

Development of Teaching Materials of German Literature with Children's Literature Material Based on Blended Learning

Ahmad Bengar Harahap

Universitas Negeri Medan, Indonesia

bengar216@gmail.com

Abstract: *The purpose of this study is to develop teaching materials of German literature with children's literature material based on blended learning in German language education program Unimed. With this research, it is expected to improve the quality of learning in literature or children's literature courses so that students can quickly understand about German literature. This research is conducted at the Faculty of Languages and Arts UNIMED, German Language Education Study Program. The method which uses in this research is the ADDIE development method. From the results of the study we will get literature textbooks with German children's literature material based on blended learning and digital learning media as well as national or international indexed journal articles or proceedings.*

Keywords: *literature teaching materials; children's literature; blended learning.*

I. Introduction

Literary work is something that is very interesting to be discussed, not only in terms of elements of elements but also the content and meaning that is written or implied contained in the literary work. Literary works are created not only to be understood, but more than that literature must be enjoyed, lived and interpreted. A Teeuw argues that the limits or understanding of literature until now no one has managed to give a clear answer to the question what is literature. Nevertheless, of course a lot of effort was made to make sense of that literature. There is a fairly loose understanding or a fairly broad understanding.

German Literature in the broadest sense of the word includes all works of the souls of German nation, both written and oral. From all that, German national literature is only a part, it does not cover the whole, let alone what is called scientific literature. German national literature only includes literary works of art that have German characteristics, in the sense of reflecting unique worldviews, beliefs and customs. Because these elements are found in literature, what will be our target is German national literature that reflects the soul and life of German nation. Thus, the history of German literature is a way of developing the soul of the German people, as seen in German literary works (Hardja Pamekas, 2002).

This research briefly discusses literature and literary history with the approach of children's literature in Germany as part of literature, where the values contained there in are specific to children, although in essence these values can also be reserved for adults. Then in the presentation also contains examples of works and analysis or interpretation and a brief biography of famous literary figures in Germany.

In the present context, the development of electronic devices with various advantages and the ability to provide additional options from the media to read or understand poetry. This electronic media, ranging from computers, kindle, ipad to smartphones presents digital forms as another alternative in reading books. With the presence of digitalization of information and supported by the development of an online library network that stores more digital-based media. If literary teaching materials are used as digital learning media, it can be a good alternative and a solution for the development and support of education in Indonesia. The presence of digital media and the increase in digital documentation and that can be indicated as positive things from the increased interest in reading poetry.

Therefore this research is very important to be done as an effort to increase motivation to learn and improve literary competence in German literature or German Literature.

II. Review fo Literature

2.1 Literature

Literature is also called letters in the Indonesian language. In Western languages, the word literature is described as literature (English), literature (German), literature (French). All of these words come from Greek literature. It means letters, writing. The word was first used for grammar and poetry. In *Literature and Literature: Introduction to Literature Theory*, publisher of *Pustaka Jaya*, Jakarta, 1984, *A Teeuw* argues that no literary boundaries or understandings up to now have been able to provide clear answers to the question of what literature is. Nevertheless, of course a lot of effort was made to make sense of that literature. There is a fairly loose understanding or a fairly broad understanding. In the next section we will discuss the notion of literature both simply and broadly.

As a comparison, the word literature in Indonesian comes from Sanskrit. The root is said *Cas* which means giving direction, directing, teaching. Finally - usually shows the tools, the means. Therefore, literature can be interpreted as a tool for teaching, instruction books, instruction books or teaching. While the word literature is a word of Javanese and Malay creation. The word means library, book or manuscript.

In *Kamus Besar Bahasa Indonesia* (KBBI), the word literature is written as (1) language (language style words) used in books (not everyday language). (2) literature, written works which when compared to other writings have characteristics of excellence such as authenticity, artistry, beauty in their contents and expressions; Commonly known types of literature are romance or novels, short stories, drama, epics and lyrics. (3) holy books (Hinduism); the book (science). (4). References; *Primbon* book (contains prophecy). (5) writing or letters.

2.2 Definition of Children's Literature

Children's literature is part of the literature, where the written values contained therein are specific to children. Although in essence these values can also be intended for adults. It is said that literary values are specific to children, because literary values are not romantic, let alone idealism, but are surialism, which is a high-rise fantasy that actually never happened. Therefore fairytale (*Märchen*) is a form of literature that is widely used in children's literature. In conjunction with the above understanding, the children's literature in Germany is the children's literature in Germany and their works.

