The Effect of Content Analysis on Totto Chan Novel to Form Positive Self-Concept and Improve PGSD Students’ Comprehension on Elementary School Students’ Problem

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ABSTRACT

The main purpose of this study is to give direct experience to PGSD students dealing with problems of elementary school students’ development. The ability to comprehend the elementary school students is a primary asset for the elementary school teachers’ to be. The direct experience can be performed by reading and analyzing an event and occasion on a complex setting, in a novel. Totto chan is an educational genre novel, which tells about elementary school students’ mischief. The most interesting part of the novel is the way of the principle hardens the mischief. Therefore, by having content analysis method, the readers’ comprehension toward the novel will be better. The method of this study was an action research (CAR), with classical model of Kurt Lewin. The study was conducted in STKIP Hamzanwadi Selong with a population of 115 PGSD Students semester IV from four classes. Meanwhile, the sample was taken from one class consisted of 28 students. The data analysis used descriptive statistic. In accordance to the result, the data found that the average score of content analysis was 85.36% within the 28 students of (N). The minimum score was 80, and the maximum was 90, the standard deviation was 5.079. Furthermore, the forming of positive self-concept of the 28 students was found the minimum score was 48, the maximum was 78. The average score was 59, 86 and the standard deviation was 7,387. The improvement of comprehension on elementary school students’ problem showed the minimum score was 28, the maximum was 49, and the average was 36,35, while the standard of deviation was 5,001.

Keyword: content analysis on Totto chan novel, positive self-concept, comprehending improvement

Introduction

One of the purposes of active learning is to empower students in order to study using various ways or strategies actively. One of the ways can be used is by doing content analysis on a problem setting. Furthermore, the direct experience can be performed by reading and analyzing an event an occasion on a complex setting, in a novel. According to Indonesian dictionary, novel is a long prose work containing a series of someone life story and the surrounding people by featuring on personalities and characteristics of each character.

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Totto chan novel is an educational genre novel, telling about elementary school students’ mischief. The most interesting part of the novel is the ways of principle in handling the mischief. The story is quite important as experience and sample for elementary school teachers’ to be, PGSD students. By content analysis method, the readers’ comprehension to the novel will be better.

Beside the primary purpose above, the readers’ experience of reading Totto chan novel will influence to the more positive characteristic building and help to improve the comprehension of some problems on the growth of elementary school students.

Based on the description, the purpose of the study is briefly to see influences of content analysis on Totto chan novel to form positive self-concept and to improve the comprehension of PGSD students.

**Content Analysis**

Suejono and Abdurrahman (Suejono, 1999) argue that content analysis is a method to convey the book content which describes the situation of the author and its society. Weber defines content analysis as a methodology that uses a set of procedures to draw correct conclusion from a document that has a relation to the raised story. While Hosli (Soedjono, 1999) states that content analysis is a technique used to infer by effort to get the characteristics of message, and be carried out objectively and systematically. Noeng Muhajir (1989) mentions the requirements to use content analysis, namely: objective, systematic, and general.

**Positive Self-Concept**

Hurlock (1999) defines self-concept as a description of someone about his/herself and is an assembly of beliefs toward the physical condition, psychological, social, emotion, aspiration and achievement. Self-concept involves the whole individual perception of physic, motivation, weakness, intelligent, and failure. The self-concept of a person is reflected into attitudes and beliefs. Attitudes are latent variable that base, direct and influence behavior. Attitudes are also views and beliefs that make and individual tend to behave selectively to the attitude referents (Sarwono, 2002). The four aspects of self-concept are: 1) physical aspects include individual view to the physical condition such as body, clothes, and other individual personal stuffs; 2) psychological aspects, include mind, feeling, willingness, and individual attitudes toward him/herself; 3) social aspects consist of social role played by the
individual, how far the individual behavior relate to his/her appearance; 4) moral aspects consist of principles and believed values, and be used as life control (Pudjiyoganti, 1995).

