

Development of Reading Materials with Coastal Culture Tapanuli Central for School Literation Movement in Basic School Pandan District

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Abstract

The purpose of this study was to determine: (1) The results of the design of reading materials with coastal culture for literacy sources, (2) The results of expert validation on the design of reading materials containing coastal culture for literacy sources, and (3) The results of testing of reading materials with coastal culture for literacy sources in Class V Elementary School, Pandan, Tapanuli Tengah. This type of research is the type of research development or Research & Development. The development model in this study will be made with a few modifications adapted to the Borg and Gall development procedure. Development research is generally divided into 3 (three) stages, namely the problem identification stage, the design stage, and the dissemination stage. The researcher attempted to adapt the development model to Borg and Gall's development procedures. As subjects in this study are all State and Private Elementary Schools in Pandan, Tapanuli Tengah. As the object of this research, developing reading materials based on the culture of the coastal communities of North Tapanuli Tengah Regency in supporting the School Literacy Movement. The results showed: (1) reading material with Tapanuli Tengah coastal culture is valid for use in the implementation of the school literacy movement in SD Pandan District.

Keywords

reading material development; school literacy; movement



I. Introduction

Language as a means of communication is in order to fulfill human nature as social beings that need to interact with fellow humans. Nurbiana emphasized that language is a means of connecting or communicating between members of society which consists of individuals who express their thoughts, feelings, and desires. Language as a system of sound symbols that is arbitrary is used in society in order to cooperate, interact, and identify oneself. Dardjowidjojo emphasized that Indonesian for children had become the first language he acquired and mastered so that it was called the mother tongue.

Language plays an important role in human life. Humans use language as a means to communicate. Language is related to the principle of politeness of language which is mentioned the maxims of wisdom, generosity, appreciation, simplicity, consensus and conclusions. So from the six maxims the adolescent must use a lot of maxims which expedite the conversation, cooperate with each other in speaking and give mutual appreciation in speaking and at least the simplicity maxim is needed. (Darwis, 2018)

Learning outcomes in the learning process it is necessary to do creative and innovative efforts by the teaching staff. These efforts can be carried out in various ways, including the activities of analyzing and updating learning devices, such as; methods,

techniques and provision of teaching materials or learning media as well as periodic reviews of the curriculum so that they can be adapted to the development and needs of the community in the ever-expanding world of education. (Suroso in Sinuraya et al, 2020)

Apart from the family environment, school is also one of the most strategic places for children to acquire language skills. Indonesian language learning creates student skills related to language skills, namely the ability to listen, speak, read, and write. Indonesian language lessons are one of the important materials taught in elementary schools, because Indonesian has a very important position and function for daily life. In an effort to improve the quality of language learning, it is necessary to develop a teaching and learning process which is the most basic activity in the delivery of education.

This requires that the implementation of learning be carried out must be adapted to the situation that will be faced by students when they communicate using their language abilities. For that we need the role of teachers and appropriate learning resources in implementing learning in the classroom. Learning resources by design are learning resources that are deliberately made for learning activities. The making of this learning resource is adjusted to the learning objectives to be achieved.

Meanwhile, learning resources by utilization are learning resources that are not intentionally made but can be utilized and facilitate learning activities. The system emphasized that the availability of adequate learning resources must be accompanied by good management and useful use. Learning resources are external factors that greatly affect learning outcomes. Textbooks are a source of learning and teaching materials that are widely used in learning.

Textbooks become teaching materials as well as reading material for students who are quite capable of making a good contribution to learning. Literacy is a means for students to recognize, understand, and apply the knowledge they get in school. The school literacy movement is strongly encouraged by the government on the grounds that it is to support the character development movement, as stated in the Regulation of the Minister of Education and Culture Number 23 of 2015 article 2, which reads Cultivation of Character and aims to make schools a fun learning park for students and teachers. and education personnel, develop good habits as a form of character education from the family, school and community, making education a movement that involves the government, local government, society, and family and / or, fostering a harmonious learning environment and culture between family, school and community. As a social practice whose application is influenced by the context.

