

DEVELOPING TEACHING MATERIALS ON WRITING FABLE TEXTS BASED ON LOCAL CULTURE FOR GRADE VII STUDENTS AT SMP NEGERI 3 MEDANG DERAS BATU BARA REGENCY

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ABSTRACT: *This research aimed to: (1) describe the process of developing teaching material fable based on local culture for class VII students of SMP Negeri 3 Medang Deras, Batu Bara Regency; (2) describe the feasibility of teaching material writing fable texts based on local culture developed; and (3) describe the feasibility of teaching materials writing fable texts based on local culture developed. The type of this research was research and development using the development model of Borg and Gall. Data was collected through expert validation, questionnaires distributed to students. Assessment instruments for validators, individual trials, small groups, and limited field groups were made in the form of a Likert scale which had been given scores. Data were analyzed descriptively quantitatively. The research findings were: (1) Developing teaching materials was based on research and gathering preliminary information, planning, developing initial product, validation of material content and design, product revision, assessment and advice from language teachers and students, revision, individual trials, revision, small group trials, revision, limited trial field, revisions until the product was valid and feasible to use (2) The validation result of all aspects from the material expert was 86.43%, the validation from the learning design experts was an average of 94.76%, teachers' responses to teaching material fable text developed based on local culture had an average percentage of 90%, and average percentage of students' responses was 93.13% with a very good category; (3) The effectiveness of using fable text material module developed based on local culture in Batu Bara district was 85.67 and the effectiveness of the textbook was 70.5. Thus, teaching materials in the form of fable text material module developed based on the local culture in Batu Bara district were declared feasible, effective, and meeting the needs with overall criteria "very good".*

KEYWORDS: Teaching Materials, Fable Text, Local Culture

INTRODUCTION

One of the texts that must be mastered by Grade VII of junior high school students in the 2013 curriculum is fable text. Fable texts are often also called moral stories because there are moral values that can be emulated in the text. Therefore, in addition to students understanding the text, the moral values contained in the text will have a good effect on students' moral. Kayhan, Mohammadzadeh, and Atmaca (2017) in their study concluded, "fables have a unique place in that they have a special part where a moral is emphasized with a take-home message".

Based on preliminary observations made at SMP Negeri 3 Medang Deras Batu bara Regency, students still experienced obstacles in learning. The students' interest in learning writing was still low, especially in fable material. This was reinforced by the results of interviews with Indonesian

language teachers that students' interest in writing was still low especially in writing fable texts. This was proven by the average score of 70 in writing fable text with a minimum completeness score of 75. In addition, conventional learning made learning orientation only in one direction. Therefore it was necessary to innovate the learning process of writing fable texts so that students' interest increased in the learning.

Teaching culture through writing fable texts can be a means of introducing and installing local cultural values in students. Teaching materials based on local culture, especially Malay, can contain teaching materials in Malay culture such as devotion to God, obedience to parents, unity and mutual cooperation, bashfulness, self-knowledge, trustworthiness, humility etc. All of them are related to Malay cultural identity that must be upheld and as a form of cultural identity possessed by Malay society.

Diana (2012:185) explains that culture-based education is the most powerful tool in order to instill culture with the character of true identity and preserve the values of local wisdom so that people are not deprived of their roots. In this regard, Tilaar (2002:93) explains the values, morals, habits, customs/traditions, and certain cultures that become people's daily lives are things that need to be known and learned by students.

The lack of cultural-based teaching materials made students still not aware of the Malay culture that surrounds them. The influence of outside culture was also able to shift local culture. Students were less able to express their local cultural messages in the fable text they write, so students had difficulty in understanding their local culture. This situation made students always used characters and storylines that were far from their own local culture in writing fable texts. Therefore, it was necessary to develop teaching materials based on local culture to preserve the local culture itself. One of them was by developing culture-based teaching materials with the theme of local culture, especially Malay culture such as rhymes, traditional Malay weddings, etc.

REVIEW OF LITERATURE

The Nature of Teaching Materials

In general, teaching materials consist of knowledge, skills and attitudes that students must learn in order to achieve predetermined competency standards. Pannen in Prastowo (2012:17) suggests that teaching materials are materials or subject matter that are arranged systematically, which are used by teachers and students in the learning process. In addition, Sanjaya (2010:141) in his book defines material or subject matter is everything that becomes the contents of the curriculum that must be mastered by students with basic competencies in order to achieve competency standards for each subject in a particular education unit. Widodo and Jasmadi (2008: 40) in the book "Guide to Developing Competency-Based Teaching Materials" suggests that teaching materials are a set of learning tools that contain learning material, methods, limitations, and ways of evaluating systematically and interestingly in order to achieve goals expected, namely achieving competence or sub-competence in all its complexity.

