

# Development of Fabel Story Text Teaching Material Base on Local Wisdom for Seventh Grade Student

M. Afiv Toni Suhendra Saragih<sup>1\*</sup>, Eli Prihasti Wuriyani<sup>2</sup>, Wisman Hadi<sup>3</sup>

<sup>1,2,3</sup>*Indonesian Language and Literature Education Study Program, Postgraduate School of Universitas Negeri Medan, Medan, Indonesia*

<sup>\*</sup>*Corresponding author. Email: [afivtoni11@gmail.com](mailto:afivtoni11@gmail.com)*

## ABSTRACT

This study aims to develop learning materials for fable stories based on local wisdom for Junior High School State 1 Raya. The type of research belongs to Research and Development. The product developed is a fable story text module based on local wisdom which is of high quality and suitable for use as individual teaching materials. The feasibility of teaching materials in the form of modules is validated by material experts and learning design experts. The feasibility of teaching materials by material experts is included in very good criteria with aspects of content feasibility of 86.54%, feasibility of presentation of 86.76%, and feasibility of linguistic aspects of 81.73%. The feasibility of the design by design experts is included in the very good criteria with the aspect of module size with an average score of 81.5%, the module cover design with an average score of 84.72%, and the module design with an average score of 86, 25%. The results of students' news text tests after using the news text module increased by 12.50, with an average of 67.56 pretest or before using the module, while posttest learning outcomes or after using the module was 80.06.

**Keywords:** *Development, Teaching materials, Fabel story text, Lokal wisdom*

## 1. INTRODUCTION

Teaching material is located as a tool or a means to achieve core competencies. The preparation of teaching materials should be guided by Core Competencies, Basic Competencies, and Graduates Competency Standards. Teaching materials that are prepared without reference to KI, and KD, certainly will not provide much benefit to students. Through teaching materials, the teacher will be easier to carry out learning and students will be more helped in learning [1]. Teaching materials should be designed and written according to the rules of learning, i.e. adapted to learning materials, arranged based on learning needs, there are evaluation materials, and the instructional materials are interesting for students to learn [2]. Teaching materials are arranged with the aim of providing teaching materials that are appropriate to the needs of the learner covering the characteristics and social environment of students [3]

The development of teaching materials that starts from conventional to innovative becomes very important because it really helps the learning process for the teacher itself, especially to help students in learning

to be interested and fun. If students feel happy learning then learning will increase. The key to developing innovative teaching materials lies in the creativity of the teacher himself. This should not be an obstacle but a challenge for teachers to be able to upgrade their ability to develop their potential, especially in developing innovative teaching materials [4]

Teaching materials are all forms of teaching materials used to assist teachers / instructors in carrying out teaching and learning activities in class. The material in question can be either written material or unwritten material [1]. Teaching material is material or subject matter that is systematically compiled that is used by teachers and students in the learning process [1].

Based on the results of initial observations, the result is that students still experience problems that often arise in teaching and learning activities to write fable texts. Still low student interest in learning to write, especially in fable material. That matter based on interviews with Indonesian teachers in Junior High School State 1 Raya, that students interest in writing is still low, especially writing fable texts, this is evidenced by the acquisition of the task of writing fable texts which an average score

of 67 with 67% completeness. In addition, conventional learning makes learning orientation only occurs in one direction. Therefore it is necessary to innovate in the learning process of writing fable texts so that student interest increases in learning. Based on the existing problems, the development of fable teaching materials can be based on local wisdom found in Simalungun as a student residence area. This allows students to more easily understand each fable story text because students feel closer to their own culture

The importance of this research is that the teaching materials used by students through the development of fable story text teaching materials based on local wisdom in the Simalungun area are expected to produce effective, efficient, attractive learning increase student motivation, easy to understand, and relevant to needs students.

