

Developing the Children's Literature Teaching Materials Based on Wisdom of Local Area to Improve the Students' Learning Outcomes

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Abstract

This research aims to develop the teaching material products in the form of children's literature text books based on the wisdom of local area. This research method uses a Research and Development (R&D) using the ADDIE development model to develop the teaching materials for the children's literature based on wisdom of local area (North Sumatra) which consists of the analysis, design, development, implementation, and evaluation stages. The sample in this study was the fifth grade students of SD (primary school) of Swasta Muhammadiyah 12 Medan in Medan. The results proved that the students' learning outcomes in children's literature increased after using teaching materials based on local area wisdom (North Sumatra). The average score of the students before using teaching materials was 68, meanwhile the average value of the students after using teaching materials was 82. The test scores for the children's literature appreciation learning outcomes obtained an average score of 79.2. The results of the calculation through the t test by using SPSS test showed a significant result before and after using the teaching materials. It can be concluded that the teaching materials for the children's literature based on local area wisdom (North Sumatra) are appropriate for the students to use.

Keywords

learning outcomes; children's literature teaching



I. Introduction

A literature work is as one of the media used by the writer in conveying various ideas that come from his experience. The role of literature work is as a medium to connect the author's thoughts to be conveyed to the reader. The author's views on various problems observed in the surrounding environment can be reflected through a literature work. This is in line with the opinion of Sugihastuti (2007) who explains that the social reality presented through the text to the reader is a description of various social phenomena that have occurred in the society and are presented again by the author in different forms and ways. Besides that, the presence of literature works always entertains and enhances the insight of its readers through various unique ways, they are writing down ideas, ideas and inspiration in narrative form. Along with literature work as a medium in general, literature works are now also present with the nuances of local area wisdom in it.

Giving the local wisdom values should have been provided since the age of basic education as a foundation for generations to recognize, understand, remember, and preserve cultural values. In its role, literature is divided into various types and one of them is children's literature. The children's literature is one of the literature works which its language and contents are in accordance with the age development, reflecting the life

style and personality of children, written by children, adolescents, or adults, both orally and in writing.

Local wisdom is the wisdom or original knowledge of a community that comes from the noble value of cultural traditions to regulate the order of people's lives. Local wisdom can also be defined as local cultural values that can be utilized to regulate the order of people's lives wisely or wisely. Local wisdom belongs to the community whose attitude and personality are mature to be able to develop local potential and resources in making changes for the better (Sembiring et al, 2019). Meanwhile Pandapotan and Silalahi (2019) stated that various local wisdoms that have been maintained by ethnic groups in Indonesia are learned from nature, and consider everything that is good and useful, which they also learn from nature. Of course, the activities carried out continuously and passed on to the next generation are believed by anthropologists as an effort to preserve culture. The experts have poured many ideas related to development which are expected to achieve the balance of nature and human needs.

According to Saputra (2018) Education is considered to have a very important role in promoting the civilization of a nation. One of the contributing factors is the lack of ethics implementation in the education system. Every element in the education system must be able to apply ethical values so that synergies are obtained in developing the quality of education. Ethics teaching basically provides ethical knowledge to students only at the level of moral perception and moral judgment. To arrive at an action (action), students must have an awareness of divine values. According to Sugiharto (2020) Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life.

The children's literature is also one of the subjects taught by teachers in learning Indonesian literature that is in the activities of students' understanding, inspiring and appreciating literature works through children's literature. It is a learning at the basic education level. In this case, one method which is considered as contextual with the students' lives is the local wisdom of North Sumatra.

This method is selected by considering that the majority of the students of SD Muhammadiyah 12 Medan, the majority come from various ethnic groups in one culture that the culture of North Sumatra. The local area wisdom of various ethnic groups in North Sumatra is the intelligence possessed by the people of North Sumatra which is obtained through social experience and very strong inherent values. Learning children's literature at the primary school level has not become a fun learning. The activities provided by the teachers in the implementation of the children's literature learning are still limited to textbooks, not providing various variants of stories that should be presented to students.

Derived from this description, it was found that there were problems regarding the limited presentation of literature teaching materials for children so that researchers were interested in conducting a study entitled "Developing the Children's Literature Teaching Materials Based on Wisdom of Local Area to Improve the Students' Learning Outcomes at SD Muhammadiyah 12 Medan".