In the past decade there has been a decline in the culture and literacy of children in many countries, including Germany. This happens due to the influence of globalization. According to a linguist and literary expert from Germany Dr. Marlina Heinschke in *Hardjapamekas*, literary indeed experienced a decline in the whole world, because nowadays children prefer computers and games on the computer than when reading literature. The German humanist from the University of Hamburg said that the decreased reading interest was the cause. This is not only happening in Germany, but also in Asia, Europe and many other countries, because global culture causes literary groups to split into two groups, namely serious literature and literary literature. Therefore the German command revived folklore through elementary schools (*Grundschule*) to develop German literature which young people began to abandon. This phenomenon does not only occur in Germany, but everywhere also happens like this.

According to Prof. Sikorsy in Ruttkowski, a Russian linguist and literary expert said that if literature and culture are not developed, people's morals will decline, because the values of brotherhood and openness do not develop. For this reason, children begin early to be taught literary. To deepen the culture and literature of the nation, the government must also publish cheap and subsidized literary books, because that would make literary work easier. The government must also establish a language and literature study center that has the authority to develop culture, language and literature in Germany. Children's literary works should be educational, not anarchic (violence). Literature should produce more works that symbolize the struggle, sacrifice and devotion of children to parents, society, nation and state.

2.3. Blended Learning

Learning development models are very diverse. The diversity of development models can lead to different approaches from each model, one of which is a learning model based on blended learning. Blended learning combines various synchronous elements (face-to-face meetings, video conferencing meetings, chat, webinars) with various asynchronous elements (reading of assignments, lecture recordings, asynchronous research, discussions, and collaborations, for an optimal mix adapted to course content, student needs and teacher power. When this new environment develops, certain considerations come into force.

Etymologically the term Blended Learning consists of two words namely Blended and Learning. The word blend means mixture, together to improve the quality so that it gets better or the formula of a combination of harmony or combination. While learning has a general meaning that is learning, thereby cursing meaningful learning patterns that contain elements of mixing, or merging between one pattern with another pattern. As stated by Graham (2004:3) that blended learning is a combination of face-to-face learning with a computer approach.

In the era of the industrial revolution 4.0, the use of online learning methods is needed, one of which is Blended Learning. Blended Learning is a collaboration between face-to-face learning in the classroom and online learning, through E-Learning portals on blogs, websites and social networks, but the E-learning portal is recommended for use because it has many advantages when compared to other online media. Garrison (2008) states that "Blended Learning is the thoughtful fusion of face to face and online learning experiences". That is to say blended learning is the right mix of face-to-face learning and online learning.

Another term in learning that uses ICT applications (computer and internet) is known as Blended Learning. This Blended Learning model emerged when Kerres and Witt (2003) stated that web-based learning can be combined with face-to-face learning. Definini Web-based learning has been explained before, meanwhile according to Alessi and Trollip (2001) face-to-face learning or web-based courses or on-site learning is learning using web learning resources face-to-face between learners and students conducted in classroom.

Blended learning is not entirely online learning that replaces face-to-face learning in the classroom, but to complement and overcome material that has not been conveyed during learning when students study in class. According to Bonk and Graham (2006, p.5) define the combination of e-Learning and face-to-face learning in the following classes: Blended learning is the combination of instructions from two historically separate models of teaching and learning: Traditional learning systems and distributed learning systems. It emphasizes the central role of computer-based technologies in blended learning.

Lecturers use computer technology with internet access in providing information, reading material, and course material for students. Some lecturers allow students to interact with each other by using asynchronous and synchronous communication technology. Asynchronous

communication is defined as instruction or communication that takes place at different times and different locations (Fenton & Watkins, 2010, p.233). Synchronous communication is defined as instruction or communication that occurs in real time, where students and lecturers are at the same time and most likely from various locations (Fenton & Watkins, 2010, p. 240).

