

Development of Teaching Materials for Study of Prose Fiction Based on Simalungun Local Wisdom Indonesian Language Education Students UHKBPNP

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Abstract

This study aims to determine: (1) the preparation of development of teaching materials for the study of prose fiction based on local wisdom simalungun, (2) the feasibility of teaching materials for the study of prose fiction based on local wisdom simalungun, (3) the effectiveness of teaching materials for the study of prose fiction based on local wisdom simalungun education students' Indonesian language University HKBP Nommensen Pematangsiantar. This type of research is research and development based on the Borg and Gall development model. The trial subjects consisted of material experts, design experts, Indonesian language education lecturers, Indonesian language education students. Data on the quality of these products are collected through questionnaires and essay tests. The results of this study indicate that: (1) material validation includes content feasibility with an average of 92.96% on very good criteria, presentation feasibility with an average of 92.30% on very good criteria, language eligibility with an average of 90, 38% on very good criteria, (2) validation of design experts with an average of 87.91% on very good criteria, (3) individual trials with an average of 82.50% with very good criteria, (4) trials small group with an average of 83.33% with very good criteria, and (5) limited field group test with an average of 90.83% with very good criteria, (6) the effectiveness of teaching materials shows a posttest presentation of 80.35 more higher than the pretest presentation of 68.11. Thus, teaching materials for the study of prose fiction based on local wisdom Simalungun that have been developed are feasible and effective to be used as learning resources.

Keywords

development; study of fiction
prose; local wisdom simalungun



I. Introduction

The credibility of a lecturer can be seen from the ability to innovate to create a cultured and characterized learning component. The learning components are arranged based on the needs so that students are able to achieve learning objectives. There are many types of learning components, one of which is teaching materials that are used to support the main teaching materials. It is important for lecturers to have their own teaching materials when entering the classroom to support the main teaching materials used. In addition, there are several materials that require the support of supporting teaching materials. With the creation of teaching materials on certain materials can help students to better understand. The learning is aimed at reconstructing students who are looking for information and finding out knowledge that is able to solve problems, cooperate, and tolerate diversity. If the desire is successful in a satisfying way, it will increase students'

self-confidence as well as a high sense of responsibility and civilized humans who can identify themselves with stable, independent personalities and have emotional stability with intellectual knowledge. (Pradana, D. et al. 2020).

In the preparation of teaching materials there are several things that must be known, one of which is the student's need for these teaching materials and achievement in learning. It is necessary to do a needs analysis in accordance with the demands of the curriculum. The main need for students is to be able to easily understand lecture material and apply it in the context of everyday life. Departing from the context of everyday life means being close to student life.

The material that will be developed and compiled based on student needs is AJ's structural study material. Greimas to prose fiction. In this material, students will conduct a study of simalungun tales with AJ's structural approach. Greimas. AJ's structural approach. Greimas is an approach that focuses on the functions of each item in the story, which is called the actan. AJ. Greimas grouped these functions into six actants, namely the sender, object, recipient, subject, helper, and opposer. Based on these acts which are arranged into a scheme, it will be seen the plot of a story and its functions. The functional structure is divided into three parts, namely the initial situation, transformation, and the final situation which serves to describe the role of the subject in carrying out the duties of the sender contained in the actan function. AJ's structuralism approach. Greimas is interesting to discuss because it views old prose literary works as a whole as a text. Not only focused on intrinsic and extrinsic elements, but deeper into the functions that exist in the story. This approach is also widely used in studying old prose literary works such as fairy tales, saga, and legends.

There are many old prose literatures works in the archipelago, especially old prose literature that is close to the life around students. Pematangsiantar is diverse with tribes and cultures but the dominant culture is the Simalungun culture. That way, a lot of old prose can be extracted, studied and preserved in this material. Like the fairy tales of the origin of the name Simalungun, Ganjang Kateas, and Pining Anjei. The story is full of the meaning of people's lives and displays the characteristics of the Simalungun community's view of life. This is an illustration of the value of local wisdom of the Simalungun community.

Later, students are expected to understand the material, have broad insight into old prose, and preserve the value of Simalungun's cultural character as a way of life through the views passed down in prose. The results of research conducted by Wagiran (2012) entitled *Character Development Based on Local Wisdom Hamemayu Hayuning Bawana (Identification of Cultural-Based Character Values)*, suggests that, local wisdom values are not an obstacle to progress in the global era, but become extraordinary transformational forces. in improving the quality of competitive and comparative human resources. Hamemayu hayuningbawana means to always strive to improve people's welfare and encourage the creation of individual attitudes and behavior that emphasizes the harmony between humans and humans,

Local wisdom-based teaching materials will be compiled and developed on AJ's structuralism study material. Greimas against the old prose in Simalungun. This teaching material is in the form of a module consisting of learning outcomes, introductions, learning activities, worksheets, summaries, glossaries, terms, and others. The prose presented and which will be studied as a worksheet are the old Simalungun prose. The local wisdom base in the module will help students to deal directly with real life situations. As stated by Didied Affandy and Putu Wulandari (2012), that local wisdom refers to knowledge that comes from community experience and is an accumulation of local knowledge. Local

wisdom is found in communities, communities and individuals. Likewise, Magdalia, Alfian (2013) that local wisdom is a view of life and knowledge as well as a life strategy in the form of activities carried out by local communities in meeting their needs.