The developed children's literature teaching materials in this study are the children's literature teaching materials that can sharpen the students' abilities, especially the students at the SD Muhammadiyah 12 Medan in learning the children's literature and have met the effectiveness criteria. The appropriate children's literature teaching materials are teaching materials that present up-to-date knowledge, in the form of principle concepts, main ideas, generalizations, and more permanent systems of thought, while effective children's

literature teaching materials are teaching materials that suit the needs, develop interests, knowledge associated with experience and able to improve student learning outcomes.

Concerning about the teaching materials, Prastowo (2011) explains that teaching materials are an arrangement of materials that have been collected and come from various learning sources that are made systematically. Furthermore, Ahmadi (2010) stated that teaching materials are all forms of materials used to assist teachers in carrying out teaching and learning activities in the classroom. The material in question can be in the form of written material or unwritten material. Mbulu (2004) states that there are four objectives of developing teaching materials, namely: (1) having institutional goals, curricular goals, and learning objectives, (2) in accordance with the structure of the content of subjects with their respective characteristics, (3) systematically and logically synthesized, and (4) the continuous openness refers to the development of science and technology. Moreover, Mbulu (2004) offers a procedure for developing teaching materials through three stages. The three stages are (1) the designing stage, which is translating knowledge/theory. (2) The assessment stage, an initial draft feasibility test is carried out including formative, revision, and summative assessments. (3) the utilization stage includes reader development activities and the development of learning materials. Research on the development of Indonesian literature teaching materials was also carried out by Yuhdi (2018) and (2021). Through the development of the textbook product, it can increase student learning motivation.

The children's literature is a literature work in which the language and content are in accordance with age development, reflecting the life style and personality of children, written by the children, adolescents, or adults, either orally or in writing. The children's literature is a literature work whose language and content are in accordance with age development, reflecting the life style and personality of the child, written by children, adolescents, or adults, either orally or written form (Winarni, 2014). The children's literature is a work that in terms of language has an aesthetic value and in terms of content contains moral educational values that can enrich the soul's experience for children.

There is a very close relationship between childhood and literature works and texts for them because texts can help realize fictional characters that have been in children's imaginations as Grenby (2008) states. The children's literature has a great contribution to the development of the child's personality in the process towards maturity. It can be used as a means to plant, cultivate, develop, and even preserve good and valuable values by families, communities and nations as (Winarni, 2014) describes,

The children's literature emotionally psychologically can be responded to and understood by children, and it generally departs from concrete facts and is easy to imagine because after all, the content of children's literature is limited by the experience and knowledge of children, experiences and understandings that can be reached and understood by children, experiences and understanding in accordance with the child's world in accordance with his emotional and psychological development as Nurgiyantoro (2005) states. Literature works that are consumed by children and are taken care of and done by parents. Or children's literature is written or done by parents for children. Children's literature is a literature work that can be specifically understood by children and contains about the world that is familiar to children, namely children aged between 6-13 years as Sarumpaet (1976) explains.

There are several characteristics of the children's literature that can distinguish it from youth or adult literature. Puryanto (2008) broadly divides the characteristics of the children's literature into seven, they are: (1) educational themes, (2) the plot is straight and not convoluted, (3) using settings that are around or in the children's world, (4) characters

and characterizations contain good examples, (5) easy-to-understand language style, (6) the right person's point of view, (7) imagination is still within the reach of children. Furthermore, the genre of children's literature according to Nurgiyantoro (2010) consists of four types, they are fiction, nonfiction, poetry and comics.

II. Research Methods

The research method used in this research is Research and Development (R&D). This study aims to develop an effective teaching material product to be used by the students. The teaching materials are designed in the children's literature based on local area wisdom (North Sumatra) which contains descriptions of the children's stories. Sukmadinata (2013) states that Research and Development is a process or step to develop a new product or to improve an existing product that can be accounted for.

Along with the statement above, Borg & Gall (1983) explain that development research is an attempt to develop and validate products that will be used in education. Meanwhile Seel & Richey (1994) also revealed that development is the process of translating design specifications into physical form. The subjects of this study were elementary school students in Class V. The validation of teaching materials was carried out by three experts, they are material experts, literature experts and media experts to produce teaching materials that were suitable for use and tested for validity. The data collection techniques used are questionnaires and tests. The purpose of giving a questionnaire is to collect data to then identify the needs of the students and the teachers about teaching materials that will be developed by the researcher. The questionnaire contains an analysis of the students' and teachers' needs and regarding the content of teaching materials and the form of training desired by students and teachers.