Based on the opinions above, it can be concluded that teaching materials are all forms of materials used to help teachers and students in order to achieve learning goals. Teaching materials determine the success of learning.

Fable Text

Animal stories (fables) are one form of story (traditional) that displays animals as characters. Fable is one form of narrative text that tells about animal life that behaves like humans (Knapp & Watkins, 2005:26). In line with this opinion, Zaidan, et al. (2007:73) states that fables are short stories that contain moral teachings with animal figures that are human-like; animal stories. These animals can think and interact like humans, also with the problem of living like humans. They can think, logic, feel, speak, act, behave, etc. as humans do. Animal stories as if they are not different from the other stories, in the sense that the stories are with human figures, even though the stories display animal figures (Nurgiyantoro, 2005:190).

Sudarmadji, et al. (2010:12) complement the above opinions that fables are stories about the world of animals or plants as if they could speak like most humans. The text of the fable usually tells about life in their nature, where they live and stay. Sudarmadji (2010:12) adds that fable stories are not only about animal life but also involve plant life to support existing stories.

Based on the opinions above, it can be concluded that the fable text is an expression of written language in which there is a moral message according to content, syntax, and pragmatics as a unit which tells the life of animals that behave like humans.

Local Culture

Literally the notion of culture comes from Latin *Colere*, which means working on land, processing, or maintaining fields. According to Koentjoroningrat (in Supriyadi: 2003), culture is the whole system of ideas, actions, and all the results of human work in people's lives that are used as human property.

On another occasion, Koentjoroningrat (in Soetarno:2004) mentions the concept of culture as a system of ideas shared by the supporting community which includes: (1) trust; (2) knowledge; (3) the overall values and norms among individuals in a community that are lived, carried out, adhered to, and preserved; (4) the whole way of expressing feelings with spoken language, writing, singing, music, dance, painting or the use of symbols.

Based on these opinions, it can be concluded that local culture is the result of human work that grows and develops and is recognized in people's lives as trust, knowledge, the overall relationships values and norms among individuals in a particular community which are lived, carried out, adhered to because of inherited heritage.

METHODOLOGY

This research was conducted in grade VII of SMP Negeri 3 Medang Deras, Batu Bara Regency. This research was conducted from March to June 2018. The subjects of this study were expert validators, Indonesian language teachers, and VII grade students with a total of 30 students. This type of research was research and development (R & D), namely research in the form of developing teaching materials. The researcher adapted the developing teaching material method applied by Borg and Gall. The developed teaching materials were analyzed using the validation of the material expert team, design teaching material expert team and assessments using the rubric developed by

the researcher by modifying expert opinions. The teaching materials produced in this study were teaching materials in the form of modules containing four fable texts which contained Malay local culture. The main instruments used to collect data were expert team validation questionnaire sheets, teacher and student responses questionnaire sheets, and fable text writing assessment instruments. This data were collected through expert validation and questionnaires distributed to students. Assessment instruments for validators and individual trials, small groups and limited field groups were made in the form of a Likert scale, then the data were analyzed by using quantitative descriptive method, which calculated the percentage of indicators for each category of the teaching materials developed.

$$\text{Percentage of Score} = \frac{\text{Number of Indicators per category}}{\text{Number of indicators for total categories}} \times 100 \%$$

From the results of the calculation of the formula above, a number in percentage was produced. The classification of scores is then changed to classification in the form of percentages (Sugiyono, 2016: 118), and then the data will be interpreted.

DISCUSSION AND RESEARCH FINDINGS

The Process of Developing Learning Materials for Writing Fable Text Based on Local Culture

The process of developing fable text teaching materials based on local culture was carried out in several stages, namely preliminary study, developing initial product and product trials.

1. Stage I Preliminary Study

The first step was a preliminary study. The conclusions obtained from the need analysis from teachers and students were that some teachers (50%) stated that they did not know the teaching materials developed, while all students (100%) stated that they did not know the teaching materials developed. All teachers (100%) stated that they had never used teaching materials developed in the learning process and 85% of students stated that they had never used teaching materials developed. All teachers (100%) stated that they needed teaching materials developed in accordance with the 2013 curriculum in the learning process and 90% of students stated that they needed teaching materials developed based on local culture in the learning process.

2. Stage II Developing Initial Product

Teaching materials developed to write fable texts based on local culture were adjusted to the results of previous designs. The developing initial product began with the cover of teaching materials, concept maps, instructions for using teaching materials, fable text materials, and student activity sheets.

The cover was designed according to the learning context used by students of SMP Batu Bara who had Malay culture. The color and design of the front cover of the teaching material were adjusted to the motifs, patterns, and Malay's woven. This illustrated that the teaching material developed was only based on one culture, namely Malay culture, so students were interested in using teaching materials. The cover also contained the title of the material to be discussed, the identity of the author, the identity of the module supervisor and target. The back cover of the teaching material had the same color and style as the front cover. There was a brief description of teaching points which were part of Malay culture.

