skill of writing poetry as a piece of scholarly structures works contain the value of nationalism (Ismawati, 2018). Related to that statement, the arrangement of understudy character in

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schools should be possible through literary through poetry (Aminin et al., 2018; Hariyanti and Sudjito, 2018; Junaidi, 2017).

Based on the observation of learning in the fourth grade of the elementary school in Surakarta city found that the condition that occurs in the learning of Indonesian elementary school students is still not encouraging. The lack of successful Indonesian language learning in the most dominant primary schools today is the low level of writing skills of students. The findings of interviews conducted with teachers show the limitations of textbooks as a reference in creative writing learning. Besides, the materials that must be learned in Indonesian language learning used today have not fully supported the needs and success of students' writing skills. Teachers complain about textbooks being used less according to the needs, contexts, and characteristics of students. Therefore, Indonesian textbooks with multiculturalism and character education are expected to be more precise and appropriate to the needs and characteristics of students to improve creative writing skills.

Indonesian textbooks are with the nation's cultural values having an important role in the learning process in elementary schools to enrich the learning experience with multiculturalism and character education. Some previous research has revealed the need for textbook development for Indonesian language learning in character education-based elementary schools such as Darsono et al.'s research (2018). Besides, other previous studies developed Indonesian language teaching materials to improve the writing skills of elementary school students (Sofiya et al., 2018; Widosari et al., 2017; Windiyani et al., 2020; Zulela & Rachmadtullah, 2018). These previous studies are a reference to this research with the novelty of the development of Indonesian language textbooks with multiculturalism and character education to improve students' creative writing skills. Text-based teaching materials facilitate the use of language not only as a means of communication but also a means of developing thinking skills (Reed & Connor, 2017). Indonesian textbooks with multiculturalism and character education combine cognitive, affective, and psychomotor aspects in a balanced manner. Thus, writing learning in Indonesian language learning is not only a cognitive expression but involves effectiveness and psychomotor (Darsono et al., 2018).

The study of creative writing poetry at the fourth-grade elementary school level related to literature in the form of traditional poetry. Textbooks are necessary to provide theoretical and practical knowledge of literary variety such as traditional poetry and techniques for writing them. Through creative writing textbooks, students will be involved in brain work activities to learn ideas, apply what they learn and pour out whatever thoughts they think (Nizaar et al., 2020). Through this way, students' learning activeness appears in expression and interacting with textbooks as a learning resource.

Issues related to multiculturalism in Indonesia are not a new issue. Character education as an intermediary to build up students' sense of tolerance has not been completely marked by the prevalence of verbal bullying committed by students in elementary schools to schoolmates of various religions and skin tones. Students do not yet have a reinforcing of the requirement for multiculturalism education through character training of mutual respect, helping, tolerance, being open-minded indicating the need to integrate multiculturalism and character education in learning (Aslan and Aybek, 2020). Poetry is a choice to build up students' affective for this situation. Textbook creative writing skills with multiculturalism and character education are indispensable for students to have a positive attitude towards the environment and the surrounding community (Sofyan et al., 2019; Wuryani et al., 2018). Positive attitudes are expected by students such as caring, responsibility, discipline, tolerance, empathy, and confidence in a multicultural socio-cultural life such as in Indonesia. Students can enjoy, appreciate, judge, and utilize literature to develop personalities and broaden life horizons.

Indonesia is a real condition of the multicultural society. Multiculturalism is a cultural or cultural diversity that identifies a wide variety of cultures and religions that have characteristics from Sabang to Merauke (Ahnaf, 2018). The diversity of multicultural societies includes culture, social class, ethnicity, race, language, gender, disability, religion, color, pluralism, equality of rights, customs, patterns of behavior, equality, education, and tolerance (Rustanto, 2015). Based on the situation, multicultural education here is to respect diversity and cover perspectives and cultural groups regularly (Santrock. 2017). Multicultural education advocates believe that children and different ethnicities should be empowered and benefit multicultural education for all students. A build uptrend in multicultural education is the implementation of multicultural values in students to create a harmonious and enjoyable school environment.

