

THE DEVELOPMENT OF MEDICAL TEACHING MATERIALS OF CARICATURE CATEGORIES IN LEARNING SKILLS OF WRITING ARGUMENTATION OF MTS STUDENTS MUHAMMADIYAH 29 PADANGSIDIMPUAN

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ABSTRACT: *The product of this research is teaching material in the form of a caricature media learning guide with the aim of students being able to write essays of argumentation, which are arranged systematically. The paper used is A4 size. Media Teaching Materials Image Caricature has three parts, namely CHAPTER I, CHAPTER II, and CHAPTER III. The first part is the presentation of the outer cover, introduction, learning objectives, introduction, table of contents, and the purpose of learning caricature media with the aim of students being able to write essays of argumentation. On the outer cover, the section consists of the title of the book, the author and the target of the book. Title "Learning of Argument Writing Writing Skills". Development Method uses the R & D cycle development method of Borg and Gall. The target of the research is 7st grade students of SMP / Mts. Product learning skills essay writing skills by using caricature picture learning media validated by a team of material experts and learning methods. Results of the reliability of teaching materials Learning skills in writing arguments worthy of argumentation without revision to be used as teaching material. The effectiveness of the learning, included in the good category, is seen from the value of the average ability of students to write an argumentation essay, namely 77.67.*

KEYWORDS: *development; medical teaching material; caricature categories*

INTRODUCTION

Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge can occur, mastery of proficiency and character, and the formation of attitudes and beliefs in students. In other words, learning is a process to help students learn well. So that the process of interaction between students and teachers has better behavioral changes. The success of learning is influenced by the use of models / methods, media and appropriate learning strategies. In this case the use of caricature learning models is believed to be able to provide effectiveness in improving learning goals. Rulviana (2017) concluded the results of research on the use of caricature media in writing learning are: 1) Learning planning conducted by teachers by preparing annual programs, semester programs, effective week details, teaching journals, syllabus development, learning implementation plans, learning media, system development judgment. 2) Writing essay learning in Ngunut Elementary School utilizes learning media in the

form of caricatures. Motivation, interest and imagination of students can be improved through the use of caricature media in writing essay learning, so that students' creativity in making or writing essays also increases.

Furthermore Ahsin (2016: 158) research results on improving narrative essay writing skills by using audiovisual media and quantum learning methods that: (1) The use of audiovisual media and quantum learning methods can improve the quality of the narrative writing learning process in XA MA TBS grade students, (2) the use of audiovisual media and quantum learning methods can improve narrative writing skills in class XA MA TBS Kudus. This can be seen by increasing student activeness, increasing student interest in learning, and increasing student independence when writing narratives. In addition, the average value of students also proved to increase from the first cycle to the cycle. The ability to write student narrative essays increased, the average value of the first cycle was 73.46, while in the second cycle it increased to 80.89. Continued again from the results of Hartii's research on Increasing Students' Ability to Write Narrative Essays through Media Caricature Series Images in 5th grade Elementary School Inpres 004 Tikke concluded that the results of the study on the initial tests of students completed individually were 9 people with classical completeness of 45.00% with an average score absorptive capacity of 63.25%. In the first cycle students who completed individually 11 people and classical completeness 64.28% with an average absorptive value of 66%. Then in the second cycle students completed individually 16 people with classical completeness of 92.85% with an average absorptive value of 75%. From the results of the data analysis it can be concluded that there was a 25% increase from cycle I to cycle II (learning using the caricature series drawing media) and increasing students' interest in participating in learning especially in 5th grade Elementary School Inpres 004 tikke.

REVIEW OF LITERATURE

Caricature is one form of visual communication work that is effective and is effective in conveying messages or criticism. In a good caricature, there is a combination of elements of intelligence, sharpness and accuracy and expressiveness in the form of cartoon images in response to the phenomenon of problems that arise in the life of the wider community.