Teaching materials for the study of prose fiction based on the old prose of Simalungun have never been developed in the subject of fiction prose studies. Therefore, it is hoped that this teaching material can help students to understand and study prose correctly.

II. Research Method

The research method used is the research and development method or Research & Development (R&D). The research and development method are a method used to produce a product and test the effectiveness of the product in accordance with the development objectives. The product resulting from this research and development is teaching material for the study of fiction prose based on local wisdom simalungun. The methods used include descriptive and evaluative methods. Descriptive method to describe the preparation of teaching materials according to student conditions. An evaluative method to evaluate the feasibility and effectiveness of the application of teaching materials for the study of prose fiction based on Simalungun local wisdom. This type of research is development research, namely the development of teaching materials study of prose fiction based on local wisdom simalungun. This development research refers to the theory of development of teaching materials proposed by Borg and Gall (in Tegeh, et al 2014) in the book Development Research Methods.

III. Result and Discussion

3.1 Preparation of Teaching Materials for the Study of Prose Fiction Based on Simalungun Local Wisdom

Based on the results of the research conducted by distributing needs analysis questionnaires to 56 students, the preparation of teaching materials for the study of prose fiction based on local wisdom is as follows.

1. Teaching materials are arranged in the form of modules that help students learn independently on the study material of structuralism according to AJ. Greimas to prose fiction. The data found, as many as 56 students with a percentage of 100% stated that they needed a structuralism study material module according to AJ. Greimas to prose fiction. The teaching materials are prepared containing old prose from Simalungun which is full of Simalungun's character and cultural values according to the context of the student environment. The data found, as many as 56 students with a percentage of 100% stated that they needed teaching materials that contained local wisdom. Teaching materials are prepared by integrating local wisdom into the study of structuralism according to AJ. Greimas to prose fiction. Found data, as many as 52 students with a percentage of 92% stated that teaching materials based on local wisdom can help students in the study of structuralism according to AJ. Greimas to prose fiction.
2. Teaching materials are prepared with the learning outcomes of students able to study AJ's structuralism. Greimas in fairy tales. Learning outcomes are stated in the syllabus and lesson plans used. Teaching materials are prepared based on Simalungun local wisdom. A total of 56 students with a percentage of 100% stated that they needed teaching materials in the form of modules. Teaching materials are arranged based on learning outcomes with the title of structuralism studies according to AJ. Greimas for

prose fiction contains: 1) introduction, 2) table of contents, 3) module position map, 4) introduction, 5) learning activities consisting of: objectives, material descriptions, summaries, assignments, and worksheets, 6) evaluation , 7) answer key, 8) glossary, 9) bibliography.

3. Based on the feasibility aspect of the content, students need independent teaching materials that contain the contents of: a) the source material used comes from Simalungun local wisdom, books, and the internet; b) the scope of the material includes, understanding the study of structuralism, AJ's view of structuralism. Greimas, actant scheme and functional structure; c) The existence of learning instructions that function as instructions for the use of independent teaching materials so that students are more focused; d) Learning outcomes that function for students to know the achievements that must be met in teaching materials; e) Characteristics of teaching materials needed by students are materials that are easy to understand and broaden students' knowledge in conducting studies; f) The contents of the material needed by students include examples, assignments, multiple choice tests, and independent worksheets; and g) Elements of noble values,
4. Based on the feasibility aspect of presenting the material, students need independent teaching materials that contain the contents: a) A coherent and complete presentation systematic; b) There are instructions for the use of independent teaching materials; c) Presentation of illustrations in the form of relevant pictures; c) Presentation of examples of old and new prose based on local wisdom; d) Presentation of student self-help worksheets; e) Presentation of Simalungun language terms into Indonesian; f) Presentation of bibliography.
5. Based on the feasibility aspect of linguistic assessment, students need independent teaching materials, namely: a) The language used is easy to understand; b) The language structure is in accordance with the Indonesian language rules; c) The language used is communicative.
6. Based on the feasibility aspect of graphics, students need independent teaching materials, namely: a) varied and interesting titles and types of writing; b) The images presented are of good quality and clear; c) The type of paper used is soft cover and A5 paper size; d) The colors on the white cover and pictures are creatively and attractively designed.

In the next stage, the modules developed were then validated by a team of material experts, design experts, responses from lecturers of the Indonesian language education study program, and student responses. After being declared valid, the developed module was tested on 3 students called individual trials, then 9 students called small group trials and finally tested on 56 students called limited field trials. After obtaining the trial data, it was analyzed conceptually and then revised. The final results obtained are the module developed in learning has been declared valid.