Teachers participate in the development of multiculturalism through the teaching of children's literature to instil universal values of justice, pluralism, humanity, kindness, honesty, tolerance, empathy, and others (Saripudin & Komalasari, 2016; Septiani et al., 2020). Multiculturalism education needs to go hand in hand with the implementation of character education. Character education is mentioned as value education, ethical education, moral education, character education aimed at developing students' ability to make good decisions, nurture what is good and realize that good in daily life through habituation in the learning process (Omeri, 2015; Wuryani & Yamtinah, 2018). Character education integration contains 18 values derived from religion, Pancasila (Indonesia's national ideology), culture, and national educational goals consisting of religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, nationalism, love the homeland, appreciating achievements, friendly or communicative, peace-loving, reading, environmental care, social care, and responsibility (Hendriana & Jacobus, 2017).

In order to solve the above problems, research can be done to develop Indonesian textbooks with multiculturalism and character education to improve the writing skills of traditional poetry in elementary schools. The formulation of this research problem consists of: (1) how do teachers and elementary school students need Indonesian textbooks for traditional poetry writing lessons?; (2) how does the development of Indonesian textbooks with multiculturalism and character education to improve the writing skills of traditional poetry?; (3) how is the feasibility of Indonesian textbooks with multiculturalism and character education to improve the writing skills of traditional poetry?

Methodology

Research Design

This research uses a research and development (R&D) approach. Educational research and development (R&D) is a process used to develop and validate educational production (Borg et al., 2006). This research and development is designed to produce products in the form of Indonesian textbooks with multiculturalism and character education to improve the writing skills of worthy traditional poetries. Sukmadinata (2013) adapted the development research measures described by Borg et al. into four stages consisting of preliminary study stages (needs analysis and prototype preparation); development stage (finding feasibility through the limited test and broad test); test stage (test effectiveness through experimentation); and dissemination stages. This research was conducted up to the stage of finding the feasibility of Indonesian textbook models with multiculturalism and character education to improve the writing skills of traditional poetry.

Participants

The research subjects involved in this study consisted of teachers and elementary school students in Surakarta City. The number of teachers involved is 33 teachers. The number of students involved in this study was 101 elementary school students in the fourth grade in Surakarta elementary school. In addition to teachers and students, the study involved two experts consisting of Indonesian language learning experts and literary experts. Expert involvement in this research aims to assess or validate the products developed. Expert assessments and comments are a consideration for researchers in improving the development of textbook products.

Research Procedure

1. Preliminary Studies Stage

Textbook research and development began with preliminary studies through the study of a library of books related to writing skills and textbook development books. In addition to literacy studies, there was an analysis of the needs to identify the product specifications expected by teachers and students. Needs analysis data collection techniques used teacher and student needs analysis questionnaires about textbooks for creative writing learning of the type of traditional poetry that was reviewed from the content aspect, language aspect, presentation aspect, and graphic aspect. These four aspects provide a clear picture of product specifications for the preparation of textbooks that suit the needs of the users.

After the analysis of the needs were carried out the preparation of a prototype Indonesian textbook with multiculturalism and character education to improve the writing skills of traditional poetry. The next prototype was validated by experts (Indonesian language learning experts and Indonesian literary experts). Experts read the textbook prototype and assessed it to provide criticism and suggestions for improvements to the textbook prototype. These weaknesses were further corrected and reviewed through a focus group discussion (FGD) attended by 30 primary school teachers. Through the implementation of FGD found weaknesses and improvements were carried out so that it was feasible to be tested on a limited test and broad test.

