

# The Validity of Literary Teaching Materials based on Local Wisdom to Class XI Students of SMK Negeri 2 Musi Rawas

Agung Nugroho<sup>1,\*</sup>, Syukri Hamzah<sup>2</sup>, Badeni<sup>3</sup>, and Agus Triyogo<sup>4</sup>

<sup>1,4</sup>STKIP PGRI Lubuklinggau, Sumatera Selatan. Indonesia

<sup>2,3</sup>Universitas Bengkulu. Bengkulu. Indonesia

\* Corresponding author. Email: [nugroho240886@gmail.com](mailto:nugroho240886@gmail.com)

## ABSTRACT

This study aims to determine the validity of literature teaching materials based on local wisdom in Class XI students of SMK Negeri 2 Musi Rawas. The research method uses R&D (Research and Development) with the Dick & Carey development model used to see the validity of the product. The research population was all students of class XI of SMK Negeri 2 Musi Rawas, and the sample was students of class XI RPL IV. Data collection techniques used expert validity questionnaires, including linguists, materials experts and graphic/design experts. While the data analysis technique is the validity test. Based on the results of the study, it is known that the material identifies elements of drama validity of 78.3%. The validity of the drama content analysis material is 85.25%. The material to analyze the intrinsic elements of the validation novel is 70.8%. Material analysis of the physical elements of local poetry validation is 78.6%. The material for analyzing the inner elements of poetry has a validity of 79.16%. The conclusion of this study is the validity of local literature teaching materials in the valid category, so that the product can be continued in the next process.

**Keywords:** Validity, Material, Teaching, Literature, Local Wisdom

## 1. INTRODUCTION

Teaching materials are a set of materials collected from various sources so that they can be a guide for teachers in the teaching and learning process. Wijayanti (2015: 97) explains that teaching materials have values that are important for a teacher because they can help students achieve predetermined learning competencies. In this case, the quality of teaching materials will determine the quality of learning, therefore it is necessary to pay attention to the language, content and design of the material. Teaching materials will direct students to achieve learning objectives in this case learning literature.

Literature teaching materials are still not optimal in schools. The teaching materials used are still in the knowledge stage without linking to 21st century skills. Literary learning that requires skills will increase the creativity of students. Suhariyadi (2016: 62-63) suggests that the basic concepts applied in literary learning lead to a constructivist perspective or paradigm, and the objectives of literary learning are information, concepts, perspectives, and appreciation (Waryanti, 2015:158). Therefore, literary learning emphasizes the affective, cognitive and psychomotor development of students.

Based on the results of the needs analysis of teachers and students, it is found that the literature material is still not optimizing local literature as a source of learning literature. The teaching materials used by teachers are still monotonous with textbooks whose literature uses Indonesian literature. In addition, teachers are still not optimal in utilizing local literature in language learning due to lack of time in compiling teaching materials. Meanwhile, based on the analysis of needs identification of students, it is known that the dominant problem faced by students in learning literature is that local literature reference books are still lacking in schools. Literature learning is still focused on textbooks with Nusantara literature which is less related to the student environment, so it does not affect the psychology of students, and this affects student learning outcomes.

Based on the results of the initial identification, it is known that students' literary learning outcomes are still low, thus requiring creative and innovative literature teaching materials from teachers. In this case the author will look at the validity of the literary teaching materials so that the teaching materials are suitable for use or not. The teaching materials that will be developed to meet the needs of literary

teaching materials for students of SMK Negeri 2 Musi Rawas are literature teaching materials based on local literature. Literary teaching materials include drama, poetry and novels and literature used by local literature from the cities of Lubuklinggau, Musi Rawas and Musi Rawas Utara. Maulina, et al., (2018: 196) say that local wisdom is a term that describes local wisdom, local means local and wisdom means wisdom so that local wisdom can be said as wisdom or wisdom that exists in the local area. Fajarini (2014:123-124) suggests local wisdom as a point of view about life which is manifested in the activities of local residents. Therefore, it is hoped that literature teaching materials based on local wisdom will improve the quality of literary learning

at SMK Negeri 2 Musi Rawas.

## 2. RESEARCH METHODS

### 2.1 The Nature of Research Development

Research and development aims to produce new products from previous products. Seals and Richey (Hamzah, 2019:1) development research is a systematic assessment step, Fransisca and Noratama (2019:74), producing a certain product and testing the effectiveness of the product, Ainin (2013:96-97) as well as validating the product. Based on this opinion, development research is a systematic process to produce new products through tests of validity, practicality and effectiveness. In this study, the author uses the Dick and Carey floating model.

