

The Development of Reading Materials in School Literacy Movements for Senior High School Students Based on Local Culture of Karo

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Abstract : Literacy has the meaning and implications of basic reading and writing skills to acquire and manipulate knowledge through written texts, from metalinguistic analysis of grammatical units to the structure of oral and written texts. This study deals with the development of reading materials in school literacy movements for senior high school students based on local culture of Karo. The type of this study is development study that is the development of short story text reading materials based on character education as an ingredient in the school literacy movement. This development study refers to the development theory proposed by Borg and Gall. The conclusion of this study is the feasibility of reading material in the school literacy movement for senior high school students based on local culture of Karo is eligible and suitable to be used as reading material, based on the assessment of material experts, and design experts. The results of the assessment based on the responses of teachers and students in the Senior High School 1 of Berastagi concluded that reading material in the school literacy movement for senior high school students based on local culture of Karo had been found to be effective because it met the needs and overall criteria "very good".

Keywords : development of reading; school literacy; local culture

I. Introduction

Reading is one aspect of language skills which is important in the development of one's knowledge in learning and everyday life. Many reading material is a source of information such as books, newspapers, magazines, tabloids that can be easily obtained by students and the public. However, the ability of a reader determines how much information they receives.

The results of a recent study conducted by PISA (2015) that Indonesian students' reading comprehension was still relatively low. PISA shows Indonesia is ranked 64th out of 72 participating countries (OECD, 2017). From these results it can be concluded that the practice of education carried out in schools has not shown the function of the school as a learning organization that seeks to make all citizens become skilled at reading to support school citizens as lifelong learners.

Regarding reading, the initial problem was based on interviews conducted with the teacher of the Indonesian Language Study at Senior High School 1 Berastagi (March 11, 2017), which stated that not all students care about making personal reading lists and filling in class reading lists. The reading list is intended to function to share advice and find friends whose reading preferences are the same. This type of record helps to identify certain groups and activities, as well as enliven the class taught, which in turn can help increase students' interest in reading.

Turmiati (2018) in her research entitled "Differences in the Ability to Read and Write Students in KTSP 'Schools and with K13" revealed the main problem in reading learning in schools today is reading learning is still carried out carelessly. Bad habits can be seen from the

fact that reading learning is rarely done to encourage students to have the right speed and reading style.

II. Review of Literatures

2.1 Reading Materials

Many opinions regarding the understanding of reading material and library materials. Each understanding has its own perspective. These two terms consist of 2 syllables, namely material and reading, as well as materials and literature. In the Large Dictionary of Indonesian Language Material means everything that can be used or needed for a particular purpose. While reading has the meaning of books etc. read. While the library has the meaning of the book. In other words reading material is all printed media provided to the public in the form of books, magazines, tabloids, newspapers, brochures, leaflets, and other informative printed materials that can be read, studied and provide benefits to people's lives. Whereas Yulia (2009: 1.7) alludes to the fact that the world of education requires reading material or other material for intellectual recreational purposes and other reading material that enriches the user's domain.

Dahlan (2013: 24) describes reading material for studies in general are materials in the form of nonfiction consisting of various types. However, it is certain that fiction is also used as a reading material if the discipline in question is literature. Reading material for pleasure in general are materials in the form of fiction, light articles, newspapers, and others. Furthermore, reading material has readability criteria. Dahlan (2013: 24) states that readability is the suitability of reading for certain readers. Interesting reading material is a material that is close to the lives of students, is being discussed in the community and is useful. In addition, reading materials are based on consideration of various values (such as content, benefits, education, morals, aesthetics, ethics, etc.).

2.2 Literacy

Literacy is the basis for lifelong learning activities. This is very important for social and human development in order to increase the ability to be able to change lives in a better direction. Initially literacy was only interpreted as literacy. But this is a wrong perception. Interpreting literacy as literacy can result in literacy anomalies. Where literacy is meant only revolves around literal and technical literacy. Not culturally and deeply. Therefore literacy is more suitable to be interpreted as literacy. As it is said by Irkham dalam (Gong, 2012) that literacy is literacy.

So literacy has the meaning and implications of basic reading and writing skills to acquire and manipulate knowledge through written texts, from metalinguistic analysis of grammatical units to the structure of oral and written texts, from the impact of human history to the philosophical and social consequences of western education. Even changes in human evolution are the effects of literacy thinking.