2.4. Face to Face Learning

Face to face learning is one form of conventional learning models that can still be used in learning based on blended learning that brings teachers and students together in one room for learning. The teacher or learner will use various methods in the learning process to make the learning process more active and interesting. Learning methods that are usually used are:

A. Lecture method

The simplest method because the teacher only conveys learning material through the activities of speaking/lecturing in front of the class and sometimes using other media to support the learning process

B. Assignment Method

Learning methods by giving assignments to be done in the classroom, train the independence and responsibility of students.

C. Question and answer method

Learning methods that lead to interaction between students and teachers, the teacher gives questions then students answer questions or vice versa.

D. Tutorial method

The tutorial method is a learning management process that is carried out through the guidance process given/carried out by the teacher to students either individually or in small groups of students.

According to Gintings (2008:79-80) the tutorial method is very suitable to be applied in the independent learning model such as in distance learning where students are first given modules to study. In addition, students receive individual learning services so that the specific problems they face can be addressed specifically. This is in line with the Blended Learning model.

III. Discussion

In accordance with the steps of ADDIE model used in the design of this study, this research was carried out in the following stages

3.1 Descriptive Analysis

The initial step taken in this phase was an analysis of the need for teaching materials. Namely what data was needed in developing of teaching materials of german literature with children literature material based on blended learning as well as instruments or feasibility aspects that will be designed in this study. From the analysis obtained from several literature sources and in line with KKNi qualifications, it was first known the types of teaching material qualifications that must be mastered by S1 graduates. Teaching materials might be able to accommodate 7 graduate skills, which were as follows:

- a. Mastering theoretical concepts and applying fields of expertise.
- b. Mastering of Science and Technology
- c. The skill of analyzing information and data.
- d. The skill adapt to the situation at hand
- e. The skill Problem solving

- f. The skill Cooperative
- g. To be responsible.

The seven skills above could be designed in the textbook to be developed. For this reason, the structure and contents of textbooks were well designed and targeted. The design of the structure and content of German literature teaching materials with blended learning based on children's literature follows the pattern of approaches / methods / models used in learning in literature-based courses. Then it was also developed to respond to the 6 assignments mandated by Unime both online and offline (online or offline).

In order to evaluate learning from the developed teaching material using evaluation questions on HOTS (Higher Order Thinking Skills) based on teaching materials and writing techniques meet the elements of beauty, legibility, and neatness. In accordance with Permen No. 44 of 2015, teaching materials or textbooks as an outcome of this research would be integrated with the results of research conducted in accordance with children's literary material.

3.2 Design

Furthermore, in this phase German literary teaching materials would be designed with blended learning based on children's literary materials by determining the design of textbooks applicable at FBS Unimed based on several sources and theoretical studies of several books on developing teaching materials as textbooks as follows:

A. Book Category as Teaching Material

Teaching material that would be developed is the category of textbooks in the field of Specific Science. These teaching materials were prepared based on the results of research and or constitute teaching materials in certain scientific fields. Teaching material produced in the form of textbooks that could be associated with one or several fields of science. In this study the teaching material developed was the science of literature especially German literature (Deutsche Literatur) which had material specifically with German children's literary material (Kinderliteratur). This teaching material or textbook could also be linked to several other fields of science such as Culture (Culture), Intercultural Communication (Cross Cultural Communication) and Personality (Persönlichkeit).

B. Overview of Content

The book must present a summary that contained a brief description of the book that will be compiled together with the Table of Contents Plan for the Book which contains the following:

- 1) Foreword,
- 2) Table of Contents,
- 3) The body is divided into chapters or sections
- 4) Practice Questions
- 5) Bibliography
- 6) Author's Biographies

The teaching material as a textbook would be made later as a guideline for all lecturers in literary courses or the like that apply in German Education Study Program Unimed specifically or off campus as well in general.

C. Components of Book Development as Teaching Materials

In accordance with the 2013 BSNP and the translation of Permendikbud 24 of 2016, educators might prepare learning resources which could be in the form of teaching materials or textbooks. Textbooks developed had aspects in the form of feasibility, feasibility of presentation, feasibility of graphics, and feasibility of language and readability.