As a learning process with reading and writing activities as a medium for reflecting, investigating, asking, and criticizing the knowledge and ideas being learned. As the use of texts that vary according to subject, genre, and level of language complexity. Of the 42 countries surveyed, Indonesian students were ranked 39th with a mean of 371, slightly above Albania and Peru. The library manager attended a workshop on the implementation of the School Literacy Movement held by the Central Tapanuli city library.

This is reflected in Permendiknas Number 22 of 2006, which states that Indonesian language learning is directed at increasing the ability of students to communicate in good and correct Indonesian, verbally, in writing, and fostering appreciation of the results of Indonesian human literature. The results of classroom learning observations show that learning about the cultural diversity of the community is not found in learning resource materials or reading materials that display local culture, especially coastal culture in the community of Pandan District, Tapanuli Tengah Regency. The books used actually display folklore reading materials from other regions.

Several forms of coastal culture in Central Tapanuli are divided into several parts, namely the customs and coastal culture, including Mandi Asah Gigi, Mangure Lawik, Sikambang, Turun Batu Event, Mangalua, Turun Karaih, and Balimau-Limau. The coastal culture part also consists of the Tapanuli Tengah folklore consisting of the story of Putri Lopian, the Legend of Princess Runduk, the Legend of Princess Rubiah, the Bukit Batara Legend, the Princess Andam Dewi, Songe, the Legend of the King and the Dendang Buto Bird, Bugis Sonar Paku, the Origin of the Mahligai Tomb, and at a Glance Sibolga. Furthermore, part of the pesiri culture, namely Dapur Umak which is associated with cooking ingredients and special foods from coastal communities in Central Tapanuli, especially in Pandan District. The whole form of coastal culture, both customs,

The development of reading materials containing the coastal culture of Central Tapanuli certainly supports the reading habit of students and further introduction of students to the culture that exists in Central Tapanuli which will be implemented in the Elementary School, Pandan District, Central Tapanuli Regency. This reading material developed with the content of coastal culture is certainly aimed at supporting the School Literacy Movement and optimizing the objectives of the implementation of learning. Some of the research results related to the development of reading materials based on local culture or coastal culture through the School Literacy Movement, namely Leo's research which emphasizes that social science learning is developing knowledge, attitudes, skills and values.

Andayani's research results emphasized that language learning with the application of an integrated textbook model with local culture was higher than students with conventional textbooks. The understanding of the local cultural treasures of students who have high learning interest is higher than students with low learning interest. Wei Fu's research results concluded that culture-based learning is an important part of language teaching, which provides students to experience the fun of language learning. Research results by Solin et al. For researchers themselves as input in increasing knowledge and skills in implementing better learning.

II. Research Methods

This type of research is the type of research development or Research & Development. Sugiyono (2009: 137) states that Research & Development research is a process used to produce certain products and test the effectiveness of these products. This research develops reading material with the coastal culture of Tapanuli Tengah which is one of the supporting tools for learning.

In particular, this type of research is research and development (Research and Development). This research and development is carried out to produce a product. The product that will be produced in this development research is reading material containing the coastal culture of Central Tapanuli through the School Literacy Movement in Elementary Schools.

The development model in this study will be made with a few modifications adapted to the Borg and Gall development procedure. Development research is generally divided into 3 (three) stages, namely the problem identification stage, the design stage, and the dissemination stage. The researcher attempted to adapt the development model to Borg and Gall's development procedures.

Furthermore, the development model is modified to 10 (ten) development steps, namely needs analysis and identification of general objectives, conducting learning analysis, analyzing initial attitudes and characteristics of students, formulating specific

goals, developing assessment instruments, developing learning strategies, developing and selecting learning materials, designing and conducting formative evaluations, revising learning, designing and conducting summative evaluations.