Based on the results of the survey in the field it is known that there are problems in the field: The lack of student response in understanding the subject matter delivered due to media is not appropriate. Lack of students' abilities and interests in writing arguments. Less precisely the learning model applied by the teacher in delivering the subject matter about the essay of argumentation. The low student learning outcomes about essays. Lack of provision of IT-based learning media (technology). The lack of effectiveness of learning is due to the incompatibility of learning media used. Furthermore, learning media participate in helping learning success. Media is one of the useful learning resources to overcome differences (1) learning styles, (2) interests, (3) intelligence, and (4) limited sense power (Sadiman, 2012: 13). In addition Sudjana

and Ahmad Rivai (2013: 2) say that other benefits of using media can enhance student learning in teaching which in turn is expected to enhance the learning outcomes they achieve. This is because the use of media in learning is more attractive to students, the meaning of the subject matter will be more clear, and learning methods are more varied. Media that is considered capable of overcoming the problem of the weakness of the ability to write especially argumentation is to use media.

Based on the background of the problem, the researcher was interested in researching "Development of Teaching Materials in drawing caricature media in learning essay writing skills in the argumentation of 7th grade Mts students, Muhammadiyah 29 Padangsidimpuan.

Caricature is one form of visual communication that is effective and is effective in conveying messages or criticism. In a good caricature, there is a combination of elements of intelligence, sharpness and accuracy and expressiveness in the form of cartoon images in response to the phenomenon of problems that arise in the lives of the wider community. The public prefers information media that are pictured when compared to those in the form of writing, because seeing pictures is much easier and simpler. In other words, the image media is the most appropriate media to embed, even though the image is not accompanied by writing. Images stand alone and always have a subject that is easy to understand, as a clear and easily recognized symbol. Rulviana (2017) concluded the results of research on the use of caricature media in writing learning are: 1) Learning planning conducted by teachers by preparing annual programs, semester programs, effective week details, teaching journals, syllabus development, learning implementation plans, learning media, system development judgment. 2) Writing essay learning in Ngunut Elementary School utilizes learning media in the form of caricatures. Motivation, interest and imagination of students can be improved through the use of caricature media in writing essay learning, so that students' creativity in making or writing essays also increases. Based on the results of Ahsin's research (2016: 158) on improving narrative essay writing skills by using audiovisual media and quantum learning methods that: (1) The use of audiovisual media and quantum learning methods can improve the quality of the narrative writing learning process in XA MA TBS Kudus, (2) the use of audiovisual media and quantum learning methods can improve narrative writing skills in class XA MA TBS Kudus. This can be seen by increasing student activeness, increasing student interest in learning, and increasing student independence when writing narratives. In addition, the average value of students also proved to increase from the first cycle to the cycle. The ability to write student narrative essays increased, the average value of the first cycle was 73.46, while in the second cycle it increased to 80.89. Furthermore, the results of the research by Subandi et al. 2013 on Improving the Writing Ability of Suggestive Narrative Using the Class Image Media of 5st Students of Elementary school Arjasa 02 Jember Academic Year 2012/2013 concluded that the results of the study showed that the percentage of student learning outcomes that were classified as precycle was 14%, cycle I was 59%, and cycle II of 76%. Thus the learning outcomes of 5st grade students of Elementary school Arjasa 02 Jember in writing suggestive narratives between prasiklus, cycle I and cycle II experienced an

increase. Hartini's research on the Improvement of Students' Ability to Write Narrative Writings through Media Caricature Series Images in 5st Elementary school Inpres 004 Tikke concluded that the results of research on the initial student tests were completed by 9 people with classical completeness of 45.00% with an average absorptive value of 63 , 25%. In the first cycle students who completed individually 11 people and classical completeness 64.28% with an average absorptive value of 66%. Then in the second cycle students completed individually 16 people with classical completeness of 92.85% with an average absorptive value of 75%. From the results of analyzing the data it can be concluded that there was a 25% increase from cycle I to cycle II (learning using the caricature series drawing media) and increasing students' interest in participating in learning especially in 5st Elementary school Inpres 004 Tikke. Isnaini & Kurniawan (2014) concluded that the results of the research at the observation stage showed that 4st Elementary school Jajartunggal II Surabaya had difficulty writing narratives. This is indicated by the number of 34 students with written learning outcomes, only 30% of students who meet the KKM (Minimum Completion Criteria) in Indonesian.