Based on the statement above, the draft or design or design of teaching materials as textbooks would be made as follows (Table 1), :

Table 1. The draft or design of teaching materials as textbooks

Draft Number	Component
The front	
1	Outside cover
2	Inside cover
3	Foreword
4	Preface
5	Table of Contents
Section Contents Each Chapter	
6	Crosshead
7	Learning Objectives / Basic Competencies / Indicators
8	Concept maps
9	Theory
10	Summary
11	Exercise
12	Evaluation of Learning Outcomes
Closing Section	
13	References
14	Glossary
15	Technical Size and Writing of Letters

3.3 Development

In this phase, the initial design that was completed earlier, will be developed into teaching materials as literature textbooks, which contain criteria or designs adapted to the first phase. So the design was developed as follows (Table 2.):

Table 2. contain criteria or designs adapted to the first phase / developed

No	Component	Description of Development carried out
The front		
1	Outside cover	The outer cover contains the title of the book, the author's name, and an interesting picture according to the book's contents, printed on the cover
2	Inside cover	The inside cover is the same as the outside cover, printed on plain paper
3	Foreword	Contains offering phrases, rational development of textbooks and their purpose

4	Preface	<p>Literary work is something that is very interesting to be discussed, not only in terms of elements but also the content and meaning that is written or implied contained in the literary work. Literary works are created not only to be understood, but more than that literature must be enjoyed, lived and interpreted. Thus resulting in a personal experience of its own. This experience process is not aimed only at adults but also at children throughout the country. This paper briefly discusses literature and literary history with the approach of children's literature in Germany as part of literature, where the values contained therein are specific to children, although in essence these values can also be reserved for adults. Then in the presentation also contains examples of works and analysis or interpretation and a brief biography of famous literary figures in Germany.</p>
	Table of Contents	<p>-Abstract -CHAPTER I. INTRODUCTION 1. Understanding German Literature History 2. The breaking down of German Literature History 3. Definition of German Literature 4. Exercise - CHAPTER II. GERMAN LITERATURE 1. General understanding 2. Children's Literature in Germany 3. Exercise - CHAPTER III. FIGURES AND EXAMPLES OF GERMAN LITERATURE LITERATURE A. German Child Literature Figures 1. Heinrich Heine 2. Rosemarie Griesbach 3. Brother Grimm B. Examples of Children's Literary Works 1. Schneewittchen (Snow White) 2. König Watzmann 3. Till Eulenspiegel C. Exercise - CHAPTER IV. INSTRUCTIONS FOR UNDERSTANDING AND READING POETRY (CHILD POETRY MATERIALS) 1. Ten Instructions for reading Pusi 2. Exercise - CHAPTER V. ELEMENTS OF INTRINSIC AND EXTRINSIC PROSA A. Intrinsic elements and examples of their analysis B. Examples of Fairy Tales and Intrinsic and Extrinsic Analysis</p>

		<ol style="list-style-type: none"> 1. Red hooded girl 2. The Rotkäppchen Instinsic Element 3. Rotkäppchen Extrinsic Element 4. Rapunzel 5. Rapunzel's Intrinsic Element 6. Rapunzel's Extrinsic Element <p>C. Exercise</p> <p>- CHAPTER VI. EXAMPLE OF POEM OF GERMAN CHILDREN AND FAMOUS CHILDREN LITERATURE CHARACTERS IN GERMANY</p> <ol style="list-style-type: none"> 1. Examples of German Children's Poetry and Their Analysis 2. Examples of Bilingual Poetry 3. Famous German Children's Literature Figure <ol style="list-style-type: none"> a. WOLFGANG AMADEUS MOZART b. FRIEDRICH SCHILLER c. GOTTHOLD EPHRAIM LESSING 4. Problem <p>- CHAPTER VII. CHILD LITERATURE ANTOLOGY</p> <ol style="list-style-type: none"> 1. Definition of Anthology 2. Examples and collections of German poetry anthology 3. Exercise <p>References</p>
The contents of each chapter		
6	Crosshead	<i>DEUTSCHE LITERATUR UND KINDERLITERATUR IN DEUTSCHLAND</i> (GERMAN'S LIBRARY AND CHILDREN'S LITERATURE)
7	Learning Objectives/ Basic Competencies/ Indicators	<p>Sourced from RPS Literature obtained as follows:</p> <ul style="list-style-type: none"> -Able to define the understanding and elements of interpretation of German Literature and the history of German literature from various theories. - Able to interpret German poetry, prose and drama through the approach of German children's literary material - Students classify German typology and anthology as well as biographies of famous German writers through the approach of German children's literature. - Students appreciate German Literature works such as poetry, storytelling or drama
8	Concept maps	Containing learning flow to achieve learning objectives.
9	Theory	<ul style="list-style-type: none"> -The material is about German children's literature (<i>Kinderliteratur</i>). The material in each chapter is adjusted to the Syllabus / RPS (attached). -Material starts from the basic concept to a higher concept, accompanied by examples, tables and illustrations that

