The Development of Indonesian Language Teaching Materials for Class VII Semester 1 Based on North Sumatran Local Wisdom and the Digitization of Learning

Syamsul Arif[1], Tangson R. Pangaribuan[2], Rosdiana Siregar[3], Ahmad Nur Cahyo[4], Siti Nurjanah[5], Rolando Napitupulu[6]

[1,2,3,4,5,6]*Universitas Negeri Medan, Indonesia*
syamsulariefsiregar@gmail.com

Abstract

This study aims to develop teaching materials for Indonesian class VII SMP in semester 1 based on local wisdom of North Sumatra and the digitization of learning. The teaching materials that will be developed are descriptive text, narrative story text, and procedure text. This study uses the Research & Development method referring to the research design with the stages of analyzing the needs of teaching materials based on local wisdom, data collection, product design, validation and testing. Product assessment is based on material quality, language quality, and media quality, as well as testing as student responses. The results of the research show that: (1) the results of the validation of the material experts indicate that the learning materials are declared feasible and "valid" with an average percentage gain of 87.8% with the criteria of "very good". Furthermore, the results of the validation of linguists showed that the language used in the learning materials was declared feasible and "valid" with an average percentage gain of 87.5% with the criteria of "very good". Then the results of the media validation showed that the media was deemed feasible and "valid" with the acquisition of a percentage of 92.2% with the criteria of "very good". (2) the results of the trial on junior high school students obtained an average percentage of 90.17% with very good criteria. The results of the percentage of trials carried out show that the Indonesian language learning materials for class VII SMP Semester 1 based on local wisdom of North Sumatra and their digitalization are appropriate and "valid" to be used as learning materials, especially in learning description texts and narrative texts for class VII semester 1 students.

I. Introduction

Teaching material is a collection of basic learning materials that will be studied by students to achieve the learning objectives that have been determined in the curriculum. Teaching materials have an important role for students as learning resources. Good teaching materials are materials that are arranged in accordance with the Core Competencies (KI) and Basic Competencies (KD) listed in the curriculum, in accordance with the standards of appropriateness of content, use of language, presentation, and graphics. Furthermore, good teaching material for students is material that is in accordance with the needs, character and cognitive development of students.

This is in line with what Rochmayanti (2013) stated that there are still many teaching materials such as books that are not always in accordance with the appropriate standards of content, presentation, and graphics. Furthermore, Su'udiah (2016) in her research found several problems regarding teaching materials, namely 1) the teaching materials that are commonly used are not contextual with the environment where students live; 2) the content of teaching materials in the form of textbooks is still very general and tends to discuss areas outside the student's residence so that students find it difficult to understand the material as in Papua, Kalimantan, East Java, and Bali, and 3) the appearance and content of the textbook contains only a few concrete pictures that are around the students.

What was stated by Rochmayanti and Su'udiah is in accordance with the results of the analysis of the seventh grade students' book of the 2013 Curriculum 2013 revised edition in the semester 1 material, there are 4 types of texts, namely (1) Descriptive text containing descriptive text about Parangritis nan Indah from Yogyakarta, The charm of Senggigi Beach which is located in NTB, Gebyar Ariah's Colossal Dance Performance from Jakarta, and the Nyampleng Restaurant which is located in East Java. (2) The fantasy story text discusses the fantasy story text of Nataga The Little Dragon, Anak Rembulan from East Java, and Learning with Gajah Mada from East Java. (3) The procedural text is in the form of procedure text on how to play the angklung which is a musical instrument. from West Java, procedures for the Poco-Poco Dance originating from West Java, how to make Manado porridge, how to make Manado porridge, and procedures for making angklung and (4) the text of the observation report which contains reports on the results of 2 observations of mangrove forests, the national museum located in Central Jakarta, and fireflies.

From the results of the analysis that has been described, it can also be concluded that this is a problem that must be considered in the world of education, so a development of teaching materials in textbooks based on local wisdom is needed to make it easier for students to better understand learning materials well. So the researcher has an idea to make a research in the form of Development of Indonesian Language Teaching Materials for Class VII SMP Semester 1 Based on North Sumatran Local Wisdom and the Digitization of Learning. In this development research, the researcher modified the existing student books to develop contextual books/materials based on North Sumatran local wisdom specifically for the Indonesian language material for class VII semester 1 which consists of three texts, namely; description text, fantasy story text, and procedure text.