This study uses data analysis techniques. This research is divided into 2 types, namely data analysis of the validity of reading material. Theme 7 events in life (Indonesian language content) and analysis of student literacy data.

The data analysis of the validity of reading materials was used to answer the question, whether the reading material for the Theme 7 Events in Life (Indonesian Language Content) at grade V SD was developed in accordance with local history in Kabupaten Tapanuli Tengah?

The data analysis of literacy results was used to answer the question of how the effectiveness of the development of reading materials for the Theme 7 Events in Life (Indonesian Language Content) with local culture that has been developed on the literacy results of fifth grade elementary school students in Pandan District, Tapanuli Tengah Regency.

To see the increase in literacy, it was carried out twice, namely the initial test (pretest) and the final test (posttest). The results of these two tests are used to see the improvement in the ability of learning outcomes based on the Literacy Movement in Theme 7 Events in life by calculating the N-gain

III. Discussion

Based on the results of the validation carried out by material experts on reading materials containing the culture of the Central Tapanuli pesisir, it can be stated as follows:

Table 1. Summary of the Material Expert's Assessment of Reading Materials with the Culture of the Central Tapanuli Coast

No.	Assessment Aspects	Score	Percentage	Criteria
1.	Suitability of Material	12	100.00%	Very good
2.	Accuracy of Material	7	87.50%	Good
3.	Material Proficiency	12	100.00%	Very good
4.	Encourages Curiosity	7	87.50%	Good
Percentage			93.75%	Very good

Based on Table 1 regarding the assessment of reading material with the central Tapanuli coastal culture by material experts, it can be concluded that the results of the material expert's assessment of material suitability, material accuracy, material finesse, and encouraging children's awareness of the reading language developed are included in the "Very Good" category. Based on the results of processing and analysis of research data, the following results can be stated.

Based on the results of the validation carried out by graphic design experts on reading materials containing the culture of the Central Tapanuli, it can be stated as follows:

Table 2. Summary of Graphic Design Expert's Assessment of Reading Materials with the Culture of the Central Tapanuli Coast

No.	The assessment aspect	Score	Percentage	Criteria
1.	Presentation Technique	7	87.50%	Good
2.	Serving Support	15	93.75%	Very good
3.	Learning Support	12	100%	Very good
4.	Coherence and Tangibility	8	100%	Very good
Percentage			95.31%	Very good

Based on Table 2 above, it can be concluded that the results of the graphic design expert's assessment on the aspects of presentation techniques, presentation support, learning support, and coherence and cluttering of reading materials containing the Central Tapanuli coastal culture developed include the "Very Good "category.

Based on the results of the validation carried out by linguists on reading materials containing the coastal culture of Central Tapanuli it can be stated as follows:

Table 3. Summary of the Linguist's Assessment of Reading Materials with the Culture of the Central Tapanuli Coast

No.	The assessment aspect	Score	Percentage	Criteria
1.	Accuracy	8	100%	Very good
2.	Clarity of Information	3	75%	Good
3.	Conformity of Language Rules	7	87.50	Good
4.	Student suitability	8	100%	Very good
Percentage			90.63%	Very good

Based on Table 3 above, it can be concluded that the results of the linguist's assessment on the aspects of accuracy, clarity of information, conformity with language rules, and conformity with students to reading material containing the coastal culture of Central Tapanuli developed are included in the "Very Good "category.

After validation of reading materials containing Central Tapanuli coastal culture by material experts, graphic design experts, and linguists, then tests were carried out on reading materials containing the developed coastal culture of Tapanuli Tengah. The trials consisted of: 1) individual trials of 3 students, 2) small group trials of 10 students, and 3) field trials of 30 students. The results of each trial result can be stated below

Based on the results of the individual student group assessment trial, 3 students of SD Negeri 152979 Pandan 1, Pandan Tapanuli Tengah District, on reading materials containing the coastal culture of Central Tapanuli, then converted to assessment standards, namely:

Table 4. Student Assessment of Reading Materials with Central Tapanuli Coastal Culture in Individual Experiments