Furthermore, a questionnaire was also given to the experts in order to obtain information related to the quality of the children's literature teaching materials based on local area wisdom (North Sumatra) developed by the researcher covering four aspects including (1) content feasibility, (2) linguistic feasibility, (3) feasibility presentation, and (4) the feasibility of graphics.

Table 1. The Feasibility Level

| Criteria | Achievement Level (%) |
|-----------|-----------------------|
| Very Good | 90-100 |
| Good | 75-89 |
| Average | 65-74 |
| Less | 55-64 |
| Very Less | 0-54 |

On the other hand, the test used aims to obtain information about the impact of using teaching materials on the students' learning outcomes related to the children's literature based on local area wisdom (North Sumatra). This test is given to the students in the form of multiple choice and description tests that is in the form of questions that refer to children's literature texts (children's stories) that have been read. The test is given before and after students read and understand children's literature teaching materials based on local area wisdom (North Sumatra) as a result of development carried out by researchers. The test was analyzed using the SPSS test which was presented in the form of tables, curves and graphs. Furthermore, the ability of students to appreciate literature (children's stories) can be described in the following.

Table 2. The Criteria of the Literature Appreciation Ability Assessment (children stories)

| Criteria | Achievement Level (%) |
|-----------|-----------------------|
| Very Good | 90-100 |
| Good | 75-89 |
| Average | 65-74 |
| Less | 55-64 |
| Very Less | 0-54 |

III. Results and Discussion

3.1 Students' Needs Analysis

The research was carried out as an attempt to analyze the students' needs through a questionnaire to 40 students which was held on June 21, 2021 at 10.00 WIB online. The activity of distributing the questionnaire was accompanied by a class teacher and supervised by the researcher. Based on the results of the questionnaire found a needs analysis as described in the following table.

Table 3. The Students' Needs Analysis

| No. | Students' Needs Analysis |
|-----|---|
| 1 | Students like literature (children's stories) to increase their knowledge and practice reading habits and get to know local area wisdom. |
| 2 | The expected reading material contains the type of writing and picture illustrations to make the students easier to appreciate and interpret the reading material they read. |
| 3 | The expected learning objective in teaching materials for the development of children's literature based on local wisdom is to provide students with understanding and breadth of insight about literature, especially literature (children's stories). |
| 4 | The expected media in teaching materials is in the form of textbook media. |
| 5 | The students' need teaching materials by using language which is easy to digest and understand. |

3.2 Teacher's Needs Analysis

It is the same with analyzing student needs. Furthermore, the researcher gave an online questionnaire to the teacher in order to find an analysis of the teacher's needs. The questionnaire was given to two teachers in the field of Indonesian language studies who are also teachers in the field of literature. The activity of distributing questionnaires will be held on June 21, 2021 at 10.00 WIB. The following describes the results of the questionnaire containing the needs analysis as intended.

Table 4. The Teacher's Needs Analysis

| No. | Teacher's Needs Analysis |
|-----|---|
| 1 | The teacher considers the importance of teaching materials for children's literature based on local area wisdom (North Sumatra) in order to facilitate students' learning and reading literature. |
| 2 | The structure and/or the elements of the textbook should at least contain title, reading instructions, picture illustrations. |

| | |
|---|--|
| 3 | Children's literature books at least contain quizzes or the like to train the children to appreciate and interpret literature. |
| 4 | The obstacle faced by teachers when teaching children's literature is that the teacher must tell children's literature to students so that students listen to the stories read by the teacher. |
| 5 | Teachers need reference books other than textbooks to make the teachers easier to convey the children's literature material to the students. |

3.3 Teaching Materials for Children's Literature Based on Local Area Wisdom (North Sumatra) as a Development Result

Teaching materials for the children's literature based on local area wisdom (North Sumatra) were developed in three stages they are (1) identification and development stage, (2) expert validation stage, and (3) field trial stage. The following is a description of each of the stages mentioned above.