II. Review of Literatures

2.1 Teaching Materials

According to Ika Lestari (2013: 67) teaching materials are a set of subject matter that refers to the curriculum used in order to achieve predetermined competency standards and basic competencies. In line with the opinion of Daryanto and Aris Dwi Cahyo (2014:171) teaching materials are a set of materials that are systematically arranged both written and unwritten so as to create an environment or atmosphere that allows students to learn. Then Dimyati and Mudjiono (2015:38) argue that teaching materials can materialize educational objects and contents. The content of the education is in the form of knowledge, behavior, values, attitudes. Another source explained that teaching materials are types of books used in teaching and learning activities. Based on the opinions of the experts above, it can be concluded that teaching materials are all learning materials (text, tools, information) used in teaching and learning activities and refer to the applicable curriculum.

According to Daryanto and Aris Dwi Cahyo (2014:173) the types of teaching materials are divided into 4 types, namely: 1) Visual teaching materials, namely student worksheets, modules, books, brochures, pictures, wallcharts, mockups. 2) Hearing teaching materials (audio), namely audio compact disks, cassettes, and radios. 3) Hearing teaching materials (audio-visual) such as films, and video compact disks. 4) Interactive multimedia teaching materials such as Compact Disk (CD) interactive multimedia learning, web-based learning materials, and CAI (Computer Assisted Instruction).

2.2 Learning Materials

Learning materials (instructional materials) are knowledge, skills, and attitudes that must be mastered by students in order to meet the specified competency standards. According to Darwin Syah (2007:69) learning material is one component of the learning system that plays an important role in helping students achieve competency standards and basic competencies. Learning materials are one of the learning resources that contain messages in the form of concepts, principles, definitions, content clusters or contexts, data and facts, processes, values, abilities and skills. The material developed by the teacher should refer to the curriculum or contained in the syllabus whose delivery is tailored to the needs and environment of students.

According to Hamid Darmadi (2010:213), there are several principles in compiling and selecting learning materials that must be considered, namely: 1) The principle of relevance (linkage), 2) The principle of consistency (consistency), 3) The principle of adequacy. In detail, the types of learning materials according to Oemar (2008:139-140) consist of knowledge, skills, and attitudes or values.

2.3 Local Wisdom

Etymologically, local wisdom consists of two words, namely wisdom and local. Other names for local wisdom include local wisdom (local wisdom), local knowledge (local knowledge) and local intelligence (local genious). Local wisdom is a part of a culture that exists in a society that cannot be separated from the community itself. This local wisdom can be said to be a value that exists and is proven to play a role in determining or playing a role in the progress of the community. Local wisdom is a form of dialectic between humans and the knowledge of life. Knowledge taken from the life where humans are then reflected to help humans make sense of life. As a community guide, Furthermore, local wisdom provides clear guidance on areas that can be reached by human behavior. In the process of formation, local wisdom is not conceived individually but requires an important role, namely the community. Furthermore, local wisdom becomes part of the culture to later become the identity and even the character of a society. Therefore, between local wisdom and culture is the relationship between children and their parents. Local wisdom is nothing but part of the culture (Sultoni, A., & Hilmi, H. S, 2015).

Haryanto (2014:212) states that forms of local wisdom are religious harmony in the form of social practices based on cultural wisdom. The forms of local wisdom in society can be in the form of culture (values, norms, ethics, beliefs, customs, customary law, and special rules). Noble values related to local wisdom include love for God, the semester and its contents, responsibility, discipline, and independence, honesty, respect and courtesy, compassion and care, self-confidence, creativity, hard work, and never give up, justice and leadership, Kind and humble, Tolerance, love of peace, and unity.

Learning with local wisdom is essentially an effort to rediscover the values of local wisdom and integrate them into learning activities. So, it is necessary to have teaching materials that are integrated with the local wisdom of the local community. Local wisdom-based learning can instill values and norms in every student (Njatrijani, 2018). The

integration of local wisdom in learning is to increase the love for local wisdom in the environment and as an effort to maintain the existence of local wisdom in the midst of the swift currents of globalization.

III. Research Methods

This type of research is a type of research and development (R&D). Research and development is a research method used to develop or validate products used in education and learning. This study develops a product in the form of teaching materials in student learning textbooks for Junior High Schools in Semester 1. The research subjects in this study were seventh grade junior high school students and Indonesian language teachers. The object of this research is the Indonesian language textbook for class VII Curriculum 2013 published by the Ministry of Education and Culture.