No.	Statement	Score
1.	The front cover is attractive	3
2.	Books can be carried easily	3
3.	Attractive display and clear images	3
4.	The color display is attractive	3
5.	The writing / letters are clearly legible	2
6.	The language used is easy and can be understood clearly	2
7.	Adequate reading material	2
8.	The story contained in the book is adequate	2
9.	The material is easy to learn because it is presented in an attractive form	3
10.	After reading this book, they are motivated to learn further	3
total		27
Average Score		0.87

Referring to Table 4, it can be argued that the results of individual trials of reading materials containing Central Tapanuli coastal culture developed obtained an average score of 0.87 and this score was in the Very Appropriate category. Thus it can be concluded that the results of individual trials of reading materials containing the coastal culture of Central Tapanuli are very suitable for use.

Based on the results of the small group student assessment trial, 10 students of the HKBP Sibuluan Private Elementary School, Pandan District and Bunayya Integrated Islamic Private Elementary School, Pandan Tapanuli Tengah Subdistrict, on reading materials containing Central Tapanuli coastal culture then converted to assessment standards, namely:

Table 5. Student Assessment of Reading Materials with Central Tapanuli Coastal Culture in the Small Group Test

No.	Statement	Score
1.	The front cover is attractive	9
2.	Books can be carried easily	9
3.	Attractive display and clear images	10
4.	The color display is attractive	10
5.	The writing / letters are clearly legible	8
6.	The language used is easy and can be understood clearly	9
7.	Adequate reading material	8

8.	The story contained in the book is adequate	8
9.	The material is easy to learn because it is presented in an attractive form	9
10.	After reading this book, they are motivated to learn further	9
total		89
Average Score		0.89

Referring to Table 5, it can be argued that the results of the small group trial of reading materials with the coastal culture of Tapanuli Tengah developed obtained an average score of 0.89 and this score was in the very feasible category. Thus, it can be concluded that the results of small group trials on reading materials containing the coastal culture of Central Tapanuli are very suitable for use.

Based on the results of the field group student assessment trials of 30 SD Negeri 158309 Pandan 3 and SD Negeri 158490 Aek Tolang, Pandan Tapanuli Tengah District, reading materials containing the coastal culture of Central Tapanuli are then converted to assessment standards, namely:

Table 6. Student Assessment of Reading Materials with Central Tapanuli Coastal Culture in the Small Group Test

No.	Statement	Score
1.	The front cover is attractive	30
2.	Books can be carried easily	28
3.	Attractive display and clear images	27
4.	The color display is attractive	28
5.	The writing / letters are clearly legible	30
6.	The language used is easy and can be understood clearly	26
7.	Adequate reading material	27
8.	The story contained in the book is adequate	24
9.	The material is easy to learn because it is presented in an attractive form	24
10.	After reading this book, they are motivated to learn further	25
total		269
Average Score		0.90

Referring to Table 6, it can be argued that the results of field group trials on reading materials containing the culture of the Central Tapanuli coast developed obtained an average score of 0.90 and this score was in the very feasible category. Thus it can be concluded that the results of field trials on reading materials containing coastal culture in Central Tapanuli are very suitable for use.

Based on the results of individual trials, small groups and field groups on reading materials containing Central Tapanuli coastal culture, a recapitulation of the results of

individual trials, small groups and field groups can be carried out on reading materials containing Central Tapanuli coastal culture as follows :

Table 7. Recapitulation of Individual, Small Group and Field Trial Results Against Reading Materials Contained with Central Tapanuli Coastal Culture

No.	Trial Group	Average Score	Category
1.	Individual	0.87	Very Worth it
2.	Small Group	0.89	Very Worth it
3.	Field Group	0.90	Very Worth it
Cumulative Average Score		0.88	Very Worth it

Based on table 7, it can be seen that the cumulative average test results of individuals, small groups, and field groups on reading material containing the coastal culture of Tapanuli Tengah is 0.88 and this average score is in the very feasible category.