Thus it can be concluded that the determination of the learning model is very influential for the success of learning. Because basically the difficulty that is evident in the learning process is the lack of development of sentences and proper use of spelling and punctuation. The factor that causes difficulties for students in writing is that the teacher has not used the right media in the learning process. The steps for making a caricature are as follows: 1.) Arrange the storyline / storyboard. In compiling the story frame, there are several things that must be done, namely: a.) Determine the theme. b.) Determine the message. c.) Determine the character. d.) Determine the background. 2.) Drawing process The drawing process of caricatures in this study uses drawing pad which is connected with Adobe Photoshop software on a computer. 3.) Validation and revision At this stage validation of material experts and media experts to determine the quality of the product being developed. After validation, revisions to material and media are held to minimize errors. 4.) Production At this stage, media is produced in large quantities to be used in learning. Data collection instruments used in this study are observation guidance and interview guidelines.

RESEARCH METHOD

The place which is become the object of research is Madrasah Tsanawiyah students of Muhammadiyah Padang sidimuan. The learning method used is classroom action research and development. Wardani (2007: 1.4) which states that classroom action research is a study conducted by teachers in their own classrooms through self reflection, so as to improve student learning result. This study was conducted according to the design of classroom action research that has three learning cycles, cycle I - III has each of the four procedures, namely: planning, observation, action, reflection.

Data collection is a systematic procedure and a standard for obtaining the required data. In this study researchers used triangulation, several data collection techniques, as follows: 1.) Direct observation is a complex process because it involves physical and psychological aspects through the process of observation and memory (Sutrisno Hadi In Sugiyono, 2013: 145). Direct observation is a way of retrieving data using the eye without any other standard tools for this purpose. This observation is used for systematically planned research on how the activities and dynamics of writing learning are arguments using caricature media for students. Interview is the process of obtaining information for the purpose of research by way of question and answer, while face to face between the questioner and the answerer using a tool called the interview guide. Documentation is used as a tool to collect data in the form of notes relating to the problems being studied. Documentation is also done using photos that describe the product trial process and usage test. The results of the documentation study are data generated by the method of observation and interviews about product effectiveness. Confirmability testing is also called the research objectivity test.

The data analysis techniques used by researchers in this case are:

1. Collect data on research discussions.
2. assess the results of learning tests each cycle
3. Analyze the results of the overall results of the study
4. Describe and conclude the results.
5. Development of text writing skills.

DISCUSSION

Based on the preliminary study, before the development was carried out, in this case the results and discussion will be explained. Development of caricature media teaching materials in learning writing essays skills in argumentation of Mts students. Muhammadiyah Padangsidimuan. Based on the results of research on the development of student Caricature teaching materials, the lowest value possessed by students is 40 with the "less" category while the highest is 90 with the category "very good".Based on the results of the validation assessors that have been carried out by curriculum experts and material experts it can be described. Validation of material experts is done twice, the first stage is done by giving an assessment in every aspect, while in the second stage, only reviewing the whole product after being revised.

Table 1: Validation of Development of Caricature Teaching Materials

No.	Assessment Aspect	Score	Categori
1.	Feasibility of content	3,75	Very good
2.	Language and images	3,75	Very good
3.	Product presentation	3,5	Very good
4.	Integrity	3	Good
Total		14	
Average Score		3,5	Good

Based on the results of the expert's assessment of the material on the development of media materials for drawing caricatures in the learning skills of writing essays on the argumentation of Mts students. Muhammadiyah Padangsidempuan students in content feasibility can be seen from the average score of 3.75 seen in the category of "very good", language and images can be seen from the average score of 3.75 seen in the category "Very Good", presentation of products can be seen from the average score of 3.5 is seen in the "very good" category, while graphics can be seen from the average score of 3.5 seen in the "very good" category. The maximum value in this assessment is 4 with the category "Very Good" and the smallest value is 1 with the category "Very not good". Based on the results of the assessment of validation, the calculation of all aspects shows that the reference material / guide for Media Teaching Materials for Caricature in Learning Writing Skills in the Essay of Student Arguments. Muhammadiyah Padangsidempuan students have an average of 3.5 in the category of "Very Good".

