

The Development of Pantun Teaching Materials Containing Malay Teaching Values

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Abstract—Teaching materials as learning media play an important role in helping teachers in the learning process, so that learning objectives are achieved in accordance with competencies. This development research aims to find out the relevance of teaching materials, feasibility, and effectiveness of teaching materials for pantun with Malay Teaching values. Materials produced in this research is a module. This development research uses Borg and Gall models. The results of the research on the development of this Malay Teaching value charged pantun teaching material show, the teaching material for pantun contains Malay Teaching values relevant to students' needs, because the instructional material developed has been adapted to the needs of students. The results of the feasibility obtained in the assessment of Malay culture experts obtained an average of 87,5 with very good criteria, the assessment of material experts obtained an average of 89,59 with very good criteria, Graphic design expert judgment obtained an average of 92.91 with very good criteria. The results of effectiveness before using teaching materials obtained on average 65,86 with good criteria whereas after using pantun teaching materials, the average is 81.13 with very good criteria. These results show that teaching materials that have been developed can help improve student learning outcomes.

Keywords—*development; teaching materials; pantun; Malay Teaching Point*

I. INTRODUCTION

Education is a process that functions to pass on values contained in culture. Education also has a function to develop cultural values that correspond to the present life. Development of cultural values can be done through a variety of subjects that are in school, one of them on Indonesia's language subjects. Therefore, the teacher can add material that is considered to be in accordance with the environment and culture of the students to develop the value contained in the culture. Indonesia language learning materials in the curriculum 2013 that can be used to develop cultural values existing in society one is folk poetry. Pantun is part of folk poetry. Pantun also becomes a way for parents to instill the noble values contained in Malay culture. In order to understand the noble values of Malay culture, it is necessary to study more in the Malay Teaching Point that is full of noble

values. Malay Teaching Point is all the guidebooks, trustworthy examples, and advice that bring people to the straight and blessed path of God, whose blessings save man in the life of the world and life in the Hereafter [1]. In order for this value to be well integrated, a teaching material is needed that can accommodate that value into learning. Teaching materials are all forms of material used to assist teachers/instructors in carrying out teaching and learning activities [2].

Learning materials as a medium of learning plays an important role to help the teacher in the learning process, so that the learning objectives are achieved in accordance with the competency. Generally, materials widely used teacher to achieve learning objectives is a book. For students, books are a learning resource, while for teachers as a companion in the learning process [3]. The use of books as teaching materials often makes the learning process focused on the teacher. Therefore, teachers need to develop innovative and varied teaching materials so that learning is no longer focused on the teacher. Some teachers state that the use of teaching material prepared by city government because of some factors; time, tool and equipment. It means that school does not give chance to create teachers' teaching material. They are busy in making teaching duty and administrative duty such as conducting syllabus, lesson plan, and some other compulsory teaching equipments. Teachers have no opportunity to develop themselves through teaching material development [4].

This also happened in SMP Negeri 1 Kuindra the teacher in the learning process only used the books provided. Teaching materials that can be developed by teachers are modules. Because learning with modules students can learn independently according to the level of student ability. The module is a set of teaching materials that are presented systematically so that users can learn with or without a facilitator/teacher [5]. So, learning by using the teacher role module is only as a facilitator of learning activities conducted by students.

The concentration of this research is one part of folk poetry namely pantun. Pantun material in books published by the government has not shown the value of Malay teaching values. This has not shown contextualization in the study of

folk poetry, especially pantun. Contextualization in learning is done so students know their culture and become cultured individuals. Observations in the field in the learning process more than 61.6% of students did not have a companion book. Other results obtained in the field 80% of students need other alternative learning materials in learning poetry, especially poetry. This shows that teaching materials that are appropriate to the needs of students are very important so that learning objectives are achieved.

Connection with the above problems, it is necessary to develop teaching materials for pantun modules which containing Malay teaching values. The module was developed to help teachers and students in studying and preserving the value of the Malay teaching values.

II. METHOD

This research was conducted at SMP Negeri 1 Kuindra. The population in this study is 60 students divided into two classes. Sampling using random sampling. From the number of classes available, the sample to be used in this study is class VII A as an individual trial and small group trial, for limited group trials will be taken from class VII B. The method used in this study is research and development (R & D). This development research procedure refers to the Borg and Gall model. The Borg and Gall model development stage consists of ten steps: (1) the potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product trial, (7) product revision, (8) trial usage, (9) product revision, (10) bulk products [6].

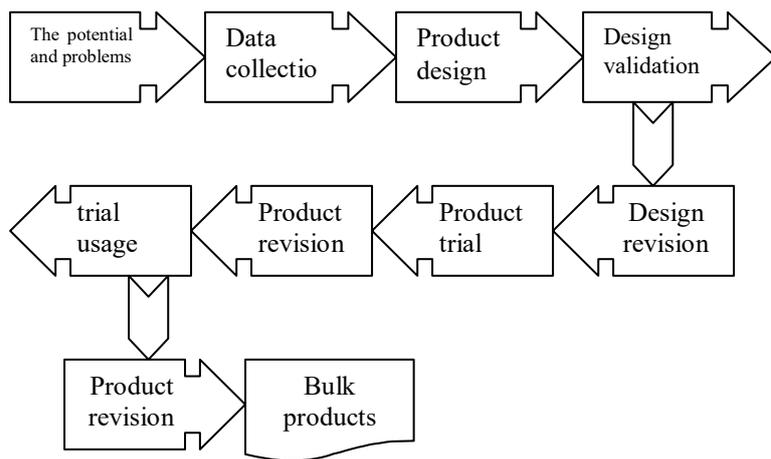


Fig 1. Procedure of This Research

Data collection instruments in this study used questionnaires to assess the products to be developed. Data collection instruments that will be used in this study are: (1) expert validation instrument, (2) Teacher response instrument, and (3) student response instruments. Data analysis techniques used in this study are: (1) module validation analysis, (2)

Analysis of Student and Teacher Responses, and (3) effectiveness analysis.