Positive self-concept is a self-acceptance not as a big as self-pride. An individual who has positive self-concept is a person who knows him/herself, be able to understand and accept a huge amount of various facts about him/her, evaluates him/herself to be positive and can accept other existence. The characteristics of the individual who has positive self-concept are: 1) able to accept to whatever he/she has; 2) having stable and various personalities; 3) able to keep information, either negative or positive; 4) able to understand and accept various facts of him/herself; 5) able to know him/herself and other people; 6) able to understand his/her future life; and 7) always act bravely and spontaneously (James, 1989).

**Comprehension**

Saidman (Arinkunto, 2009) explains that comprehension is someone's ability to define, interpret, translate, or state something with his/her own knowledge has been ever got. Meanwhile, Arinkunto (2009) states that comprehension is how a person defends, differs, estimates, explains, enlarges, infers, generalizes, gives example, rewrites, and interprets by comprehending; in which the students are instructed to prove that they comprehend simple relations among facts or concepts.

**Research Method**

The method of this study was an action research using Kurt Lewin classical model. The model is a main reference that consists of three cycles of five components: (1) planning, (2) acting, (3) observing, (4) reflecting, and (5) evaluating (Hardjodipros, 1997). The designed action research is illustrated in the following image:
The detailed main activities on each cycle can be seen in the following table:
Table 1. Core Activities of Each Cycle

<table>
<thead>
<tr>
<th>Cycles</th>
<th>Activities</th>
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<tbody>
<tr>
<td>1st cycle</td>
<td>Distribution of Totto chan novel to be read and analyzed for 2 weeks</td>
</tr>
<tr>
<td>2nd cycle</td>
<td>Implementation of novel Totto chan analysis content in the form of a draft filling individual and small group discussions</td>
</tr>
<tr>
<td>3rd cycle</td>
<td>Measurement of the formation of positive self-concept and increased understanding of the problems of elementary school students in the form of a questionnaire</td>
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</table>

Data analysis technique used is qualitative and quantitative descriptive. The planning, implementation, observation and evaluation presented qualitatively in the form of descriptive words, the third cycle calculation to measure the quantitative descriptive questionnaire that has been distributed. This questionnaire will be used to measure the extent to which the content analysis influence on the formation of a positive self-concept and increase student comprehension. The questionnaire used in this study was a questionnaire enclosed with Likert scale. The dependent variable is the novel a content analysis Totto chan (Y), while the independent variable is the positive self-concept (X1) and increased students’ understanding (X2). The number of items on positive self-concept questionnaire is 30 items, processed using SPSS for Windows version 16.

This research was conducted in STKIP Hamzanwadi Selong, Lombok on PGSD fourth semester students with the population numbered 115 students spread within four classes, while the samples taken are a class of PGSD students consisting of 28 students.

Results and Discussion

1. Result; 1st Cycle

Planning

Planning activities carried out by the selection of novel that raised the values of positive self-concept and theme issues of elementary student’s development. It is done to provide direct experience in PGSD students in order to increase the professionalism of the prospective elementary school teachers... Before conducting analysis content, students are required to read and understand the novel for two weeks. Furthermore, in this planning process, the researcher also prepares pieces of content analysis that will be used as a reference for further processing.
Acting

Implementation of this action research began on Thursday, March 26, 2015. The implementation of the lesson plan was done by distributing the manuscript of the novel Totto chan to all students. The implementation process began with an agreement to read and understand the novel for two weeks. As a matter of introduction, the students were given stimulus by reading the novel excerpts and a brief introduction to the main character novel they were to read. At this stage, students also received the draft analysis novel content to guide them in understanding and analyzing.

Observing

Observations of activities carried out since the beginning, when the delivery of the instruction and the distribution of the novel to the entire sample. Based on the observations, obtained positive responses from students when they heard the instruction was read. Students were very interested with this learning model by reading novel. Cover and title of the novel were very unique also made them curious and enthusiastic to read the story.