**2. LITERATURE REVIEW**

**2.1. Teaching Materials**

The success of the learning process is determined by many factors. Teaching material is one of the important factors besides the factors of educators, students, facilities and other components [3]. The interaction between these components is very important in achieving the learning objectives designed by the teacher. Good teaching materials will be able to motivate students to study harder and be able to develop the potential of students. One of the tasks of educators is to provide a pleasant learning atmosphere. Educators must find ways to make learning fun and rule out threats during the learning process [5-6]. One way to make learning fun is to use teaching materials that are fun too, namely teaching materials that can make students feel interested and happy to learn these teaching materials.[7].

**2.2. Modules**

The learning module is one of the learning materials that can be used independently by students. A good module must be arranged systematically, interestingly, and clearly. Modules can be used anytime and anywhere according to student needs[2]

**2.3. The Definition of Fabel**

According to Kosasih (2016: 154) argues,that fable (fable) is an animal story which is intended as a personification of human character. The animals that are used as characters in the story can talk, behave and behave like humans [8]

**2.4. The Definition of Lokal wisdom**

The scope of local wisdom is divided into eight, namely 1) developed local norms, such as taboos and obligations, 2) community rituals and traditions and the meaning behind them, 3) folk songs, legends, myths , and folk tales which usually contain certain lessons or messages that are only recognized by the local community, 4) information on data and knowledge collected from community elders, traditional elders, spiritual leaders, 5) manuscripts or holy books that are believed to be true by the community, 6) ways of the local community in fulfilling their daily life, 7) materials used for certain needs, and 8) the condition of natural resources or the environment that are commonly used in people's daily lives [9]

**3. RESEARCH METHODS**

The place of this research was conducted in 7<sup>th</sup> grade students of Junior High School 1 Raya. The reason for choosing this school is that in Junior High School 1 Raya there has never been a research on the same problem. This research was conducted in Mei to July 2020. The population in this research and development are 7<sup>th</sup> grade students of Junior High School 1 Raya. The sample is set in this study amounted to 32 students. Type of research in included in the type of research is Research and Development (R & D)

**4. RESULT AND DISCUSSION**

**4.1. The Process Of Developing Fabel Story Text Teaching Materials Based On Lokal Wisdom**

Based on the results of the analysis of the need for teaching materials, the authors develop teaching materials to help increase understanding of the fabel text. Development is carried out on the display of teaching materials, the form of teaching materials, and also on material, examples, and practice questions about the text of the fable story

Module product form is validated by material experts and design experts. this is useful for testing the feasibility of the fable story text learning module based on local wisdom. following data is shown below

**Table 1.** Percentage of material expert rating

No	Component	Average (%)	Criteria
1	Ccontent eligibility	86.76	Excellent
2	Presentation eligibility	86.5	Excellent
3	Language eligibility	81.73	Excellent
Average		85,17	Excellent

Based on the results of the percentage of material experts in the above assessment, it is known that the assessment for content eligibility has an average percentage of 86.76%, for the eligibility aspect of presentation with an average of 86.5%, and for language eligibility with an average percentage of 81.73. %, thus all aspects have "very good" criteria.

Teaching materials in the form of modules are also validated by design experts who aim to ensure the appropriateness of the teaching materials can be used in learning. here is shown the data below

**Table 2.** Percentage of design expert rating

No.	Component	Average (%)	Criteria
1	Module size	87,5	Excellent
2	Module cover design	84,72	Excellent
3	Module content design	86,84	Excellent
Average		86,25	Excellent

Based on the results of the percentage of design experts in the above assessment, it is known that the assessment for module size has an average percentage of 87.5%, module cover design with an average of 86.5%, and module content design with an average percentage of 86.84%, thus all aspects have "very good" criteria.

The assessment of teaching material products by Indonesian language teachers. Assessment of teaching materials for fable stories is carried out to obtain information that will be used to improve the quality of the products to be developed. Indonesian teacher response data on fable text material based on local wisdom with an average of 90,44 %

The product in the form of a module is then tested, Trials small scale (3 students), trials small scale (9 students) and trials large scale (32 students). This trial was conducted to identify deficiencies in the product and student responses to the product being developed.