III. RESULTS

A. Relevance of Reflective Teaching Materials with Student Needs

Learning resources that can be used by teachers to be used as learning material in the classroom are regional literature that has an element of closeness to students' lives. Poetry of the local people as the nation's cultural heritage needs to be taught to students [7]. Similarly, the pantun containing Malay teaching values in Indragiri Hilir Regency contains many cultural elements and the character values of the Malay community can be used as literary learning material in schools.

The results of student needs analysis show that 80% of students need alternative teaching materials that can be used in pantun learning. Another thing that was obtained in the needs analysis 80% of students stated that learning to contain pantun with Malay teaching values in schools was beneficial for students. In addition, according to students 56% stated the content of teaching materials in pantun learning namely: Malay teaching values, material, examples, and pantun training questions. Malay teaching value-charged pantun teaching materials are designed and developed in accordance with the results obtained from student needs analysis. In this teaching material contains the values of Malay teaching that have been adapted to the education of culture and character of the nation.

The value used in the teaching material containing Malay teaching value is (1) devotion to the Almighty God, (2) hard work, diligent, and diligently, (3) independent and confident attitude, (4) responsibility, (5) deliberation and consensus, and (6) honesty. The values contained in the teaching material containing pantun Malay teaching values are very relevant to the value of the education of culture and character of the nation. The material arranged in this teaching material has been adapted to the needs of students and the contextualization of culture in the student environment. The material presented in the teaching material containing the Malay teaching value is (1) know and understand pantun, (2) get to know Malay teaching values and conclude the pantun, (3) examines the linguistic structure of the pantun, and (4) presents pantun verbally and in writing.

Based on the results that have been obtained, the teaching material containing Malay teaching value is very relevant to students' learning needs. Because the instructional material developed in addition to being adapted to the needs of students and This teaching material is also in accordance with the contextualization of culture in the student environment.

B. Feasibility of Pantun Teaching Materials Containing Malay Teaching Value

The textbook assessment component is: (1) content eligibility, (2) linguistic, (3) presentation, (4) graphics [8]. The

purpose of the feasibility aspect is to produce a viable materials used by students and teachers in the learning process in the classroom. The first stage is done in this research is conducting a preliminary study that begins with doing the analysis of student needs analysis and syllabus. The second stage, designing learning materials in the form of modules that will be developed based on data that has been retrieved from an early stage.

The third stage, validate teaching materials that have been developed to material experts and graphic design experts to obtain validity of teaching materials. The fourth stage, the validated teaching material, was then revised based on the results obtained from material experts and graphic design experts. The fifth stage, the individual test materials to find out students' response toward learning materials that have been developed. The sixth stage, after getting results from individual trials, the teaching material was revised in accordance with the results obtained. The seventh stage, perform group limited trials with a total of 9 students. The eighth stage, perform group limited trials with a total of 30 students.

The results that have been obtained from the process of developing learning materials pantun Malay teaching value is: (1) malay culture expert's assessment of the teaching material of pantun containing Malay teaching values obtained an average of 87.5 with very good criteria. (2) expert material assessments include aspects of assessment of content eligibility, feasibility of presentation, and assessment of language. The total assessment results from these aspects were obtained on average 89.59 with very good criteria. (3) the assessment of graphic design experts on the teaching material of pantun containing Malay teaching values obtained an average of 92.91 with very good criteria. (4) the assessment of two Indonesian teachers on the pantun teaching material containing Malay teaching values scores obtained an average of 93.3 with very good criteria. (5) individual trial assessments were obtained on average 90.27 with very good criteria, Small group trial scores obtained an average of 87.18 with very good criteria. Limited group trial assessments were obtained on average 89.67 with very good criteria. Based on the results obtained from the development of pantun teaching materials containing the value of Malay teaching, it was declared feasible according to the results of the material experts, graphic design experts, teacher responses, and trials of students with very good criteria.

C. The Effectiveness of Pantun Teaching Materials with Malay Teaching Value

The effectiveness of pantun teaching materials is obtained based on the results of testing the use of products that have been developed. The effectiveness of teaching materials is seen from the results of student learning. Students learning

outcomes are obtained by providing a test using teaching materials that have been developed that aims to see how far the improvement of students [9]. Pretest and posttest results that have been obtained there is a significant difference. Values before using pantun teaching materials with an average of 65.86 are in the good category, while the value after using the pantun teaching material containing Malay teaching values with an average of 81.13 in the very good category. Based on the results that have been obtained, using the pantun teaching material containing Malay teaching value is considered effective to improve student learning outcomes in the pantun material.

IV. CONCLUSIONS

Teaching materials developed in this study have been adapted to students' learning needs. Teaching materials relevant to the contextualization of culture in the student environment. Based on the results of the validity obtained from Malay culture experts, material experts, graphic design experts as well as the responses of teachers and students the teaching material was declared feasible with very good criteria. Teaching materials can be used as companion learning materials and can help to improve student learning outcomes.

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