2.3 Local Wisdom

Local wisdom is formed as a cultural superiority of the local community as well as geographical conditions in a broad sense. Local wisdom is a product of the past culture that should be continuously taken into account in life.

Ridwan (2007: 28) in his research entitled "Local Wisdom Scientific Platform" states that local wisdom or often called local wisdom can be understood as a human effort by using his

mind (cognition) to act and behave towards something, object, or event that occurs in certain spaces. The above definition is arranged etymologically, wisdom is understood as a person's ability to use his mind in acting and acting as a result of an assessment of something, object, or event that occurs. As a term wisdom is often interpreted as 'wisdom'. Local spatially refers to limited interaction space with a limited value system.

III. Research Methods

This research was conducted at Senior High School 1 Berastagi in class X students. The reason for choosing this school was that there had never been any research on the same problem. The type of this research is development research that is the development of short story text reading materials based on character education as an ingredient in the school literacy movement. This development study refers to the development theory proposed by Borg and Gall.

IV. Discussion

The process of developing reading material in the school literacy movement for high school students based on the local culture of Karo was carried out in several stages namely preliminary study, initial product development and product testing.

4.1 Stage I Preliminary Study

The needs analysis in the development research began by distributing a questionnaire of needs analysis to 32 class X students and 2 Indonesian language teachers in Senior High School 1 Berastagi on reading material in the school literacy movement for high school students based on the local culture of Karo. The search results from the questionnaire aims to make the reading material developed in accordance with the needs of Senior High School 1 Berastagi students.

Data obtained from the analysis of needs by teachers and students obtained the following conclusions.

1. A total of 71.87% of students from 32 students rarely knew the type of tradition in Batang district (found in the Karo area), 56.25% of students stated that they did not know the Karo tradition because they were not introduced by parents, 93.75% of students thought that tradition is one of the cultural heritages that needs to be maintained, 90.63% said that they needed reading books on culture, 62.5% needed readings that contained moral lessons to instill cultural values, 90.63% hoped that reading materials that would be developed would be useful for learning materials, and student needs related to the presentation or design of reading material.
2. As many as 100% of teachers from two Indonesian language teachers thought that children still rarely knew the culture in their area, 50% said that children did not know their culture because they were not introduced by parents and 50% stated because of a lack of interest in children, 100% The teacher states that tradition is one of the cultural heritages that needs to be maintained, 100% of teachers need a reading book on tradition, 50% of teachers want reading material that has moral lessons to instill cultural values in children and 50% want reading material that has elements knowledge, as many as 100% of teachers hope that reading materials that are useful

for cultural / traditional learning materials, and the needs of teachers related to the physical reading material or the design of reading material.

4.2 Stage II Initial Product Development

The initial product development was carried out first by designing contents in the local Karo-based reading material for the school literacy movement. The content of reading material is some of the local customs / traditions of Karo. Some of the local cultures of Karo contain information related to Karo Culture, starting from the stages of the cultural walk and the purpose of the culture.

The development of the initial product of reading material based on the local culture of Karo as an ingredient in the school literacy movement began with the cover of reading material, information regarding Karo scripts, and some information regarding Karo local culture.

The cover is designed according to the conditions of the Karo Land which is famous for its natural fertility. The color and design of the cover is adapted to the natural fertility depicted by a beautiful forest. Karo traditional house is also displayed on the cover. This illustrates that the reading material developed is based on the local culture of Tanah Karo, so students are interested in reading information about their own culture. The cover also contains the role of the product developed which reads "School Literacy Movement Based on Karo Culture". This means that the product developed acts as a school literacy movement that contains the cultural content of Tanah Karo. The back cover of the reading material has the same color and style as the front cover. The front and back cover images can be seen below.



Figure 1. Cover of Reading Material

The initial part of the reading material based on the local culture of Karo as a material for the school literacy movement contains Karo characters, commonly referred to as "*Indung Surat* (main letter)". Parent Letters consist of twenty two letters with twenty two different sounds. More details on the picture can be seen below.