a. Identification and Development Stage

The researcher identified the teachers' and students' needs analysis. In reference to the description of the previous needs analysis, the researcher made observations on textbooks that were used as learning resources for teachers and students. Based on the findings on the observations, the researcher formulated the development of the children's literature teaching materials that is through the development of the children's literature teaching materials based on local area wisdom (North Sumatra). The teaching materials developed by the researcher consist of an introduction, a content section, and a closing section.

b. Expert Validation Stage

At the stage of expert validation of teaching materials in the form of children's literature textbooks based on local area wisdom (North Sumatra) which is the result of research development carried out starting on May 24, 2021. The expert validation consists of material experts, literature experts and media experts. In terms of the content feasibility of the teaching materials for the development of children's literature based on local area wisdom (North Sumatra) obtained a score of 27 out of a maximum score of 30. In other words, the content feasibility of the teaching materials developed is classified as very good. Moreover, to obtaining these criteria, there are still some suggestions from experts regarding the content, including the children's story script as described in the teaching materials, there are still several sentences that have not been systematically arranged. Furthermore, in the content section, at least visual illustrations are provided to make it easier for students to understand the children's stories that are read.

The expert validation results on the literature aspect which were carried out on May 24, 2021 obtained a score of 17 out of a maximum score of 20. Regarding the results of these acquisitions, the suggestion by the validator is the need to improve the description of sentences in the developed children's stories so that the aesthetic elements are more visible in the presentation of the children's story scripts.

Furthermore, the results of the media aspect validation which were carried out on May 24, 2021 got a score of 23 out of a maximum score of 25. In other words, the presentation of teaching materials as reading media for students has met and is included in the very good category. However, there are still parts that need to be improved, namely illustration images are always added to the teaching materials to make their presentation more aesthetically pleasing.

c. Field Trial Stage

The field trials conducted by the researcher to the students of SD Muhammadiyah 12 Medan totaling 40 students, were carried out from May 24, 2021 to June 21, 2021. The field trials were carried out in the form of giving multiple choice tests and descriptions to see students' ability to understand children's stories and measure the impact presentation of the children's literature teaching materials based on local area wisdom (North Sumatra) for the students. The following is a description of the results of the field trial.

Based on the data obtained from the test scores of the students' understanding of literature (children's stories) based on local area wisdom (North Sumatra) in the form of multiple choice objectives, the lowest score obtained in the pretest was 52 and the highest score was 68. In the post-test, the students got the lowest score 62 and the highest score 82. Furthermore, the researcher conducted a t-test which proved the average score on the pre-test and post-test teaching materials for children's literature based on local area wisdom (North Sumatra) was 11.521 with a standard deviation of 6.377 with a sig. (2-tailed) 0.00. The number 0.00 is smaller than the alpha value of 0.05 which can be concluded that there is a significant difference between before and after the use of children's literature teaching materials based on local area wisdom (North Sumatra). In other words, the students' ability in appreciating and interpreting literature (children's stories) has increased significantly after using the teaching materials resulting from the development.

IV. Conclusion

Derived from the needs analysis results conducted by the researcher to the students and teachers of SD Muhammadiyah 12 Medan, it can be concluded that the teaching literature materials (children's stories) needed are fun teaching materials, displaying visual images and aesthetic sentence descriptions that they are easily understood by the readers as connoisseurs of the literature. In line with this, the data acquisition of the students' understanding test scores on the literature (children's stories) based on local area wisdom (North Sumatra) in the form of multiple choice objectives, the lowest score obtained in the pretest was 52 and the highest score was 68. Meanwhile, in the post-test, the students gained the lowest score of 62 and the highest score of 82. Then after the t-test was carried out, the average score on the pre-test and post-test of the children's literature teaching materials based on local wisdom (North Sumatra) was 11.521 with a standard deviation of 6.377 with a sig (2-tailed) 0, 00. The number 0.00 is smaller than the alpha value of 0.05 so it can be concluded that there is a significant difference between before and after using the children's literature teaching materials based on local area wisdom (North Sumatra). Derived from the results of the description and discussion as described previously, the researcher gives suggestions to the readers as follows: the students should improve the theory and the development in learning literature, especially the children's literature as the main capital in introducing literature works for the students at the primary education level in order to build noble values and character education. The teaching materials developed in this research are still in the limited trial stage that is the students and teachers of SD Muhammadiyah 12 Medan. This research always continues at the next level.

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