2. Development and Revision Stage

The development and revision stages were taken in two stages. The prototype that had been revised then be tested at the limited test stage and the broad test stage. The limited test involved 25 elementary school fourth graders and one teacher using developed textbooks. Before learning started students were given a pre-test and at the end of the lesson were given post-test students' skills in writing traditional poetry. After a limited test, the teachers then presented problems and weaknesses that had to be fixed related to textbook products used for further broad testing. In principle, broad tests were carried out in the same way as a limited test. The subjects involved in the broad test were wider, involving 56 elementary school fourth graders and two teachers. Pre-test and post-test data on the limited test and broad test then analyzed using non-independent t-tests to find out if there were differences in students' skills between before using textbook products and after using textbook products.

The validity of the textbook needs analysis questionnaire used the content validity technique by involving 2 experts through the expert judgment method. To determine the reliability of the textbook, it was used as an analysis questionnaire using Cronbach's alpha with a score of 0.76 (good and acceptable category). To determine the validity of

the test instrument, it was used the content validity test with the acquisition of all items more than 0.49 (15 raters) so that it was declared as valid. To determine the reliability of the traditional poetry writing skills, test instrument was 0.83 (good category). Thus, it can be seen that all instruments used in this study were valid and reliable.

Data Analysis

Research data at the needs analysis stage was the result of questionnaires of teachers and students' needs for textbooks, expert assessments, and teachers' assessment of textbook prototypes. Data analysis at this stage used interactive models, consisting of reduction of research data, presentation of research data, and concluding (Miles & Huberman, 1994). Research data obtained at the development stage in the form of pre-test score data and post-test skills of students in the creative writing of traditional poetry type. Pre-test and post-test data on the limited test and broad test were quantitatively analyzed using non-independent t-test through paired sample t-test by SPSS. Before the paired sample t-test was carried out, the pre-test and post-test data were initially limited to a limited trial and a prerequisite test was carried out in the form of a data normality test using Kolmogorov-Smirnov.

Findings / Results

Need Analysis of Indonesian Language Textbook Development for Creative Writing Learning

Research and development began with the analysis of the needs of teachers and elementary school students to Indonesian textbooks with multiculturalism and character education through interview techniques and needs analysis questionnaires. The findings of the interview suggest that first; all teachers argue that writing learning is very important for elementary school students. Second, teachers argue that the learning resources of writing learning in elementary school are very important. Third, the use of existing writing textbooks is considered not optimal and there are limitations of textbooks as a reference. The findings of this preliminary study, in general, found that teachers need textbook development to meet the needs of teachers and students in creative writing learning in elementary school. The findings of the interview were supported by the collection of needs analysis questionnaires on 30 elementary school teachers in Surakarta against Indonesian textbooks worthy of creative writing lessons in elementary schools. The results of the needs analysis questionnaire are presented in table 1.

Table 1. Indonesian Textbook Development Need Analysis Questionnaire Results

Aspect	Indicator	Description
Creative Writing Learning in Elementary School	The urgency of writing lessons for students in elementary school	All teachers agree that writing learning is essential for students since it supports daily activities and supports other learning beyond Language learning
	Students' interest in creative writing learning	78% of students are interested in creative writing learning
	Availability of learning resources	A percentage of 83.33% of teachers agree that the availability of textbook learning resources for creative writing available nowadays does not fulfil the needs, limit, and have not been specific to creative writing in elementary school.
	Current use of creative writing learning textbooks	93.33% of teachers said that the use of creative writing textbooks in primary schools was not optimal. The limitations of creative writing learning resources in elementary schools are the most common problem presented by teachers.
Teachers and Students' Need for Creative Writing Textbooks in Elementary School	The need for content aspects	The development of creative writing textbooks following the study of curriculum materials in elementary schools.
		Textbooks fulfil material truths reviewed in terms of language science and literary science.
		Textbooks are expected to conform to the values of multiculturalism
		Character education values are expected to be integrated with textbooks
		Textbook development contains content that corresponds to the development of student cognition.
	Language needs	The teachers hope that the developed textbooks can be readable, the shape of the writing accordingly, the size of the letters, and the width of the spaces, the density of the reading ideas, the beauty of the writing style, according to the words and sentences, the short-length, the frequency, the build of sentences, and the arrangement of paragraphs related to the language
	The need for presentation aspects	The presentation of developed textbooks is expected to attract attention, arousing student activity because it pays attention to the motivation, cognition, and interest of students
	The need for graphic aspects	The developed textbooks are expected to be physically qualified so they have an attractive design and look.