Aksara Karo

INDUNG SURAT (huruf utama/huruf induk)							
No	Bunyi	Huruf	Key	No	Bunyi	Huruf	Key
01	Ha(a)		a (A, H)	12	Ta		t (T)
02	Ka		k (K)	13	Sa		s (S)
03	Ba		b (B)	14	Ya		y (Y)
04	Pa		p (P)	15	Nga		<
05	Na		n (N)	16	La		l (L)
06	Wa		w (W)	17	Ca		c (C)
07	Ga		g (G)	18	Nda		>
08	Ja		j (J)	19	Mba		/
09	Da		d (D)	20	I		I (Shift+i)
10	Ra		r (R)	21	U		U (Shift+i)
11	Ma		m (M)	22	Dok. Bastanta P. Sembiring		

Figure 2. Initial Section of Reading Material (Karo Script)

Part of the contents of the local culture-based reading material of Karo as a material for the school literacy movement includes some of the local cultural content of Karo. Local culture contained in reading material can be in the form of information about culture or a stage of the running of a custom / tradition in Karo. One of the content on reading material that is information about Karo culture can be seen in the picture below.

Merga Silima

Suku Karo memiliki lima marga (klan) yang sering disebut merga silima. *Merga* artinya marga dan *silima* artinya yang lima. Kelima marga (klan) tersebut adalah Karokaro, Ginting, Tarigan, Sembiring, dan Peranginangin. Kelima marga (klan) tersebut juga terdiri atas beberapa cabang (subklan): Karokaro terdiri atas 18 cabang (subklan), Ginting terdiri atas 16 cabang (subklan), Tarigan terdiri atas 13 cabang (subklan), Sembiring terdiri atas 19 cabang (subklan), dan Peranginangin terdiri atas 21 cabang (subklan).



MERGA SILIMA
5 (lima) Marga Dalam Budaya Orang Karo

1. Karo-Karo
2. Ginting
3. Tarigan
4. Sembiring
5. Perangin-angin

Merga Silima

Berikut ini adalah cabang marga (subklan) dari kelima marga (klan) suku Karo dan persebarannya.

Marga Karokaro dan cabang-cabangnya

1. Karokaro Simulingga di Lingga, Bintang Merah, dan Gunung Merlawan.

Figure 3. Karo Merga Silima Culture

The image is one of the contents of the reading material developed. Karo cultural information about *Merga Silima* on reading material is only to inform the reader about the

origin of *Merge Silima* and the coverage that comes from the *Merge Silima* in detail. More details can be seen in the picture below.



Figure 4. Karo Cultural Information Merge Silima in Detailed

Local culture contained in reading material in the form of information about a custom / tradition in the other Karo is "Unpacking the Use of *Belo* by Karo Society". One of the contents of the informational reading material about the use of *Belo* by the Karo community can be seen in the picture below.



Figure 5. Karo Culture Unleashes the Use of *Belo*

The local culture contained in the reading material in the form of a stage in which a custom / tradition runs in Karo, one of which is the "Customary Marriage of the Karo Community". Customary marriage is first explained before arriving at the explanation of the

marriage stages of the Karo community. The appearance of this tradition can be seen in the picture below.



Figure 6. Indigenous Karo Culture of the Karo Community



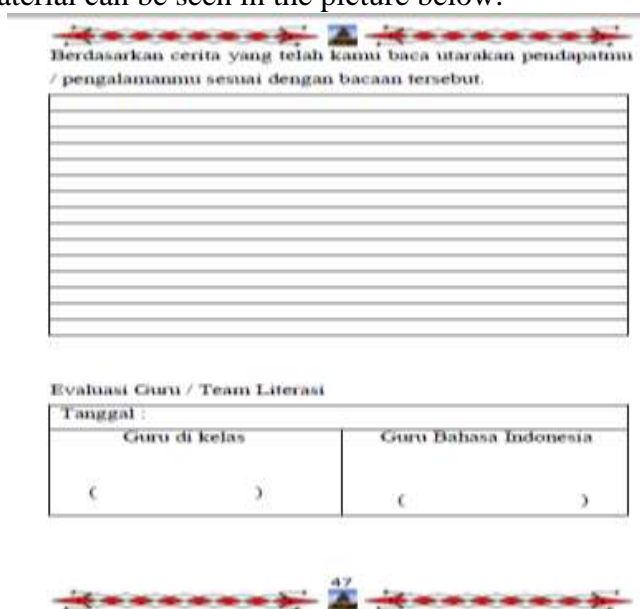
Figure 7. Procedures for Marriage of the Karo Community

The reading material based on the local culture of Karo as a material for the school literacy movement developed contains eleven local cultural contents of Karo which are explicitly presented on reading material. The titles of the cultures contained in the reading material developed are as follows.