Percentage Acquisition of Small Scale Trial (3 students) scores for text teaching materials Based on lokal wisdom with an average of 85,19 %, percentage acquisition of small scale trial (9 students) with an average of 89,66% and percentage acquisition of large scale trial (32 students) with an average of 89,66%.

**4.2. The Fasibility of Teaching Materials**

The appropriateness of fable story text teaching materials based on local wisdom contains content material validation, design validation, educator responses, and students' responses [5,10]

The material expert assessed that the fable story text teaching materials based on local wisdom for grade 7 SMP Negeri 1 Raya Simalungun that were developed had content feasibility with an average score percentage of 81.73% with the criteria very good. Design experts assess that the teaching materials for fable story text based on local wisdom of grade 7 SMP Negeri 1 Raya Simalungun that were developed have feasibility with an average score percentage of 86.25% with a very good percentage. he response of the Indonesian language teacher at SMP Negeri 1 Raya Simalungun to the teaching materials developed had an average of 90.44% with very good criteria. The results of all trial assessments on students above, it is concluded that the teaching materials developed are included in the very good criteria with a total average percentage of 90.75%.

**4.3. The Effectiveness of Teaching Materials**

The effectiveness of fable story text teaching materials based on local wisdom developed in this study was carried out through the implementation of the effectiveness test. The effectiveness test was carried out by providing a written test in the form of descriptions to 32 class VII students at SMP Negeri 1 Raya. The test is carried out in two stages, namely pretest and posttest.

Based on the data analysis table above, the analysis on the pretest students obtained a total of 2162 with an average of 67.56 and were in sufficient criteria while the analysis on the final test (posttest) students obtained a score of 2562 with an average of 80.06 with good criteria so that the teaching material product in the form of a local wisdom-based fable writing module was declared effective and could be used as additional teaching material for 7 grade students at the junior high school level

The value of the pretest results carried out on 32 students is presented in the frequency distribution table below

**Table 3.** Frequency distribution of pretest values of learning results in writing fable stories

Interval	Frekwensi	%
60-64	11	34
65-69	6	19
70-74	7	22
75-79	5	16
80-84	2	6
85-89	1	3
Σ	32	100

The distribution table above can be described in the form of the following histogram

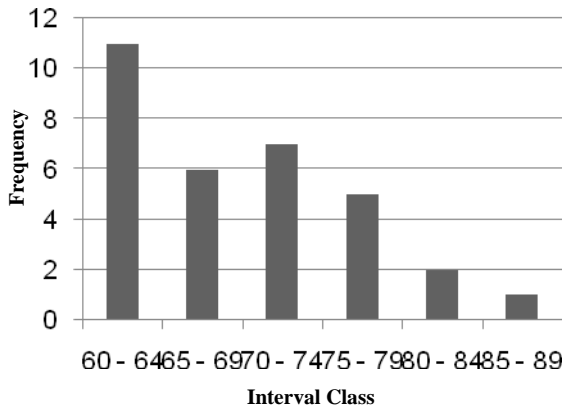


Figure 1. Frequency Distribution of Pretest

Based on the table 4 dan fig 1 above, it can be seen that students who get a score of 60-64 are 11 people with a percentage of 34%, who get a value of 65-69 are 6 people with a percentage of 19%, who get a value of 70-74 are 7 people with a percentage of 22%, who get a value of 75-79 are 9 people with an average percentage value of 28%, 2 people who get a score of 80-84 are 6%, and students who get a score of 85-89 are 1 person with a percentage by 3%. This means that the value achieved by students in writing fable stories still needs to be improved

Table 4. Frequency distribution of postes values of learning results in writing fable stories

Interval	Frekwensi	%
65-69	2	6
70-74	4	13
75-79	7	22
80-84	6	19
85-89	8	25
90-94	5	16
Σ	32	100

The distribution table above can be described in the form of the following histogram