The results of the needs analysis in table 1 show that the availability of textbooks on creative writing learning in primary schools is not currently optimal and limited. Teachers hope that the development of creative writing textbooks in elementary schools can be with multiculturalism and character education.

Development of Indonesian Language Textbooks with Multiculturalism and Character Education to Improve Traditional Poetry Writing Skills

The drafting of the textbook prototype takes into account the four main components consisting of the content component, the language component, the presentation component, and the graphic component. The developed textbook entitled "Traditional Poetry Writing Techniques" with a feed on table 2.

Table 2. Composition of Indonesian Textbook with Multiculturalism and Character Education

Chapter	Description
Chapter 1 Introduction	The introductory section contains the thinking flow of the traditional poetry writing technique book. Besides, this section explains the urgency of using textbooks and the scope of developed textbooks.
Chapter 2 The Essence of Literature	Explanations of the nature of literature include literary understanding, literary language concepts, and good literary traits. The nature of literature needs to be presented in its chapters to provide a comprehensive understanding of literature related to the writing skills and education of characters through literature. The creative writing skills of literature expected after studying this book are traditional poetry writing skills.
Chapter 3 The Essence of Traditional Poetry	A complete description of the origin of traditional poetry, traditional poetry understanding, traditional poetry characteristics and types of traditional poetries. These four subjects of traditional poetry are important to master before students are practically trained to write traditional poetry. The concept of traditional poetry, characteristics, and a variety of traditional poetries is very important to know to hone students' skills in writing traditional poetry with different types of traditional poetry.
Chapter 4 The Essence of Multiculturalism	This section describes multicultural education, the notion of multiculturalism, the purpose of multicultural education, the dimensions and approaches of multicultural learning. The multicultural paradigm boils down to the creation of attitudes of students who want to understand, respect, appreciate the cultural, ethnic, religious and other differences that exist in society. The cultural diversity of these students needs to be understood by teachers so that students have personalities that can respect each other's culture
Chapter 5 The Essence of Character Education	Contains a complete description of the meaning of character education, the purpose of character education, and the values in character education integrated with Indonesian language learning in elementary schools. Character values are character values that are integrated with Indonesian language learning in elementary schools adapted to the four pillars of character education that have been established by the Minister of National Education.
Chapter 6 Writing Traditional Poetry	Explaining the meaning of writing, the benefits of writing, the purpose of writing, the steps of writing traditional poetry, the technique of writing traditional poetry puzzles, and the assessment of producing traditional poetry text in writing. The step-by-step section of traditional poetry writing and the technique of writing traditional poetry puzzles become practical studies that are closely related to the practice activities in creative writing traditional poetry. This section is added to the assessment of writing traditional poetry as a piece of reference information to assess the creative work of students in writing traditional poetry following its aspects.
Glossary and Index	Glossary and index to make it easier for readers to use textbooks. The glossary in this textbook contains a list of words with explanations related to traditional poetry literature and creative writing skills. Index writing contains a list of important words or terms alphabetically that provide information about the page where the word or term was found.

Feasibility of Indonesian Language Textbook with Multiculturalism and Character Education to Improve Traditional Poetry Writing Skills

Expert Assessment

The prototype of Indonesian textbooks with multiculturalism and Character Education is further validated by experts to gain input until approval. The textbook feasibility assessment of language skills is carried out using peer-debriefing techniques, they were research partners and two experts related to language learning experts and literary learning experts. The results of the assessment by experts on textbooks are presented in Table 3. Based on table 3, it shows that

generally, the developed textbooks are good, but there need to be improvements in the content and language aspects, and graphics.