		<p>support the material. The extent (scope) of material in each chapter is balanced. and contains blended learning. The basic material of this teaching material is in the form of an explanation of the understanding of German literature in general, characteristics and periodization and furthermore the concept of literary interpretation with an approach through German children's literary material along with a description of the famous author or literary biography and anthology of German literature and German children's literature.</p> <p>-The teaching material contains a vehicle to practice the skills of analyzing information and understanding theoretical concepts. So the material is compiled in detail and coherently based on online and digital media sourced from YouTube, the web on the Goethe Institut, comics and other German fairy tale books.</p>
10	Summary	Containing the main points of teaching material as listed in the table of contents as a material grid.
11	Exercise	Containing practice questions to strengthen mastery of the material. The exercise questions also included vehicles for co-operation (group assignment / <i>grouppearbeit</i>), leadership (<i>Lehr der Interpretation</i>), creativity (<i>Praxis des Dramas und des Lesens der Poesie</i>) and problem solving (<i>Lösung</i>).
12	Evaluation of Learning Outcomes	Containing questions to measure the success of learning in each chapter. The evaluation of learning to understand elements of HOTS (Higher Order Thinking Skills)
Back side		
13	Referecnecs	Containing bibliography (<i>Literaturverzeichnis</i>) contained in each chapter of the textbook
14	Glossary	Containing vocabulary lists (Glossar / <i>Wortschatz</i>) and their meanings written in each chapter.
15	Paper	Using is white with a size of 21.5 x 16.5 cm (Folio F4 size paper divided by two). The margin is appropriate for the size of the paper. The top margin is 2 cm, left 2.5 cm, right 2cm, bottom 2cm. Book pages are written one column below right.
	Font	Measuring 10 with a space of 1 or 1.5. Especially with the title of the book using the size of letters 15 or 16 and sub-chapter with a size of 13 or 14
	Font Style	Using Times New Roman, calibri, or arial, because these types of letters are standard and commonly used for scientific writing and in writing textbooks

Source: - Draft of textbook development based on KKNi FBS 2017
 - BSNP 2013

3.4 Implementation

In this phase, teaching materials that was prepared in accordance with the draft and design were implemented in literary learning, then in the Literature Actuelle course in 5th semester students become the main textbooks used along with practice questions as evaluation of learning and digital media sourced on online media for online learning (e-learning) such as Youtube videos, and the Onleihe website (which is an online and digital based web provided by the Goethe Institut or German educational and cultural institutions) and supporting sources such as several German comics and fairy tales relating to the draft of teaching materials as one of the elements Blended learning based on the theme of this research.

3.5 Evaluation

In this phase a questionnaire was given to native speakers who were also guest lecturers at the German language education program in 2019 from the Bosch Stiftung named Alessasdro Gullo, to find out whether the teaching material made was right for use in learning literature. The native speaker or guest lecturer as a validator of this teaching material also tests the level of readability in German and the writing and grammar suitability of the writing of sentences and paragraphs.

Furthermore, the evaluation of teaching materials was also validated by the teaching team and the Head of Study Program and / or the head of the German language education laboratory to see the suitability of the contents with the RPS (Semester Learning Design) *Aktuelle Literatur* course and literary competence as an output or literary learning objective.

Corrections to deficiencies and inputs from the questionnaire or validator are carried out to the maximum valid threshold. Can be seen in the attachment of this study.