The Dick and Carey model is a model for developing teaching materials that focuses on 10 stages. Tegeh, et al., (2014:31) Dick & Carey's development model is the development model most often used by learning designers, trainers, including researchers when developing a product. With stages: 1) Analysis of needs and objectives, 2) Analysis of learning, 3) Analysis of student characteristics, 4) Formulating performance goals, 5) Developing instruments, 6) Developing specific learning strategies, 7) Developing and selecting learning materials to be developed, 8) Designing and conducting formative evaluation, 9) Revising, 10) Summative evaluation.

The steps for developing Dick & Carey in teaching materials for literature based on local wisdom at SMK Negeri 2 Musi Rawas, then these steps are summarized in the research procedure. The research procedure is divided into three stages, namely the preliminary stage (needs and goals analysis, learning analysis, and student characteristics analysis), the planning stage (formulating

performance goals, developing instruments, developing specific learning strategies, and developing and selecting learning materials), the development stage (designing and conducting formative evaluations and revisions), however, the researcher limits it to the product validity stage.

The data analysis technique was carried out to determine the results of the research carried out which had been obtained through expert validation sheets for the resulting product. Validity data is used to measure the product being developed. Analysis of the validity of the data in this study using a Likert scale with a score of 1-5, each score has a different description. The scoring used in the validity data analysis, namely:

**Table 1.** Expert Validation Assessment Score Guidelines

Modifikasi (Riduwan, 2015:13)

Answer Item Instrument Score	Score (Negative Question)	Item Answer Score Instrument	Score (Question Positive)
Very Valid	1	Very Valid	5
Invalid	2	Valid	4
Quite Valid	3	Quite Valid	3
Valid	4	Invalid	2
Very Invalid	5	Very Invalid	1

The total scoring score in data analysis can be searched by the following formula:

$$P = \frac{f}{N} \times 100 \%$$

Information:

P = percentage number of questionnaire data

f = total score obtained

N = number of maximum scores

In converting product validity scores, the following guidelines are used:

**Table 2.** Criteria for Validity

(Modifikasi Riduwan, 2010:15)

Persentase	Kriteria
81% - 100%	Very valid
61 % - 80 %	Valid
41 % - 60 %	Quite valid
21 % - 40 %	Invalid
0 % - 20 %	Totally invalid

### 3. RESEARCH RESULTS AND DISCUSSION

#### 3.1 Research Results

##### a. Needs Analysis Phase (Need Assessment)

Based on the analysis of the objectives, the researcher knows that the purpose of developing this teaching material is to overcome problems that arise in learning activities and create new innovations in the field of education that are in accordance with the needs of students, so that students are able to understand lessons easily.

##### 1) Learning Analysis

Learning analysis activities provide the fact that there are students who respond well during the learning activities carried out and there are also students who do not respond well. This happens because only the conventional method is applied by the teacher during learning, besides the teaching materials used are less attractive so that students are less active, motivated and passive. While the assignments given to students are in the form of exercises in the textbook.

##### 2) Analysis of Student Characteristics

Characteristics of students assessed from student activities during the learning process. Based on the results of observations and interviews with teachers, class XI RPL IV during the process of learning literature activities can be said to be active. Many students ask questions and are curious about the material because previously students have never studied the material. Meanwhile, for the attitude, the students of class XI RPL IV were quite good. Before starting the lesson, prayer is done first, as well as after the lesson ends. Praying before and after learning is a form of instilling character in students,

especially because one of the first core competencies assessed by students is KI 1, namely spiritual attitude.

##### b. Development Stage

1) Formulating Performance Objectives: The general purpose of this product development performance is to create innovations in the field of education in the form of teaching materials. The teaching materials are implemented in Indonesian class XI SMA/SMK/MA subjects. The thing that is studied in teaching materials is literary material in even semesters. Meanwhile, specifically, the purpose of this performance is that students are able to understand literary material including: drama, short stories, poetry and novels.

2) Develop Instruments, the instruments developed are instruments to measure the validity of teaching materials. The instrument of validity of teaching materials is in the form of a questionnaire which is divided into three instruments, namely an instrument to measure the validity of the design, an instrument to measure the validity of the material, and an instrument to measure the validity of language. There are ten questions for the design validator, while the questions for the material and language validators are seven questions.