Table 3. Expert Assessment of Textbooks Prototype

No	Aspect	Score		Mean	Category
		Indonesian Language Learning Experts	**Indonesian Literacy Experts**		
1	Content	2,75	3,15	2,95	Good
2	Language	2,65	2,95	2,80	Good
3	Presentation	3,25	3,65	3,45	Very Good
4	Graphics	2,55	2,75	2,65	Good

Focus Group Discussion (FGD) Results by Teachers

Further textbook development was carried out through the implementation of FGD followed by 30 elementary school teachers who were randomly selected in Surakarta. The teachers studied the Indonesian textbook model of multiculturalism and character education in creative writing learning in elementary school. Teachers provide textbook model assessments with assessment results presented in Table 4.

Table 4. Teacher Assessment on Textbook Quality

No	Aspect	Score	Category
1	Content	3,18	Good
2	Language	3,35	Very Good
3	Presentation	3,67	Very Good
4	Graphics	3,05	Good

Based on the data of the teacher's assessment of textbooks is known on the aspect of readability and presentation already meets the category very well. The media prototypes that have been assessed by the teachers have been known to some weaknesses that subsequently carried out improvements to textbook prototypes.

Limited Test Results

The textbook prototype was subsequently tested on a small scale in 25 students. Limited tests were conducted collaboratively with classroom teachers using textbook prototypes. The pre-test and post-test results of students' creative writing skills at the limited test stage are presented in Table 5.

Table 5. Description of Traditional Poetry Writing Skills Data

Score	N	Range	Min Score	Max Score	Mean	Standard Deviation
Pre-test	25	24,30	58,45	82,75	64,35	10,44334
Post-test	25	23,53	64,80	88,33	76,88	8,23324

Prior to the t-test, table 5 data had met normality testing using Kolmogorov Smirnov (Sig. Pre-test = 0.374 and Sig. Post-test = 0.065). The t-test uses paired sample t-test through SPSS to determine the significance of the difference between the mean of pre-test and the mean of post-test in a sample group. H0: The mean of post-test" is equal to the mean of the pre-test. Ha: The mean of post-test were not the same as the mean of the pre-test. T-test results in limited test show that $t_{obtained}$ = -4,265 and t_{-table} at α = 5% t_{-table} = 2,064. Therefore -4,265 < -2,064, so H0 is rejected. Thus it is concluded the creative writing skills of students on post-test were not the same as pre-test scores. Students' creative writing skills after using textbooks with multiculturalism and character education are better than using developed textbooks. The result of the effect size test obtained that the effect size value (d) was 0.54, indicated that the effect size value was in the medium category ($0.51 \leq d \leq 1.0$). These results indicated that the use of developed books had a medium enough effect on the improvement of elementary students' skills in writing traditional poetry.

Broad Test Results

The broad test phase of the textbook prototype involved 56 elementary school fourth graders. The broader method of conducting trials is not much different from a limited test. The results of pre-test assessments and post-test creative writing skills of students at the broad test stage are presented in table 6.

Table 6. Description of Broad Test Data

Score	N	Range	Min Score	Max Score	Mean	Standard Deviation
Pre-test	56	26,10	58,15	84,25	65,23	11,00481
Post-test	56	27,80	64,50	92,30	78,85	7,44167

Before the test using the paired sample t-test, table 6 data had met the normality test using Kolmogorov Smirnov (Sig) analysis technique. Pre-test = 0.286 and Sig. Post-test = 0.076). The results of the t-test calculation on the broad test are $t_{obtained}$= -6,426 and t_{table} on the distribution table the value of t is shown that t_{table} = 2,004. Therefore -6,426 < -2,004, it can be decided that at the level of trust 95% of the average post-test score of creative writing skills of fourth-graders is not the same as the pre-test score. These findings suggest students' traditional poetry writing skills after learning using developed textbooks are better than previous learning. Based on the results of the broad trial phase, prototype improvement input was obtained as a form of textbook enhancement developed to be feasible for users to use. The result of the effect size test obtained that the effect size value (d) was 1.18, indicated that the effect size value is in the high category (d >1.0). These results indicate that the use of developed books has a high enough effect on the improvement of elementary students' skills in writing traditional poetry.