Development Model This research is an educational research and development research that develops teaching materials contained in textbooks on Indonesian language subjects in junior high schools. This study applies the research design of the 4-D model development developed by Thigaranjan et al, because it is considered in line with the objectives of this study. This model consists of four stages of development, namely the defining stage, the design stage, the develop stage, and the dissemination stage (Trianto, 2010:93).

The data collection instruments used in this study include the following: (1) To obtain data about the process of developing local wisdom-based textbooks, a validation sheet instrument is used. from 3 experts, namely linguists, materials experts and design experts (2) To obtain data about the quality of textbooks, an assessment sheet instrument was used. (3) To obtain data on the implementation of textbooks, a learning outcome test instrument was used. (4) To obtain data about the effectiveness of the textbook, namely the observation sheet instrument and the student response questionnaire instrument.

Data analysis in this study is descriptive qualitative. After all the data has been collected, the last stage is data analysis using quantitative descriptive and data reduction. Data analysis carried out was the textbook used, student and teacher questionnaire sheets, validity sheets for expert tests, teachers, and evaluation sheets for students.

IV. Discussion

4.1 Results of the Needs Analysis of the Use of North Sumatran Local Wisdom Teaching Materials for Class VII Students

In general, the teaching materials used by teachers in the learning process still emphasize the aspects of knowledge. Books tend to develop aspects of knowledge. As also conveyed by Wurianto (2011) that to equip students to become human beings with character, positive habituation is needed through the internalization of character values to the learning activities carried out.

The initial research that has been carried out is to analyze learning materials that are in accordance with the material in class VII Semester 1. The analysis is carried out to see the content of learning based on local wisdom of North Sumatra. The results of the analysis are shown in Table 1 from the analysis of the material, the researcher developed the first semester learning materials on descriptive text and narrative text. This is done as a start in developing teaching materials based on the local culture of the people of North Sumatra.

Table 1. Analysis of Semester 1 Learning Materials

No.	Material Title (Text)	Relevance to Culture North Sumatra local
1	Learn to Describe	Not enough
2	Understanding and Creating Fantasy Stories	Not enough
3	Inheriting Culture Through Procedure Text	Not enough
4	Uncovering Knowledge in the Observation Report	Not enough
5	Inheriting Noble Values and Creating Folk Poetry	Not enough
6	Appreciating and Creating Fables	Not enough

Based on Table 1 the analysis of the results of the relevance of teaching materials to the local culture of North Sumatra is still in the poor category. This shows that the urgency of developing teaching materials based on local wisdom is needed. Teaching materials based on local wisdom are adapted to the potential of the local area, in this case North Sumatra, so it must be mapped which areas have cultural and historical backgrounds that show the culture of North Sumatra. In this case, local wisdom-based teaching materials were developed that enrich Indonesian language teaching materials based on North Sumatran local wisdom.

4.2 Feasibility of Indonesian Language Teaching Materials for Class VII Semester 1 Based on North Sumatran Local Wisdom
a. Material Validation

Validation of the product is carried out to find out the opinion of material experts regarding the feasibility of the content of the material, the feasibility of presentation, and contextual assessment. The validators who became material experts were 1 lecturer of Indonesian Language and Literature from Medan State University, and 1 Indonesian teacher from SMP Negeri 2 Percut Sei Tuan. The calculation of the results of the material expert validation data can be seen in Table 2.

Table 2. Material Validation Results

No	Aspect	Analysis	Validator	
			1	2
1.	Appropriateness Contents	Total Score	50	49
		Average Value	3.57	3.50
		Percentage	89%	87.5%
		Average	3.53	
		Percentage Whole	88.3%	
		Criteria	Very Good	
2.	Appropriateness Presentation	Total Score	29	28
		Average Value	3.62	3.50
		Percentage	90%	87.5%
		Average Whole	3.56	

No	Aspect	Analysis		
			Percentage Whole	89%	
		Criteria	Very good	
3.	Contextual Assessment	Total score	32	30
		Average Value	3.50	3.33
		Percentage	88.8%	83.3%
		Average Whole	3.41	
		Percentage Whole	86.1%	
Overall Material Expert Validation Percentage (content feasibility, presentation feasibility, and contextual assessment)			**87.8%**	
Criteria			**Very Good**	

Based on the results of validation by material experts in Table 4.2 of the two expert validators. It is known that the material expert validation scores on the content feasibility aspect with an overall percentage value of 88.3% with very good criteria, 89% presentation feasibility aspect with very good criteria, and 87.8% contextual aspect with very good criteria.

b. Language Validation

Language validation of the product is carried out to find out the opinions of linguists about the straightforwardness of language, communicative, interactive, conformity to the development of students, conformity to language aspects, and the accuracy of the use of terms, and symbols in teaching materials. Calculation of the results of the validation data of linguists can be seen in Table 3.