IV. Conclusion

According to the results of the research described above, the conclusions are as follows:
A. In this process, the stages of the ADDIE model described previously can be summarized as follows:

- 1) Analysis, which is a descriptive analysis containing 7 graduates' skills data that must be accommodated in teaching materials as a bachelor graduate requirement where later this research output will be used, namely 1) Mastering theoretical concepts and applying fields of expertise, 2) Mastery of Science and Technology, 3) Skills to analyze information and data, 4) Skills to adapt to the situation at hand, 5) Skills to solve problems, 6) Skills to work together, 7) Responsible.
- 2) Design, contains explanations of technical designs created by designing: 1) Book Category as Teaching Material, 2) Content description, 3) Teaching Material Components
- 3) Development, contains technical matters developed in 3 parts and 15 components, namely: 1) the front, such as: outer cover, inner cover, preface, table of contents. 2) the contents section, such as: Title, learning objectives, concept map, material, summary, practice questions, evaluation of learning outcomes, 3) The closing section, such as: bibliography, glossary and an explanation of the paper size, letters, and typeface
- 4) Implementation, application of instructional materials in the "Literature Actuelle" course based on blended learning using digital media or the internet and comic books as reinforcement,

- 5) Evaluation, assessment of the appropriateness and appropriateness of teaching materials with books as outputs or products to be used in PBM Literature by involving linguists in German native speakers and media experts as validators.
- B. The results of this study are literature textbooks as outputs or products that will be used in literary courses (Literature) for 6th semester students in German language education study programs specifically and at other universities in general.

References

- Arsyad, Azhar. (1997). *Media Pembelajaran*. PT. Raja Grafindo Persada, Jakarta.
- Brecht, Bertolt. (2004). *Zaman Buruk Bagi Puisi*. Jakarta: Horison.
- Greisbach, Rosemarie. (1960). *Deutsche Märchen und Sagen*, Max Hueber Verlag : Reichenhall.
- Hardjapamekas, PS. (2003). *Pengantar Sejarah Kesusasteraan Jerman*. Pustaka Jaya : Jakarta.
- Harahap, Ahmad Bengar. (2016). *Visualisasi puisi Jerman menggunakan aplikasi komputer*. Digilib Unimed Press, Medan
- Nachf, Knaur. (2003). *Knaurs grosses Märchenbuch*. Droemersche Berlagsanstalt : Dortmund.
- Prihadi, Singgih. (2013). *Model Blended Learning Teori dan Praktek pada Pembelajaran Geografi*. Surakarta : Yuma Pustaka
- Prabowo, Tri, Hengki (2014), "Implementasi Model Pembelajaran Blended Learning Untuk Meningkatkan Aktivitas Belajar Multimedia Siswa Kelas XI Multimedia 1 SMK Muhammadiyah 2 Klaten Utara Tahun Ajaran 2013/2014"
- Rahman et al. (2013). *Strategi dan Desain Pengembangan Sistem Pembelajaran*. Prestasi Pustaka, Jakarta
- Rusman et al. (2011). *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi*. PT. Raja Grafindo Persada, Jakarta
- Ruttkowski und Reischmann, 1986. *Das Studium der Deutschen Literatur*. NCSA, Philadelphia.
- Riyana et al. (2009). *Media Pembelajaran-Hakikat, Pengembangan, Pemanfaatan dan Penilaian*. CV Wacana Prima, Bandung
- Sanjaya, Wina. (2009). *Perencanaan dan Desain Sistem Pembelajaran*. Kencana. Jakarta.
- Sugiarti et al. (2005). *Literatur I (Fabel, Lyrik, Märchen, Kurzgeschichte und Konkrete Poesie) Zusatzmaterial für den Unterrichtsliteratur*. Yogyakarta: UNY.
- https://www.academia.edu/5152425/Makalah_model_ADDIE gesehen, accessed 04 April 2016 21:05.
- <http://nadisamawa.blogspot.co.id/2013/01/model-pembelajaran-menurut-jerols-e-kemp.html> gesehen accessed 4 April 2016 21:10
- <https://bustangbuhari.wordpress.com/2011/08/25/four-d-model-model-pengembangan-perangkat-pembelajaran-dari-thiagarajan-dkk/> gesehen accessed 4 April 2016 22:00 (<https://eprints.uny.ac.id/20347/>) accessed 25 Mei 2019
- http://kimia.unnes.ac.id/kasmui/Blended_Learning.pdf. accessed 25 Mei 2019
- <https://tomytaslim.wordpress.com/2013/01/15/visualisasi-puisi>
- <http://irmasaraswatiandi.blogspot.co.id/2015/03/pengertiantujuanarti-penting.html>
- <http://www.pnri.go.id/MajalahOnlineAdd.aspx?id=219>
- <http://www.goethe.de/onleihe>