The initial part of teaching material about writing fable texts based on local culture contained concept maps and instructions for using teaching materials. The concept map aimed to make it easier for teachers and students to understand the material and basic competencies that would be discussed in teaching materials to write fable texts based on this local culture.

The contents of teaching materials about writing fable texts based on local culture included learning activities that contained basic competencies and learning indicators to be achieved. This teaching material was designed with three learning activities with four basic competencies.

There were several examples of fable texts originating from Malay land. Examples of fable texts could be used by students to reinforce the understanding of Malay teaching in the text.

Student worksheets contained exercises and activities that must be done by students to achieve basic competencies and learning indicators. This student worksheet served as an evaluation tool to measure students' understanding toward the materials they had learned. There was a summary of the materials before starting the exercise, and there were key answers to the exercise.

After designing teaching materials about writing fable texts based on local culture, then product validation was carried out by material experts, and design experts. The final step was the teachers evaluated teaching materials about writing fable texts based on local culture. This assessment was carried out by two Indonesian language teachers at SMP Negeri 3 Medang Deras, Batu Bara Regency.

3. Product Testing Stage

The product testing stage was conducted three times, namely individual trial (3 students), small group trial (9 students) and limited field trial (30 students). Individual trial obtained an average score of 73.56% with good criteria. Small group trial obtained an average score of 81.41% with very good criteria. Furthermore, limited field trial obtained an average score of 93.13% with very good criteria.

Feasibility of Teaching Materials for Writing Fable Text Based on Local Culture

1. Data Presentation of Validation Results by Material Experts

The average gain in the feasibility of teaching materials by material experts fell into very good category and was worthy of being used as an independent teaching material. Data gain as follows.

a. Content Feasibility

The assessment result on the sub-component of material feasibility with core competencies and basic competencies was stated "very good" with a total percentage of 95.83%. The assessment result on the sub-component of the material accuracy was stated "very good" with a total percentage of 87.5%. Assessment result on sub-components of the latest material was stated "very good" with a total percentage of 85%. The assessment result on the sub-component of encouraging curiosity was stated "very good" with a total percentage of 81.25%. The average number of overall content feasibility was stated as "very good" with a total percentage of 87.40%.

b. Presentation Feasibility

The assessment result on the sub-component of the presentation technique was stated "very good" with a total percentage of 81.25%. The assessment result on sub-component of the learning presentation was declared "very good" with a total percentage of 87.5%. The assessment result

on sub-component of completeness presentation was stated as "very good" with a total percentage of 87.5%. The average number of overall content feasibility was stated as "very good" with a total percentage of 85,42%.

c. Language Assessment

The assessment result on straightforward sub-components was stated "very good" with a total percentage of 87.5%. The assessment result in the communicative sub-component was stated "very good" with a total percentage of 87.5%. The assessment result in the dialogical and interactive sub-components was stated as "very good" with a total percentage of 81.25%. The assessment result in the sub-component of conformity with the level of students' development was stated "very good" with a total percentage of 87.5%. Assessment result on sub-component of coherence and integration of the thought flow was declared "very good" with a total percentage of 87.5%. The assessment result on the sub-components of the use of terms, symbols and icons was stated "very good" with a total percentage of 87.5%. The average number of overall language assessments was "very good" with a total percentage of 86.46%.

2. Data Presentation of Validation Results by Design Experts

The average percentage results shown in the table from design experts showed that the assessment on sub-component of the instructional material size had an average percentage of 100%, the design of teaching materials with an average of 88,89%, and the design of teaching material content was an average of 95.39%. The average percentage result from all sub-components of the presentation feasibility assessment was 94.76% with "very good" criteria. The feasibility criteria for teaching materials was stated to be very good because it was at the percentage interval of $81\% \leq X < 100\%$. This referred to the feasibility criteria of teaching materials proposed by Sugiyono.

Data summary on material validation and design validation of teaching materials carried out by four expert lecturers were as follows.

Table 1. Result Summary of Material Validation and Design Validation

Validation	Percentage Gain	Average	Criteria
Materi	Content Feasibility	87,40%	Very Good
	Presentation Feasibility	85,42%	Very Good
	Language Assessment	86,46%	Very Good
Total of Material Validation		86,43%	Very Good
Design	Graphic Feasibility	94,76%	Very Good

3. Assessment Results of Indonesian Teachers on Teaching Materials

The Indonesian teachers' assessment on the developing of teaching material products was carried out by Sri Rahayu Manik, S.Pd., and Sugeng, S.Pd., teachers of SMP Negeri 3 Medang Deras. The assessment results were in the form of scores on the learning components which were in accordance with the learning of Indonesian language, especially in fable text material. The result of teacher responses to fable text teaching materials developed based on the local culture of Batu Bara regency had a total percentage of 90% on average with "very good" criteria. This means that teaching materials in the form of fable text modules developed based on the local culture of Batu Bara regency could meet the learning needs of students in grade VII.