Table 3. Language Validation Results

No	Aspect	Analysis	Validator	
			1	**2**
1.	Straightforward	Total score	11	10
		Average value	3.67	3.33
		Percentage	91.6%	83.3%
		Overall Average	3.50	
		Overall Percentage	87.5%	
		Criteria	Very good	
2.	Communicative	Total score	4	3
		Average value	4	3
		Percentage	100%	75%
		Overall Average	3.5	
		Overall Percentage	87.5%	
		Criteria	Very good	
3.	Dialogic and	Total score	3	4

No.	Aspect		Value 1	Value 2
	Interactive	Average value	3	4
		Percentage	75%	100%
		Overall Average	3.5	
		Overall Percentage	87.5%	
		Criteria	Very good	
4.	Conformity to the Development of Learners	Total score	6	6
		Average value	3	3
		Percentage	75%	75%
		Overall Average	3	
		Overall Percentage	75%	
		Criteria	Very good	
5.	Conformity with Language Rules	Total score	8	7
		Average value	4	3.5
		Percentage	100%	87.5
		Overall Average	3.75	
		Overall Percentage	93.75%	
		Criteria	Very good	
6.	Use of Terms, Symbols, or Icons	Total score	8	7
		Average value	4	3.5
		Percentage	100%	87.5%
		Overall Average	3.75	
		Overall Percentage	93.75%	
		Criteria	Very good	
Overall Validation Percentage of Linguists			**87.5%**	
Criteria			**Very Good**	

Based on the results of validation by linguists in Table 4.3 of the two expert validators. It is known that the validation of linguists scored on the straightforward aspect of 87.5%, communicative 87.5%, dialogue and interactive 87.5%, Conformity with Learner Development 75%, Conformity with Language Rules 93.75%, and Use of Terms, Symbol, or Icon. So, the average percentage of language validation as a whole is 87.5% with a very good category.

c. Media Validation

Media validation of the product is carried out to find out the opinions of media experts in terms of size, media main appearance, and media content design. Calculation of the results of material expert validation data can be seen in Table 4.

Table 4. Media Validation Results

No	Aspect	Analysis	Validator 1	Validator 2
1.	Size	Total score	8	7
		Average value	4	3.5
		Percentage	100%	87.5%
		Overall Average	3.75	
		Overall Percentage	93.75%	
		Criteria	Very good	
2.	Book Main View	Total score	37	35
		Average value	3.7	3.5
		Percentage	92.5%	87.5
		Overall Average	3.6	
		Overall Percentage	90%	
		Criteria	Very good	
3.	Content Design	Total score	74	75
		Average value	3.7	3.75
		Percentage	92.5%	93.7%
		Overall Average	3.72	
		Overall Percentage	93.1%	
		Criteria	Very good	
Overall Media Expert Validation Percentage			**92.2%**	
Criteria			**Very good**	

Based on the results of validation by media experts in Table 4.4 of the two expert validators. It is known that the media expert validation scores on the aspect of size 93.75 with a very good category, 90% main view of the book, and 93.1% content design. So the average percentage of media validation as a whole is 92.2% with a very good category.

4.3 Trial
In the trial of teaching materials on the practitioner aspect to students at SMP Negeri 2 Percut Sei Tuan. The trial was conducted on 32 students with high, medium and low abilities to identify products and student responses to the development of teaching materials based on local wisdom. The data on the results of the test student responses to the development of teaching materials based on local wisdom can be seen in table 5.