The substance of this research and development is the production of Indonesian Language Textbooks with a Multiculturalism Culture and Character Education. The following is a comparison between prototypes; products that have been revised based on the results of expert validation; products that have been revised based on field tests as the final product of the textbook after going through the revision stages.

Table 7. Comparison of Indonesian Textbook in Development Stages

No	Aspect	Prototypes	Revision Based on Expert Validation	Revision Based on Field Test (Final Product)
1	Book Chapter	Chapter 1 Introduction Chapter 2 The Essence of Literature Chapter 3 The Essence of Traditional Poetry Chapter 4 The Essence of Multiculturalism Chapter 5 The Essence of Character Education Chapter 6 Writing Traditional Poetry Glossary and Index	Chapter 1 Introduction Chapter 2 The Essence of Literature Chapter 3 The Essence of Traditional Poetry Chapter 4 The Essence of Multiculturalism And Character Education Chapter 5 Writing Traditional Poetry Chapter 6 Variety of children's poetry Glossary and Index	Chapter 1 Introduction Chapter 2 The Essence of Literature Chapter 3 The Essence of Traditional Poetry Chapter 4 The Essence of Multiculturalism And Character Education Chapter 5 Writing Traditional Poetry Chapter 6 Variety of children's poetry Chapter 7 Poetry writing techniques with multiculturalism and character education Glossary and Index
2	Description	The textbook prototype consists of 6 parts, the explanation of each section can be seen in table 2. The preparation of this textbook was carried out about the literature and the results of the analysis of the needs of teachers and students towards the Indonesian language textbook with multiculturalism and character education for writing traditional poetry skills.	Improvements made based on the judgment of experts obtained: (1) there is a combination of discussion of multiculturalism and character education from two chapters into one chapter. Besides, chapter 6 is added which contains various children's poetry. Poetry that is studied in elementary school students is adjusted to the stages of thinking and the student's world so that experts agree that an additional chapter is needed to provide examples of children's poetry so that it can stimulate students to write traditional poetry.	The final product of the Indonesian language textbook with multiculturalism and character education for writing traditional poetry skills is the result of a revision made after the book was tested in the field. Improvements are made as a stage of refining the book based on teacher and student. The book is added to section 7 which specifically discusses poetry writing techniques with multiculturalism and character education values.

Discussion

Need Analysis of Indonesian Language Textbook Development for Creative Writing Learning

The study of the needs analysis in this research obtained information that the availability of textbooks as a reference in creative writing learning is still very limited in elementary schools in Surakarta. Traditional poetry learning as one of the external creative writing is less supported by adequate learning resources. The learning resources used are still limited to thematic teaching books of students and teachers from the government, so a special learning resource is needed about creative writing in elementary school. Therefore, this needs analysis reveals the needs of teachers and students about textbook writing skills in elementary school.

The preliminary study found teachers and students expect the development of creative writing textbooks following the study of curriculum materials in elementary schools. The needs of teachers and students on the content aspect expect that the textbooks developed can meet the truth of the material reviewed in terms of language science and literary science. Teachers and students hope textbooks developed following the values of multiculturalism so that literary learning can be useful to internalize the nation's cultural diversity values in students as the findings of previous research (Al Ma'ruf & Nugraheni, 2019; Suarta, 2017). The creative writing skills of elementary school students with multiculturalism and character education are indispensable so that students have a positive attitude towards the environment and the surrounding community. Positive attitudes are expected to consist of caring, responsibility, discipline, tolerance, empathy, and confidence in a multicultural socio-cultural life that is expected to be integrated with developed textbooks (Almasitoh et al., 2020; Slamet & Winarni, 2019; Sugiyo & Purwastuti, 2017).