3.2 Feasibility of Teaching Materials for Study of Prose Fiction Based on Simalungun Local Wisdom

ValidationThe material on the product is intended to find out the opinion of material experts regarding the feasibility of content, presentation feasibility and language assessment. Design validation of the product is carried out to improve the display quality of the developed module. The results of research on the feasibility of the product are as follows.

1. The results of the module validation by the material expert team are obtained as follows.

- a. The content feasibility aspect obtained an average score of 92.96% in the very good category.
 - b. The presentation feasibility aspect obtained an average score of 92.30% in the very good category.
 - c. Aspects of language assessment obtained an average score of 90.38% in the very good category.
2. The results of module validation by learning design experts on the graphic aspect concluded that the learning design developed was in the "very good" criteria with an average percentage of 87.91%.

Based on the results of the analysis that has been carried out by the validator on the material expert validation questionnaire and the design expert validation, the description of each validated aspect.

Table 1. Validation Results of Material Experts and Design Experts

No	Rated aspect	Average Percentage	Criteria
1	Content feasibility aspect	92.96%	Very good
2	Presentation feasibility aspect	92.30%	Very good
3	Aspects of language assessment	90.38%	Very good
4	Design	87.91%	Very good

Based on the table above, it can be concluded that the validation results on the content feasibility aspect by the validator obtained a value of 92.96% with a very good category. However, from 16 statements there are 2 statements with sufficient category, and 14 other statements in very good category. Validation of the presentation feasibility aspect by the validator obtained a value of 92.30% with a very good category. However, from 13 statements there is 1 statement with sufficient category, while the other 12 statements are in very good category. The validation of the language assessment aspect by the validator obtained a score of 90.38% with a very good category. However, from 13 statements there are 2 statements with sufficient category, the other 11 statements are in very good category. Design validation by a team of design experts scored 87.91% in the very good category. However,

3. The results of the Individual Trial Module Response to the modules that have been developed are concluded that the modules developed are included in the "very good" criteria with a total average percentage of 82.50%. Individual trials were carried out to find out the initial responses of students to identify product deficiencies for the products developed before conducting small group trials. This means that the prose fiction study module based on the local wisdom of Simalungun that has been developed is in accordance with the needs of students.
4. The results of the small group trial module responses conducted on nine students with high, medium and low abilities, showed that the modules developed were included in the "very good" criteria with an average total presentation of 83.33%. Based on these results, it is concluded that there is no need for further revision so that it can proceed to the next trial stage, namely limited field trials.
5. The results of the module response to the limited field group trial obtained that the module included the "very good" criteria with an average score percentage of 90.83%.

3.3 The Effectiveness of Teaching Materials for the Study of Prose Fiction Based on Simalungun Local Wisdom

Test the effectiveness of module teaching materials a study of prose fiction based on local wisdom simalungun which was conducted by trial to 56 students of the Indonesian Language Education study program using an essay test as follows.

1. Conducted a pretest on 56 students by trying to answer essays. The results of the pretest of 56 students with an essay test using the main book source
2. Textbooks obtained the lowest and highest score distribution, namely 55 to 80. A total of 5 students scored 55, 10 students scored 60, 10 students scored 65, 6 students scored 70, 15 students received a score of 75, 10 students got a score of 80. Based on the distribution of the data, the average value (mean), standard deviation and standard error of the variable was 1.62. The mean (mean) is 68.11, the standard deviation is 9.14.
3. Posttest to 56 students by trying to answer essays. The posttest results of 56 students with essay tests using the developed module obtained the distribution of the lowest and highest scores, namely 70 to 95. A total of 6 students scored 70, as many as 10 students received a score of 75, as many as 25 students received a score of 80, as many as 5 students students got a score of 85, as many as 5 students got a value of 90, as many as 5 students got a value of 95. Based on the data distribution, the average value (mean), standard deviation and standard error of the variable was 1.62. The mean (mean) is 80.35, the standard deviation is 10.43.
4. Performing the normality test of the pretest data, it was found that $F(Z_i)$ was 0.1230. The posttest data normality test found $F(Z_i)$ of 0.2266.
5. Performing the homogeneity of variance test to test the similarity of the variables. The combined variance of the sample is 4646.89 with $\text{Log } S^2 = 3.66$. Unit price $B = 105.6$ and Bartlett test with Chi Square formula = 2.63.
6. Performing the calculation of the "t" test with 6.88 in consultation with the t table at a significant level of 5% where t_{count} is greater than t_{table} ie $2.021 < 7.55 > 2.65$. Thus, it is concluded that the independent teaching materials that have been developed can be said to be effective.

IV. Conclusion

This research produces a teaching material in the form of a fiction prose study module based on simalungun local wisdom. Local wisdom was chosen to help students understand the study material of old prose structuralism. In addition, it also increases students' knowledge, understanding and love for the old simalungun prose. This module has been validated by material, language and design experts prior to use. This module has been tested in class and has proven to be effective in improving students' ability to study fairy tales through essay tests. This module is designed according to student needs and can be used as an independent teaching material without lecturer instructions. The appropriate and effective modules will be implemented and used in the lecture process in the fiction prose study course.

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