<p style="text-align:center">**Table 5.** Student Test Result Data</p>

No	Aspect	Description	Average Score	Criteria
1	Content Quality	Local wisdom learning materials are easy to understand	85.55%	Very good
		Instructions for learning are delivered clearly	93.3%	Very good
		Local wisdom-based learning materials do not contain negative things for me	100%	Very good
		Average amount	92.95	Very good
2	Happiness	Students can repeat the cooled learning material	88.8%	Very good
		Students feel happy using Indonesian language books based on local wisdom in descriptive text and narrative text materials	93.33%	Very good
		Students do not feel bored by using local wisdom-based learning materials	92.11%	Very good
		Average amount	91.4%	Very good
3	Evaluation	Instructions for working on questions clearly	90.5%	Very good
		Images of questions that are used as evaluations make it easier to understand the material	91.5%	Very good
		Average amount	91%	Very good
4	Grammar	The language used is easy to understand	82.5%	Very good
		No confusing sentences	80.5%	Very good
		The symbols and icons used are easy to understand	84.44%	Very good
		The language used is dialogue-based and interactive	88.8%	Very good
		The language used is in accordance with the	90.5%	Very good

development of students		
Average amount	85, 34%	Very good
Average percentage of overall test results	**90.17%**	**Very good**

The results of student trials on teaching materials based on local wisdom of North Sumatra for descriptive text and narrative texts showed a percentage of 90.17% with the criteria of "very good". The average percentage results obtained based on assessment indicators in the form of content quality, enjoyment, evaluation and grammar of learning materials based on local wisdom of North Sumatra can be seen in the following diagram.
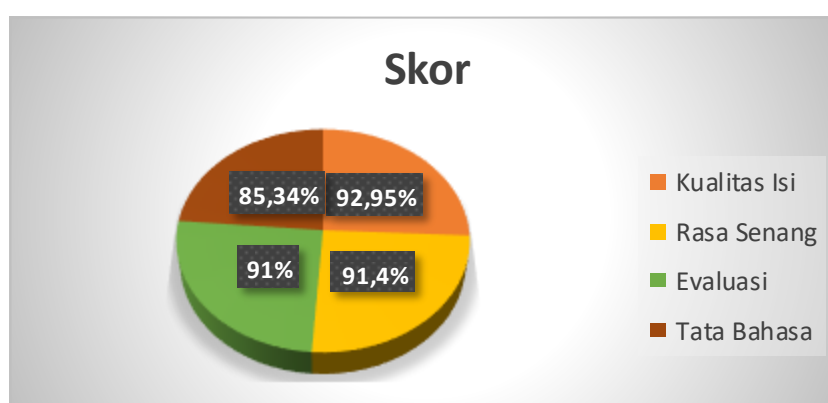
4.4 Characteristics of Indonesian Language Teaching Materials for Class VII Semester 1 Based on North Sumatran Local Wisdom

These teaching materials are arranged so that teachers get a clear and detailed picture in carrying out content-based learning activities and the local cultural context of the people of North Sumatra. In particular, these teaching materials are prepared for students who of course come from the province of North Sumatra. The characteristics of the teaching materials developed are as follows.

1. Mapping of learning indicators, displaying indicator maps for all materials that are the focus of each lesson. This indicator map connects and facilitates the teacher's flow of thought in presenting and managing learning and students can follow the pattern in an integrated manner based on the theme raised.
2. Active learning activities describe learning activities that students can use independently. Learning activities consist of various activities that support the overall learning objectives.
3. A meaningful learning experience through the activity of mapping the text of "Batak Opera Performances in Stories of Women at the Edge of the Lake" to build positive attitudes and behaviors, understanding concepts, scientific thinking skills, procedural abilities that are adapted to learning objectives.
4. Various discussion activities with case study examples. Discussion activities can improve language skills, develop mutual respect, and the ability to think systematically.
5. The latest information in the "info box" which is a reference for remedial and enrichment activities, as well as increasing students' knowledge and curiosity.
6. Practice questions to deepen understanding of concepts.

V. Conclusion

This research and development resulted in a seventh-grade Indonesian language learning material based on local wisdom in North Sumatra with the coverage of descriptive and narrative texts. Local wisdom-based teaching materials are teaching materials in which the subject matter relates to the local culture in the environment around students. Teaching materials are developed based on the characteristics and needs of students. Teaching materials based on local wisdom stimulate students to generate creative ideas for students, because by looking directly at local culture, it will lead to inspiration and creative ideas for students that are poured into writing. The teaching material has been tested for feasibility by testing the validity of the material, language and media as well as testing on students to see the feasibility status of the teaching material. The material validity test scored 87.8%, language validity 87.5%, and media validity 92.2%. Then for the test on students got a score of 90.17%. Based on the percentage results from the assessment of expert validation lecturers, teachers and student trials, the average percentage is in the "very good" category. Thus, the percentage results prove that the development of class VII learning materials based on North Sumatran local wisdom is "appropriate" and "valid" to be used as learning materials for descriptive texts and narrative texts for class VII SMP students.

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