In terms of readability, teachers hope that the developed textbooks can be readable, the shape of the writing accordingly, the size of the letters, and the width of the spaces, the density of reading ideas, the beauty of the writing style, according to the words and sentences, the short-length, the frequency, the build of sentences, and the arrangement of paragraphs related to the language. The presentation of developed textbooks is expected to attract attention, arousing student activity because it pays attention to the motivation, cognition, and interest of students. As a complement to graphics, developed textbooks are expected to be physically qualified so that they have an attractive design and look. These results are following the findings of previous research stating the need for textbook development in Indonesian language learning in elementary schools based on character education oriented towards active student learning (Darsono et al., 2018; Hidayati et al., 2020; Sofiya et al., 2018; Widosari et al., 2017; Windiyani et al., 2019; Zulela & Rachmadtullah, 2018).

Development of Indonesian Language Textbooks with Multiculturalism and Character Education to Improve Traditional Poetry Writing Skills

Book development begins by reviewing the curriculum of writing learning in elementary schools. The study was conducted to find the scope of literature and the type of literature learned by elementary school students, namely creative writing traditional poetry type. Textbook preparation takes into account the four main components consisting of content components, language components, presentation components, and graphic components (Wahyuni et al., 2018). The preparation of textbooks begins with an introduction to the discussion about literary learning, multiculturalism education and character education, and writing skills.

The next part is a literary study. The literary fact-rationing includes literary understanding, literary language concepts, and good literary traits. Literature has huge potential to lead society towards change, including character changes. A more specialized study of textbooks developed is traditional poetry as a study of literature studied in elementary schools. The preparation of textbooks in this chapter includes the origin of traditional poetry, traditional poetry understanding, traditional poetry characteristics and types of traditional poetries. The concept of traditional poetry, characteristics, and a variety of traditional poetries is very important to know to hone students' skills in writing traditional poetry with different types of traditional poetry. This development is following previous research on the development of children's literature textbook studies (Markamah et al., 2019; Safitri et al., 2018).

The development of this textbook contains multicultural education, multicultural educational objectives, dimensions and approaches to multicultural learning as well as character education. The values of character education integrated with Indonesian language learning in elementary schools are described in separate chapters. The values of integrated characters include religious, honest, disciplined, hard work, independent, creative, curious, and communicative. The findings of this study are in line with previous research that developed textbooks by including character education in elementary schools (Anggraini & Kusniarti, 2017; Octaviani & Subekti, 2018; Puspita, 2019).

Traditional poetry writing studies developed in textbooks include the notion of writing, the benefits of writing, the purpose of writing, the steps of writing traditional poetry, the technique of writing traditional poetry puzzles, and the assessment of traditional poetry works. The step-by-step section of traditional poetry writing and the technique of writing traditional poetry puzzles become practical studies that are closely related to the practice activities in creative writing traditional poetry. The assessment section of traditional poetry work is expected to be used by teachers as a

piece of reference information to assess the creative work of students in writing traditional poetry following its aspects as well as previous research (Sundusiah et al., 2019; Xerri, 2016).

Feasibility of Indonesian Language Textbook with Multiculturalism and Character Education to Improve Traditional Poetry Writing Skills

The feasibility of textbook prototypes is pursued through expert assessments, FGDs, limited test, and broad test. The expert assessment was conducted by two Indonesian language learning experts and a literary expert. The expert scoring of the textbook prototype on the content aspect obtained a score of 2.95 (good category), on the readability aspect obtained a score of 2.80 (good category), on the presentation aspect obtained a score of 3.45 (excellent category), and on the aspect of the chart obtained a score of 2.65 (good category). Some expert input for textbook enhancements has been done, for example by adding more examples of traditional poetry types, integration of multiculturalism values in language learning, and the application of character education values in textbooks.