Based on the results of the teacher's responses to reading materials containing the coastal culture of North Tapanuli as follows:

Table 8. Summary of Teacher Responses to Reading Materials Contained with the Culture of the Central Tapanuli Coast

No.	The assessment aspect	Score	Percentage	Criteria
1.	Contents	18	90.00%	Very good
2.	Purpose	10	100%	Very good
3.	Appropriateness	13	86.67%	Very good
4.	Quality	18	90.00%	Very good
5.	Attractiveness	18	90.00%	Very good
Percentage			91.33%	Very good

Based on Table 8, the achievement level of the assessment of reading material with coastal culture in Central Tapanuli can be converted based on the teacher's responses as follows:

Table 9. Achievement Level Conversion

No.	Achievement Level	Qualification	Information
1.	85% - 100%	Very good	No Need to Revise
2.	75% - 84%	Good	No Need to Revise
3.	65% - 74%	Enough	Revised
4.	55% - 64%	Less	Revised
5.	0% - 54%	Very less	Revised

Based on Tables 9 and 10 above, it can be concluded that the assessment of reading materials containing the coastal culture of Central Tapanuli based on teacher responses is stated by the criteria of "Very Good" with an average score of 91.33%. Based on the conversion level of attainment, it can be concluded that reading materials with the content of Central Tapanuli coastal culture are very well used.

The graphic of the feasibility of reading materials with the coastal culture of Central Tapanuli according to the teacher's responses is stated as follows:

Teacher Responses to Content Reading Materials
Central Tapanuli Coastal Culture

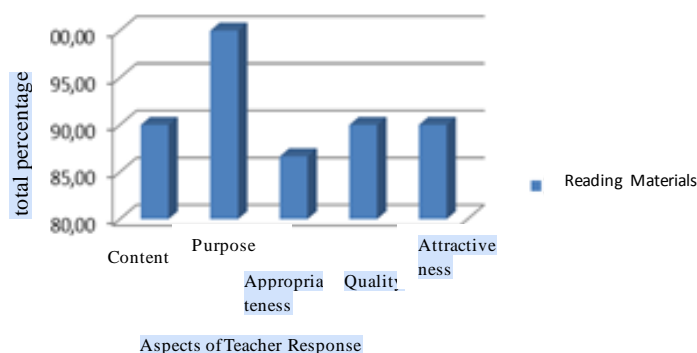


Figure 1. Graph of the Feasibility of Reading Materials with the Culture of the Central Tapanuli Coast according to the Teacher's Response

The results of testing through the pretest and posttest of students' reading skills related to reading material with the culture of the central Tapanuli coast can be stated as follows:

$$N\text{-Gain} = \frac{\text{Skor Posttest} - \text{Skor Pretest}}{\text{Skor Maksimum} - \text{Skor Pretest}}$$

$$N\text{-Gain} = \frac{76,75 - 37,42}{100 - 37,42}$$

$$N\text{-Gain} = \frac{39,33}{62,58}$$

$$N\text{-Gain} = 0.63$$

Furthermore, the N-Gain value of 0.63 is included in the medium category based on the scoring provisions, namely:

Table 10. N-Gain criteria

No.	Percentage	Criteria
1.	$N\text{-Gain} > 0.70$	High
2.	$0.30 \leq N\text{-Gain} \leq 0.70$	Moderate
3.	$N\text{-Gain} < 0.30$	Low

Based on the results of testing through the pretest and posttest reading skills as a measure of the success of the school literacy movement using reading materials that contain the coastal culture of Central Tapanuli, it can be concluded that the products or readings containing the Central Tapanuli coastal culture developed are effective in implementing the school literacy movement to students, especially in Pandan Tapanuli Tengah District Elementary School.

In general, the development of reading materials is to support teaching materials directed at developing knowledge, understanding, and the ability to analyze the social conditions of society in entering a dynamic community life as a global life that is always changing every time. In the learning process arranged in a systematic, comprehensive and integrated manner. The purpose of developing reading materials is to support the

achievement of students' abilities to have basic skills in logical and critical thinking, and to have social skills.