3) Developing Learning Strategies, The learning strategy developed by the author is to make the basis of local wisdom as material for developing teaching materials, using learning methods in the form of discovery learning methods on Drama, Poetry, Novel and short stories. In addition, the researchers made an RPP (Learning Implementation Plan) with the Discovery Learning learning model as the basis for implementing learning.

4) Developing Teaching Materials, the author develops teaching materials in the form of modules with material for drama, poetry, short stories, and novels based on local wisdom. This local wisdom-based Literature module contains a summary of material obtained from several literatures, accompanied by pictures from the author's personal documentation, and examples so that students are not confused when studying the module.

#### 3.1.1 Validation Stage

##### 1) Design Validation

The design validation on the local wisdom-based literature module that was developed was carried out by Dr. Dodik Mulyono, M.Pd. The module validation instrument given to the validator

consists of ten questions which include clarity of purpose, order of presentation, motivation, interaction (stimulus and response), completeness of information, font size and type, accuracy of illustrations, graphics, and tables, physical appearance, quality paper, as well as module covers.

**2) Material Validation**

The validation of the material contained in this module was carried out by Dr. Satinem, M.Pd. This validation uses an instrument in the form of a questionnaire that contains questions, besides that there is also a criticism and suggestion column so that the validator can write down his criticisms and suggestions on the validated module.

**3) Language Validation**

The language validator is Dr. Rusmana Dewi, M.Pd. who is a linguist at STKIP PGRI Lubuklinggau. Validation is done by filling out the questionnaire containing seven questions which include simplicity of sentence structure (unambiguous and simple), level of ease of understanding language, clarity of information, use of Indonesian language rules, effective and efficient use of language, linkages between sentences, between paragraphs, and between sentences. concepts, as well as the completeness of supporting presentations.

**3.1.2 Data Presentation Validity**

Validation of the module is carried out by a validator which will be carried out from April 1, 2021 to April 30, 2021. This product validation activity is divided into three, namely design validation, material validation, and language validation. Data obtained from expert validation in the form of quantitative data and qualitative data. Quantitative data is taken from a questionnaire of assessment instruments using a Likert scale, while qualitative data is in the form of criticism and suggestions from the validator. The assessment criteria for the validator questionnaire are as follows:

**Table 3.** Validity Criteria

<b>Persentase</b>	<b>Criteria</b>
81% - 100%	Very valid
61 % - 80 %	Valid
41 % - 60 %	Quite valid
21 % - 40 %	Invalid

0 % - 20 % Totally invalid

(Modifikasi Riduwan, 2010:13)

Based on the calculation of the validation of all components included in the valid category. In detail, the assessment of the literature module based on local wisdom can be seen in the following table:

**Table 4.** Recapitulation of Validator Assessment “Identifying Dramatic Elements”

<b>No</b>	<b>Validator</b>	<b>Skor</b>	<b>Persentase</b>	<b>Kategori</b>
1.	Design	38	76 %	Valid
2.	Material	28	80 %	Valid
3.	language	28	80 %	Valid
<b>Jumlah Keseluruhan</b>		Total number	<b>78,3 %</b>	<b>Valid</b>

Based on the assessment of the three experts on the module developed by the author, it can be concluded that the linguistic feasibility is in the valid category with a percentage of 80%, the material feasibility component is in the valid category, the percentage is 80%, and the design expert is in the valid category with a percentage of 76%. All components are in the valid category with a percentage of 78.3%.

**Table 5.** Recapitulation of the results of the validity of “Analysis of Dramatic Content”

<b>No</b>	<b>Validator</b>	<b>Score obtained</b>	<b>Persentase</b>	<b>Category</b>
1	language	34	77,27%	Valid
2	Material	48	86%	Very Valid
3	Design	51	91%	Very Valid
<b>Total</b>		<b>133</b>	<b>85,25%</b>	<b>Very Valid</b>

Based on the assessment of the three experts on the module developed by the author, it can be concluded that the linguistic feasibility is in the valid category with a percentage of 77%, the material feasibility component in the very valid category, the percentage is 86%, and the design expert is in the valid category with a percentage of 91%. All components are in the valid category with a percentage of 85%.