After improvement through expert validation, the prototype was further assessed by the teachers through focus group discussion (FGD). FGD results on the content aspect need to be added to a variety of traditional poetries and explanations about the variety of traditional poetries. Some unusual traditional poetries found in elementary school-level traditional poetry materials according to teachers need to be added to textbooks for enrichment. Besides, teachers also advise on the need for examples of assessments in creative writing in elementary schools. Assessment of the aspects of readability and presentation already meets the category very well. On the graphic aspect, required improvements to the layout design and the cover are interesting and relevant. Improvements are made by adding a variety of traditional poetries in the textbook equipped with adding types of traditional poetries based on the wearer, based on the content, and based on the shape. Examples of the variety of traditional poetries presented are also selected that contain or are related to the values of multiculturalism and character education. Improvements are made to improve textbook products so that they are ready to be a limited test.

The limited test is performed using pre-test and post-test textbooks after textbook learning are complete. Testing hypothesis t-test obtained results of students' creative writing skills on post-test is not the same as the pre-test score. Although students' creative writing skills after using textbook prototypes are better than before use, improvements in textbooks remain, including improvements to writing, typos, and editorial. Furthermore, in the broad test using the same design with limited test only more subjects were involved. Broad test using a non-independent t-test analysis of pre-test results and post-test obtained the decision that at a 95% trust level obtained results that students' creative writing skills on post-test were not the same as pre-test scores. Students' creative writing skills after using textbooks are better than before textbook learning. The results of this study are following Puspita (2019) which found the effectiveness of poetry appreciation textbooks developed.

Based on expert assessments, the implementation of focus group discussions, limited test, and broad tests that have been conducted found that the textbook model developed has been feasible for teachers and students to use in creative writing learning in elementary schools. The prototype feasibility findings in this study are in line with previous research that found feasibility through expert assessment and product trials on the development of poetry textbooks in elementary schools (Dahlia & Hadi, 2019; Markamah et al., 2019; Octaviani & Subekti, 2018; Rosmayanti et al., 2019). Textbook eligibility is obtained through expert validation, testing, and revisions made many times so that the textbook model is feasible to use following the views of experts and users.

Conclusion

Traditional poetry writing skills in elementary school students is a productive language study that is not easy for students. Preliminary studies show that Indonesian language textbooks are needed that can improve students' skills in writing poetry with multiculturalism and character education values. Textbook development is done by taking into account aspects of content, language, presentation, and graphics. Validation by experts and focus group discussion had been done to find textbook eligibility. The limited and broad test concluded textbook testing at the post-test score of students' creative writing skills is not the same as a pre-test score. Students' creative writing skills after learning using textbooks are better than learning not using textbooks. Thus it can be concluded that the developed textbooks are inferred to be feasible for teachers and students to improve their writing skills in elementary school. The development of teaching materials in the form of textbooks is still very much needed in connection with the limited supporting materials for learning creative writing in elementary schools. Further product development is expected to be carried out in types of creative writing skills other than poetry, such as prose and other creative writing.

Recommendations

The research findings indicate that the development of textbooks with multiculturalism and character education has helped students improve their traditional poetry writing skills. This study recommends teachers to involve regional values as a form of the cultural diversity of multiculturalism in learning to write to foster students' new ideas in writing traditional poetry. Another recommendation could be the use of this book as a reference in designing Indonesian

language learning, especially learning to write traditional poetry in elementary schools which are oriented towards the values of multiculturalism and character education. Recommendations for other researchers further emphasize the development of student skills in appreciating students' creative writing in the form of traditional poetry. Appreciation as a follow-up to creative writing competencies at the elementary school level. Appreciation can include aspects of the theme, main ideas, a figure of speech, diction, and deep meaning of the creative thoughts of elementary school students.

Limitations

This textbook development research is limited; there is research on writing poetry in elementary schools. Another limitation is the skills developed through the use of this book on writing traditional poetry. Thus, learning to write contemporary poetry can follow the learning path with adjustments. Textbooks integrate character values which are not all accommodated, only 13 out of 18 characters according to the Indonesian national education system are accommodated in this textbook. Therefore, the next researcher is expected to be able to develop a textbook of writing poetry based on character values that have not been included in this textbook. Besides, poetry writings can be directed at learning contemporary poetry.

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