The development of reading material refers to a number of initial materials that already exist and materials that will be developed to achieve the goal. All learning materials must be completed with tests or performance assessments for the product. Learning materials also need to be equipped with a manual for instructors to show how this material is implemented in learning. Overall, to develop learning required the following material resources such as general objectives of learning, learning analysis, specific learning objectives, test items, learner characteristics, characteristics of the performance context and learning context, and learning strategies that include prescriptions about; the sequence of specific objectives, early learning activities, assessment to be used, presentation of content and examples, learner participation, strategies for memory and knowledge transfer skills, activities designed for individual learning, grouping of learners and selection of media and delivery systems. In choosing media, careful evaluation needs to be done so that it fits the learning objectives.

Uno (2011: 134) suggests factors that need to be considered in the development and selection of learning materials, namely the selection of media and delivery systems in learning such as the availability of learning materials, product limitations and implementation, facilities available to achieve learning objectives, components of learning packages, namely materials, readings that support the teaching material.

Furthermore, Uno (2011: 137) argues that in terms of development, the following points are to be considered, namely: paying attention to the desired learning motivation, the suitability of the material provided, following a correct order, containing the information needed, having practical training, can provide feedback, available tests that are in accordance with the material provided, instructions for follow-up or general progress of learning are available, instructions are available for students for the stages of activities carried out and can be memorized and transferred

Furthermore, Uno (2011: 138) emphasizes that the development of reading material should also consider 4 aspects, namely: (1) academic aspects, (2) social aspects, (3) recreational aspects, (4) personal knowledge aspects.

Borg and Gall's development model contains a systematic guide to the steps taken by researchers so that the product being designed has a standard of feasibility. What is needed in this development is a reference to the product procedure to be developed. Borg and Gall's development model is described as follows; research and development in education (R&D) is a process used to develop and validate products in the field of education known as R&D, which consists of reviewing the results of previous research related to the validation of components in the product to be developed, developing them into a product, testing the designed product, and reviewing and correcting the product based on trials.

Borg and Gall (in Simangunsong, 2013: 78) state that development research procedures basically consist of two main objectives, namely: (a) product development as a development function, and (b) testing the effectiveness of the product as validation in achieving objectives. Thus, the concept of development research is more accurately defined as development efforts accompanied by validation efforts.

The low quality of learning also has an impact on the low learning outcomes of students who do not reach the KKM. This is one of the factors that influence the failure of the learning process. Teachers must be sensitive in understanding the problems that occur to their students.

Reading materials are supporting teaching materials which are an effective way to support the success of learning, teachers should have the competence to create a product to

support the learning process use of MS technology. Publishers to develop teaching materials need to be carried out in the learning process which is then adjusted to the Learning Process Plan.

So it is expected that teachers are able to develop teaching materials and integrate teaching materials based on social skills and students can achieve optimal results. Providing new experiences to teachers regarding the learning process conceptualized with new learning, and motivating other peer teachers to develop self-potential in order to create a learning process by using these teaching materials that can improve the quality of learning activities. After the teaching materials were developed, (1) content validation, presentation validation and language validation were carried out, and (2) using a student skill questionnaire instrument, student observation sheet, teacher impression questionnaire sheet, and (3) learning outcomes test to test whether using social skills-based teaching materials can improve learning outcomes and during trials.

IV. Conclusion

After carrying out the process or development stages of reading materials containing the coastal culture of Central Tapanuli, the following conclusions are presented:

1. Reading material with the coastal culture of Tapanuli Tengah is valid for the implementation of the school literacy movement in SD Pandan District.
2. Reading materials containing the coastal culture of Central Tapanuli are suitable for use in learning the school literacy movement in SD Pandan District
3. Reading materials containing the Tapanuli coastal culture are effectively used in the learning of the school literacy movement in SD Pandan District

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