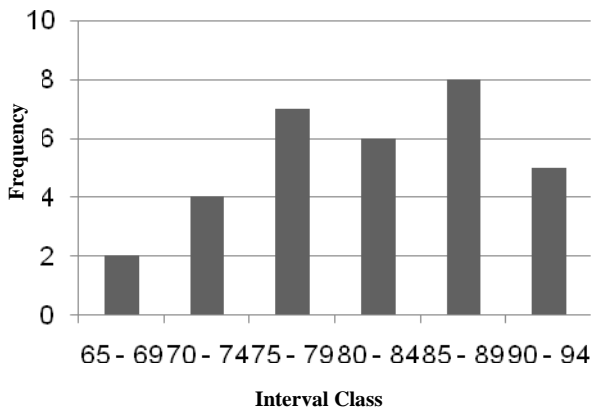


Figure 2. Frequency Distribution of Postest

Based on the frequency distribution table above, it can be seen that getting a value of 65-69 can be said to be 2 people with a proportion of 6%, who get a value of 70-74 maybe 4 people with a proportion of 13% who get a value of 75-79 means 7 people with a proportion of 22% who get a score of 80-84 proficiency 6 people with a proportion of 19% who get a score of 85-89 which can be 8 people with a proportion of 22% and those who can reach a score of 90-94 5 people with a proportion of 16%. Meaning that there is an increase in student learning outcomes by using teaching materials in the form of modules that have been developed, so there is student effectiveness in writing fables using the developed modules

### 5. CONCLUSIONS

Based on the results of research and discussion in the development of a local wisdom-based fable story writing module for students of SMP Negeri 1 Raya Simalungun, it was concluded that the process of developing fable story text teaching materials based on local wisdom was using the Brog and Gall learning model. The preparation of teaching materials is programmed with preparation and planning. The product of fable story text teaching materials based on local wisdom developed meets the requirements and is suitable for use as teaching material for students, based on validation by material experts on the product including having very good criteria. The use of developed local wisdom-based teaching materials is more effective in improving student learning outcomes, this is indicated by student learning outcomes using developed teaching materials that are higher than student learning outcomes using text books or before using developed teaching materials.

### REFERENCES

- [1] Kustandi, Cecep, "Media Pembelajaran," Jakarta: Ghalia Indonesia, 2014
- [2] Daryanto, "Menyusun Modul: Bahan Ajar Untuk Persiapan Guru Dalam Mengajar," Yogyakarta: Gava Media, 2013.
- [3] Depdiknas, "Panduan Pengembangan Bahan Ajar," Jakarta: Depdiknas, 2008.
- [4] Sulistyono, Yunus, "Penyusunan Media Pembelajaran Poster Berbasis Teks," Surakarta: UMS, 2015
- [5] Prastowo, Andi, "Panduan Kreatif Membuat Bahan Ajar Inovatif," Yogyakarta: DIVA Press, 2015
- [6] Ramadani, F., & Rajagukguk, J. (2020, March). The Design of Video Technology Based on Scientific experimental for Geometrical Optics Subject as ICT Implementation. In Journal of Physics Conference

Series (Vol. 1485, No. 1, p. 012040).

- [7] Prastowo, Andi, "Panduan Kreatif Membuat Bahan Ajar Inovatif," Yogyakarta: DIVA Press, 2015
- [8] Sulistyorini, Dwi, "Kriteria Pemilihan Materi Ajar Teks Moral/Fabel Pelajaran Bahasa Indonesia dalam Kurikulum 2013," Prosiding Seminar Nasional TEQIP (Teachers Quality Improvement Program), 2014 Vol. -, pp. 627-633
- [9] Wagiran, Pengembangan Karakter Berbasis Kearifan Lokal Hamemayu Hayuning Bawana ( Identifikasi Nilai-nilai Karakter Berbasis Budaya). Yogyakarta: Universitas Negeri Yogyakarta, 2012
- [10] Khairani, N. A., & Rajagukguk, J. (2019, December). Development of Moodle E-Learning Media in Industrial Revolution 4.0 Era. In 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019). Atlantis Press