**Table 6.** Recapitulation of the results of the validity of "Intrinsic Novel Elements"

No	Validator	Score obtained	Percentage	Category
1	language	28	60%	Cukup Valid
2	Material	26	74%	Valid
3	Design	38	76%	Valid
<b>Total</b>		<b>92</b>	<b>70%</b>	<b>Valid</b>

Based on the assessment of the three experts on the module developed by the author, it can be concluded that the linguistic feasibility category is quite valid with a percentage of 60%, the material feasibility component of the category is very valid, the percentage is 74%, and the design expert is in the valid category with a percentage of 76%. All components in the very valid category with a percentage of 70%.

**Table 7.** Recapitulation of the results of the validity of "Analysis of Physical Elements of Poetry"

N	Validator	Score obtained	Percentage	Category
1	language	28	80%	Valid
2	Material	28	80%	Valid
3	Design	38	76%	Valid
<b>Total</b>		<b>94</b>	<b>78,67%</b>	<b>Valid</b>

Based on the assessment of the three experts on the module developed by the author, it can be concluded that the linguistic feasibility is in the valid category with a percentage of 80%, the material feasibility component of the very valid category, the percentage is 80%, and the design expert is in the very valid category with a percentage of 76%. All components are in the valid category with a percentage of 78.67%.

**Table 8.** Recapitulation of the results of the validity of "Analysis of the Inner Elements of Poetry"

Criteria	Ahli Materi	Ahli Kebahasaan	Ahli Desain	Jumlah
Number of Questions	7	7	10	24
Maximum Score	35	35	50	120
Minimum Score	7	7	10	24
Earned Score	28	28	39	95
Percentage	80 %	80 %	78 %	79,16 %
Category	Valid	Valid	Valid	Valid

Based on the data in table 4.9, it can be seen that the material for analyzing the inner elements of poetry in the assessment of the validator obtained a score of 28 with a percentage of 80% included in the valid category, then the assessment of the linguistic validator obtained a score of 28 by getting a percentage of 80% in the valid category, and finally the design validator assessment has obtained a score of 39 with a percentage of 78% categorized as valid. The conclusion from the Eligibility component of All Validation is seen from table 4.9 that the total score obtained is 95 with a percentage of 79.16% included in the "valid" category.

### 3.1.3 Final Product Revision

The validation results from the validator show that there are still weaknesses in the initial product developed by the researcher. Weaknesses in terms of design are in the form of layout, color combinations that are less synchronous, and accuracy in choosing tables. The weakness in terms of material is that there are still sub-topics that have not focused on the objectives of the material and the accuracy of the supporting aspects contained in the module. Meanwhile, in terms of language, the weaknesses are in the effectiveness of sentences and the use of punctuation that must be improved. The researchers have corrected these weaknesses (attached). Based on expert validation, the product developed is feasible to be tested.

### 3.2 Discussion

Development research is a type of research that creates a product as a new innovation in this field is education. The product produced by the author is a module of literary material in even semesters including drama, poetry, novels and short stories. This product was tested in class XI RPL IV SMK Negeri 2 Musi Rawas even semester. The following is a discussion of the development of a local wisdom-based literary module:

#### 3.2.1 *The Process of Developing Literature Modules based on Local Wisdom*

The literature module based on local wisdom was developed after the author carried out needs and objectives analysis, learning analysis, and analysis of student characteristics. This analysis activity was carried out at SMK Negeri 2 Musi Rawas in class XI RPL IV. The author conducted a needs analysis of teachers and students with interviews. In the learning process, there are still students who are less active and motivated. This is because the material presented is not in accordance with the psychology of students so that it requires other references, the language used is difficult to understand, and the teaching materials are less attractive. Means, students need teaching materials that contain material according to the environment, valid, and practical to support the learning process. Therefore, the author can develop a literary module based on local wisdom. The development process starts from understanding the theory and how to make a module, discussing with colleagues, designing modules, finding and compiling materials, and writing modules.

After the initial design of the module is completed, the module is validated by the validator. The appearance of the local wisdom-based literature module after being validated is not much different from the initial design. Improvements made to the module design are only on the layout, color combination (dark >< light), image quality, table selection, and numbering on the concept map. As for the material, changes were only made to inaccurate writing, details of the table of contents, and adjustment of learning objectives to basic competencies. Language changes are made only in the part of the module that discusses the round, namely the use of letters, spaces, and punctuation. After being repaired, the module was printed using A4 paper with a total of 350 pages and neatly bound.