Based on the results of research on the development of student caricature media teaching materials, in this case the research on product material development of caricature media teaching materials can be seen in table 2 below.

Table 2: Average Score of Product Reliability Results from Material Experts

No.	Assessment Aspect	Score	Categori
5.	Feasibility of content	4	Very good
6.	Language and images	3,75	Very good
7.	Product presentation	3,5	Very good
8.	Integrity	3,5	Very good
Total		14,75	
Average Score		3,69	Very good

Based on the results of the expert's assessment of the material on the caricature media teaching materials students on content feasibility can be seen from the average score of 4 seen in the "Very Good" category, language and images can be seen from the average score of 3.75 seen in

the "Very Good" category ", Product presentation can be seen from the average score of 3.5 seen in the category" Very Good ", while graphic can be seen from the average score of 3.5 seen in the category" Very Good ". Based on the results of the assessment of the reliability of the calculation of all aspects, it shows that the reference material for developing the caricature media for students has an average of 3.69 with the category "Very Good". Based on this, the following table will show the reliability of the research validated by experts.

Based on the results of validation research by a team of experts that have been carried out by curriculum experts and material experts it can be described. In the following table. Aspects of Feasibility Assessment of product content, it can be seen that the overall average result is 3.25 which is in the Good category. Each of Prof. Dr. Shafwan Hadi Umri, M.Pd gave 3 assignments with the category "Good", Dr. Susy Deliani, M. Pd gave 4 assignments, with the category "Very Good". Elida Murti, S.Pd gave 3 assignments with the category "Good, Zuhriani, S.Pd gave 3 assignments with the category" Good ".

Language and image aspects in the guidebook for the development of Caricature Media Teaching Materials are in a good category with an overall score of 3. Each of Prof. Dr. Shafwan hadi Umri, M.Pd, Dr. Susy Deliani, M. Pd, Elida Murti, S.Pd, as an Indonesian Language teacher Zuhriani, S.Pd gave 3 assignments, with the category "Good".Aspects of assessment of product writing in the guidebook for the development of Caricature Media Teaching Materials are in the "Very Good" category with an overall score of 3.5. Each of Prof. Dr. Shafwan Hadi Umri, M.Pd gave 4 assignments with the category "Very Good", Dr. Susy Deliani, M. Pd gave 3 assignments, with the category "Good". Elida Murti, S.Pd, Zuhriani, S.Pd gave a rating of 3 in the category "Good".

The graphic aspects in the guidebook for developing Media Teaching Materials for Caricature are in the "Very Good" category with an overall score of 3.25. Each of Prof. Dr. Shafwan Hadi Umri, M.Pd gave 4 assignments with the category "Very Good", Dr. Susy Deliani, M. Pd gave 3 assignments, with the category "Good", Elida Murti, S.Pd gave a rating of 3 in the category of "Good", Zuhriani, S.Pd gave 3 studies, with the category "Good".

Development of Media Teaching Materials Image Caricature Products

a) Research and information collection

The first step is a needs analysis in the form of an initial study. For the analysis of field needs, non-test assessments are used to provide input in making learning references and to find out the dimensions of learning that are based on self-learning strategies. Assessment of the ability to develop teaching materials for students' caricature media is done directly face-to-face and provides sekalingus direction to motivate students to learn writing skills Authorship argument.

Assessment is carried out directly in the form of objective tests. Direct assessment by entrepreneurial researchers and teachers directly in the room.

b) Planning for Learning Argument Writing Skills

Revision of expert validation about developing media teaching materials for drawing caricatures of students. The initial step in designing reference materials is to determine the title "Learning Argument Writing Skills". Next is the determination of objectives, selection of materials, preparation of the framework and steps of learning and collection of materials. The following is an explanation in each stage.