Evaluating

Based on observations conducted, information was obtained that the implementation of the first cycle lasted well. It was characterized by high interest and enthusiasm of the students. Therefore, the second cycle was ready to be carried out.

2. Result; 2nd Cycle

Planning

In the second cycle, the action plan equal with the first cycle was done by preparing a small group discussion format consisting of 6 students in each group. In the second cycle, the students were asked to exchange views and share their personal experiences after reading and analyzing the novel.

Acting

The delivery of the second cycle of action research was conducted on Thursday, April 9, 2015. The delivery of the lesson plans using the discussion format lasted for 40 minutes.
This led to demonstrate the results of discussions in front of the class represented by one student from each group.

Observing

Observation carried out during the discussion process from beginning to end. Based on observations obtained positive responses from the students, where students were actively involved throughout the group discussion took place, as well as the high interest of the representatives of the group that were asked to represent the group to demonstrate the results of the group discussions in front of the class.

Reflecting

This stage was a follow up after the delivery of learning activities that were reading and analyzing novel Totto chan. In this stage there were 90% of students were enthusiastic in reading and analyzing novel Totto chan.

Evaluating

From the observations and reflections on the second cycle, it can be concluded that the students were able to show high enthusiasm during the learning process.

3. Result; 3rd Cycle

Planning

In the third cycle, the action plan was carried out by preparing a questionnaire measuring the positive self-concept and the increase of students understanding.

Acting

Implementation of the third cycle of action research was conducted on Thursday, April 16, 2015. At this stage, the students were asked to complete a questionnaire that served to measure positive self-concept formation and increased understanding of the problems of elementary school students after making a series of processes in the first and the second cycle. Before the distribution of the questionnaire, the students were given a brief reflection on the novel Totto chan as well as reviews of the experience that had been submitted by students in previous weeks.
Observing

The activities of observation began since the distribution of the questionnaire took place. Furthermore, the students did filling the questionnaire for 30 minutes with short information before the administration. Students still showed great enthusiasm during the process of filling the questionnaire.

Reflecting

This stage was a follow up after delivering a series of learning activities that were reading and analyzing novel Totto chann. Based on the calculations, consider the following:

<table>
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<th>Table 2. Descriptive Statistics</th>
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<tr>
<td>content analysis novel Totto chann</td>
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<tr>
<td>Positive self-concept</td>
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<tr>
<td>Increase understanding</td>
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</table>

Based on the above results, data showed that the average score of content analysis was 85.36% with (N) of 28 students. The minimum score was 80, and the maximum was 90, the standard deviation obtained was 5.079. Furthermore, the establishment of a positive self-concept of 28 students found that the minimum score was 48, and the maximum was 78. The average score was 59.85, while the standard deviation was 7.387. Later on increasing understanding of the problems of primary school students, the score of the minimum score was 28, the maximum score was 49, and the average score was 36.25, while the standard deviation obtained was 5.001.

Evaluating

Based on observations and reflections on the third cycle, we concluded that the average score of content analysis on the novel Totto chann was as 85.36. The average score of a positive self-concept formation after conducting content analysis on the novel Totto chann was 59.86. And the average score of an improved understanding of the problems of post primary school students perform content analysis amounted to 36.25. This suggests that the effect of doing content analysis on the novel Totto chann to the formation of positive
self-concept can be considered large enough, which the score is still above 50%, while the increase in the student’s understanding of the problems of primary school students still tend to be minimal, the score obtained is still below 50%.

Further evaluation materials need several improvements in the implementation of learning programs with this method, namely, the first is the questionnaire validity and reliability of measuring instruments, the second is the evaluation must be more prepared, the third is that some method of enrichment needed variation in learning this method of content analysis. Thus what the indicators and targets of research is quite successful with some notes.

Conclusion

Based on the research that has been done, the novel method of content analysis Totto chen was quite influential in the formation of a positive self-concept in students which amounted to the score of 59.86. While the influence of the content of the novel analysis method Totto chen relatively small, only reach the score of 36.25.

References


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