4. The Trial of Teaching materials

The testing phase of teaching materials was through 3 trial processes, namely: 1) individual trial, 2) small group trial, and 3) limited field trial. The results of the trials conducted could be described as follows.

a. Individual Trial

The material assessment indicator had an average percentage of 79%, the language assessment indicator was an average of 75%, and interest assessment indicator was an average of 66.67%. The average percentage result of all individual trials was 73.56% with "good" criteria.

b. Small Group Trial

The material assessment indicator had an average percentage of 81.02%, the language assessment indicator was an average of 80.56%, and interest assessment indicator was an average of 82.64%. The average percentage result of all small group trials was 81.41% with "very good" criteria.

c. Limited Field Trials

The material assessment indicator had an average percentage of 92,08%, the language assessment indicator was an average of 94,17%, and interest assessment indicator was an average of 93,13%. The average percentage result of all limited field trials was 93,13% with "very good" criteria.

The Effectiveness of Teaching Materials for Writing Fable Text Based on Local Culture

After learning using local culture-based fable text writing teaching materials was conducted, an average of 85.67 was obtained. Students' lowest score was 77 and the highest was 95. Based on students' average score above, it could be concluded that the students' ability has experienced a significant increase and achieved the minimum completeness criteria as expected. The difference in students' pretest and posttest scores could be seen more clearly in the table below.

Table 2. Summary of Pretest and Posttest Average Scores

Data source	Average pretest score	Average post test score	Difference
Grade VII students	70.5	85.67	13,57

From table above, it could be concluded that learning using module of fable text material based on the local culture of Batu Bara regency could improve students' learning outcomes on Indonesian subjects, especially fable text material. Furthermore, the effectiveness of teaching materials was obtained in the following ways:

$$\text{Effectiveness} = \frac{\text{the number of scores obtained}}{\text{ideal number of scores}} \times 100\%$$

So, the effectiveness of fable text material module based on the local culture of the Batu Bara regency had a total score of 2570 with an ideal score of 3000, then the score obtained was as follows:

$$\begin{aligned} \text{Effectiveness} &= \frac{\text{The number of scores obtained}}{\text{ideal number of scores}} \times 100\% \\ &= \frac{2570}{3000} = 85,67\% \end{aligned}$$

The effectiveness of textbook in the learning process with a score of 2115 with an ideal score of 3000, then the score obtained was as follows:

$$\text{Effectiveness} = \frac{\text{The number of scores obtained}}{\text{ideal number of scores}} \times 100\%$$

$$= \frac{2115}{3000} = 70,5\%$$

It can be concluded that the fable text material module based on the local culture of the Batu Bara regency developed was more effective than the students' textbook, the effectiveness of the teaching materials developed was 85.67% and the effectiveness of students' textbook was 70.5%.

CONCLUSION

Based on the discussion of research findings on the developing fable teaching materials in the form of module based on Malay local culture in Batu Bara regency for grade VII students of SMP Negeri 3 Medang Deras described earlier, this study could be concluded as follows:

1. Developing teaching materials was based on research and preliminary information gathering, planning, developing initial product, material content validation and design validation, product revision, assessment and suggestions from Indonesian language teachers as well as students, revision, individual trial, revision, small group trial, revision, limited field trial, revision until the product became valid and feasible to use.
2. The feasibility of local culture-based teaching material modul developed for grade VII students of Medang Deras State Middle School 3 met the requirements and was worthy to be used as teaching material, based on the assessment of material experts, and learning design experts. The results of the material expert validation included content feasibility with an average of 87.40% on very good criteria, the presentation feasibility with an average of 85.42% on very good criteria, language aspect with an average of 86.46% on very good criteria, the average of overall aspect was 86.43% on very good criteria, and the validation of learning design experts with an average of 94.76% on very good criteria. The result of the teacher's response to the teaching materials about fable texts based on local culture developed had a total percentage of an average of 90% with "very good" criteria. The average percentage result of the overall limited field test was 93.13% with "very good" criteria. The response result from students of SMP Negeri 3 Medang Deras concluded that the teaching materials in the form of fable text material module based on the local culture in Batu Bara regency were stated feasible and fulfilled the needs with "very good" criteria.
3. The effectiveness of teaching materials using module of fable text materials based on local Malay culture in Batu Bara regency was stated more effective than textbooks. The effectiveness result of using the fable text material module based on local Malay culture in Batu Bara regency was 85.67 and the effectiveness of the textbook was 70.5.

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