Purpose setting, what is meant in this stage is the learning goal in each basic competency. These objectives describe the abilities that are expected and mastered by students with reference to the learning language. In this learning students are more focused on cognitive abilities or knowledge of students, in accordance with the 2013 curriculum. Students must be able to have the skills or abilities of knowledge, have a high intellectual, attitude and social environment. So that in learning the skills of writing because of argumentation through caricature media, students have extensive knowledge skills, intellectuals and a good attitude in language. After the learning objectives are formed, the next step is to collect materials that are in accordance with KI, KI2, KI3, KI4 and KD that are used in learning Indonesian especially in language skills, namely Writing. The selection of discussion material must be in accordance with the characteristics of learning assessment Skills for writing arguments. In this reference material / learning process, the steps to implementing independent learning will be presented by using caricature picture media. Where it consists of what is done before learning vocabulary, how do activities carry out independent learning.

c) Reference Products for Developing Media Teaching Materials for Caricature Images

After the planning stage is complete, the next stage is the making of a book that contains learning references for Caricature Media Learning with the aim of students being able to write essays of argumentation, which are arranged systematically with specific learning objectives. The paper used is A4 size. Learning reference book Media teaching material Image Caricature has three parts, namely CHAPTER I, CHAPTER II, and CHAPTER III.

The first part is the presentation of the outer cover, introduction, learning objectives, introduction, table of contents, and learning objectives of Caricature Media Learning with the aim of students being able to write essays of argumentation. On the outer cover, the section consists of the title of the book, the author and the target of the book. Title "Learning of Argument Writing Writing Skills", Author Eli Marlina Harahap, SS, M.Pd., Khatib Lubis SS, M.Sc., Lili Herawati Parapat, M.Pd, and the target book for learning the Argument Writing Skills Writing Skills are 7st grade Students of SMP / Mts. Making covers / covers is made as attractive as possible, as an attraction for readers. In the contents section, the author describes the discussion on Argument Writing Writing Skills, as well as the learning steps that use caricature

drawing media to develop students' ability to write argumentative essays. The final part is the presentation of a guide book that consists of a bibliography. Bibliography is used to refer to the sources used in making reference books / learning material guides.

Table 3: Documentation of the contents of the entire guidebook

No.	Content in the entire guidebook	Shape (text)	Shape (picture)
1.	Cover page	√	√
2.	Title	√	
3.	Acknowledgment	√	
4.	Learning Purpose	√	
5.	Table of Content	√	
6.	Introduction	√	√
7.	Discussion material	√	√
8.	Reference / learning guide	√	
9.	Learning methods	√	√
10.	References	√	

Learning Materials Development of students is made based on the form of independent learning methods by using caricature image media from the whole. After the completion of the reference book, the reference book is consulted with various Indonesian language lecturers and teachers. Then tested validasi by material experts, teachers, and students. Product validation and assessment of product documentation transcripts were assessed by material expert lecturers.

CONCLUSION

The conclusions in this study are as follows: Making materials that contain learning references for Caricature Media Learning with the aim of students being able to write essays of argumentation, which are arranged systematically with specific learning objectives. The paper used is A4 size. Learning reference book Media teaching material Image Caricature has three parts, namely CHAPTER I, CHAPTER II, and CHAPTER III. The first part is the presentation of the outer cover, introduction, learning objectives, introduction, table of contents, and learning objectives of Caricature Media Learning with the aim of students being able to write essays of argumentation. On the outer cover, the section consists of the title of the book, the author and the target of the book. Title "Learning of Argument Writing Writing Skills", Author Eli Marlina Harahap, S.S., M.Pd., Khatib Lubis S.S., M.Sc., Lili Herawati Parapat, M.Pd.

The results of this study are the use of guidebooks and learning materials written by argumentation skills by using caricature media. In this case, the effectiveness of learning is

included in the good category. in the "Good" category. People learning the writing skills of argumentation by using caricature picture learning media is feasible in 7st grade student of SMP / Mts.

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