#### 3.2.2 *Validity of Literature Module based on Local Wisdom*

The validity test of the literature module based on local wisdom is carried out by giving an assessment questionnaire to the validator. This validation activity was carried out by three validators, including the design validator (Dr. Dodik Mulyono, M.Pd.), the material validator (Dr. Satinem, M.Pd.), and the linguistic validator (Dr. Rusmana Dewi, M.Pd.). Based on the validation results, the literary module based on local wisdom in terms of design, material, and language is valid. From the overall percentage, the validity of the material and language is higher than the validity of the design. This is because the material and language in the module are in accordance with the validation instrument grid used by the author, while for the design there are still design components that are not in accordance with the validation instrument grid, namely the lack of motivation and the inaccurate selection of illustrations, graphics, and illustrations. table selected by the author.

Local wisdom in the literature module applies its function as knowledge development. At first, learning activities in class XI RPL IV SMK Negeri 2 Musi Rawas used teaching materials provided by the government (Text Books), so that everything discussed was national/general. Meanwhile, the literature module based on local wisdom raises the values of local wisdom, thereby providing new knowledge to students. The values raised in the text are in the form of a regional language that grows and develops in Musi Rawas, namely the Sndang/Col language and the lifestyle of the people. Local wisdom in Fajarini's view (2014:1-2) is said to be a kind of strategy to overcome problems that arise in life. It is also supported by the view of Santosa (2011: 19) which says that local wisdom functions as nature conservation, human resource development, and knowledge development.

The most interesting element to identify in the local wisdom-based literature module is the literary text. This is because literary texts, both prose, poetry and drama, are the main subjects that must be studied by students. Understanding local literature requires students to read local literary texts to the end, while for other materials it can be done by finding inner and fictional elements in local poetry, finding novel elements through local novels and so on. The final point is that this local wisdom-based literary module is suitable for use by teachers and students.

#### 4. CONCLUSION

Based on the research results, it is known that the literature module based on local wisdom is categorized as valid so that it can be used by teachers and students. In the matter of identifying drama, the validity data obtained is 78.3% with a valid category. Based on the assessment of the three experts on the material to identify the content of the drama, all components are in the valid category with a percentage of 85%. In the novel intrinsic elements, all components are in the very valid category with a percentage of 70%. On the physical elements of poetry, all components are in the valid category with a percentage of 78.67%. In terms of the mental element, the total score obtained is 95 with a percentage of 79.16% which is included in the "valid" category. The results of these three validations prove that the module developed by the researcher is categorized as valid, so it is feasible to be tested on trial subjects.

Prosedur Kompleks Yang Bermuatan Kesantunan Bagi Peserta Didik Kelas X SMA/MA. *Jurnal Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*.

#### REFERENCES

- [1]. Ainin, M. (2013). Penelitian Pengembangan Dalam Pembelajaran Bahasa Arab. *Jurnal OKARA*. II:96-97.
- [2]. Fajarini, U. (2014). Peranan Kearifan Lokal Dalam Pendidikan Karakter. *Jurnal Sosio Didakta*. I (2):1-2.
- [3]. Fransisca & Noratama. (2019). Pemanfaatan Teknologi RFID untuk Pengelolaan Inventaris Sekolah Dengan Metode (R&D). *Jurnal Mahasiswa Aplikasi Teknologi Komputer dan Informasi (JMApTeKSI)*. 1(1):72-75
- [4]. Hamzah, A. (2019). Metode Penelitian dan Pengembangan. Malang: CV. Liberasi Nusantara Abadi.
- [5]. Santosa, E. (2011). Revitalisasi dan Eksplorasi Kearifan Lokal (Local Wisdom) dalam Konteks Pembangunan Karakter Bangsa In *Forum*. 4(2):12-26.
- [6]. Suhariyadi. (2016). Pembelajaran Sastra: Prinsip, Konsep, dan Model Pembelajaran Sastra. *Jurnal Teladan*. 1(1):62-63.
- [7]. Tegeh, dkk. (2014). Model Penelitian Pengembangan. Yogyakarta: Graha Ilmu.
- [8]. Waryanti, E. (2015). Pembelajaran Sastra Berbasis Karakter. *Jurnal Buana Bastra*. 2(2): 156.
- [8]. Wijayanti, dkk. (2015). Pengembangan Bahan Ajar Interaktif Kompetensi Memproduksi Teks