1. Aksara Karo

2. *Pesona Kabupaten Karo*
3. *Merge Silima*
4. *Adat Perkawinan Masyarakat Karo*
5. *Njungi Beras Piher*
6. *Pur-pur Sage*
7. *Menyibak Penggunaan Belo oleh Masyarakat Karo*
8. *Aron: Budaya Gotong Royong Masyarakat Karo*
9. *Gendang Guro-Guro Aron*
10. *Rumah Adat Karo*
11. *Kiras Bangun: Pahlawan dari Karo*

All traditional content in the local Karo-based literature as material for the school literacy movement was closed with a column of opinions and experiences according to the reading. Next, there is a teacher / literacy team evaluation column. The appearance of the opinion column on the reading material can be seen in the picture below.



Berdasarkan cerita yang telah kami baca utarakan pendapatmu / pengalamammu sesuai dengan bacaan tersebut.

Evaluasi Guru / Team Literasi

Tanggal :	
Guru di kelas	Guru Bahasa Indonesia
()	()

Figure 8. Opinion Column and Teacher Evaluation / Literacy Team Column

The thing that was done after designing the local culture-based reading material for Karo as a material for the school literacy movement was to carry out product validation by material experts, and design experts. The final step is to assess the teacher and students of the local culture-based reading material of Karo as an ingredient in the school literacy movement. This assessment was conducted by two Indonesian language teachers in Senior High School 1 Berastagi and 32 students at the school.

The product testing phase was carried out three times, namely individual trials (3 students), small group trials (9 students) and limited field trials (32 students). Individual trials obtain an average score of 76% with good criteria. Small group trials obtained an average value of 83.33% with very good criteria. Furthermore, limited field trials obtain an average value of 89.84% with very good criteria.

4.3 Feasibility of Reading Materials Based on the Local Culture of Karo

The feasibility of reading material in the school literacy movement for high school students based on the local culture of Karo was obtained from the results of validation and assessment provided by material experts and design experts. Each expert consists of two people and in each aspect of the overall assessment is determined by the average score of the assessment criteria of each expert. Through the results of the assessment, it was then analyzed to determine the feasibility of reading material in the school literacy movement for high school students based on the local culture of Karo to be tested on students. After that, the product is given to the teacher to find out the results of the assessment and the advice given. In the final stage, individual trials were carried out, small group trials and limited field trial trials were assessed based on aspects and indicators of assessment. The results of the assessment aspects obtained will be described as follows.

Validation of the product is intended to determine the opinions of material experts about the feasibility of content, the feasibility of presentation, and language assessment. This validation was carried out by Dr. Wisman Hadi, S.Pd., M.Hum and Dr. Pulumun Peterus Ginting, S.Sn., M.Sn. who are the Lecturer at Medan State University. The assessment was carried out to obtain information on the quality of reading material in the school literacy movement for high school students based on the local culture of Karo.

Table 1. Eligibility Criteria for Reading Materials

Percentage interval	Criteria
$81\% \leq X < 100\%$	Very Good
$61\% \leq X < 80\%$	Good
$41\% \leq X < 60\%$	Good Enough
$21\% \leq X < 40\%$	Enough
$0\% \leq X < 20\%$	Unsatisfied

(Sugiyono, 2011:118)

Table 2. Score of Material Assessment by Material Experts on Feasibility of Content (Scale 1-4)

Sub Component	Indicator	Average (%)	Criteria
A. Material Accuracy	1. The accuracy of the concepts and definitions of the text contain the local culture of karo land	100%	Very Good
	2. The accuracy of the concept of character education values	75%	Good
	3. Accuracy of terms	87,5%	Very Good
Average Amount of Indicators 1-3		88%	Very Good
B. Material Update	4. Compatibility of material with the development of science	75%	Good
	5. Use stories in everyday life	100%	Very Good
	6. Pictures and illustrations in everyday life	75%	Good
Average Amount of Indicators 4-6		83%	Very Good

C. Encouraging Curiosity	7. Encourage curiosity	100%	Very Good
	8. Creating the ability to ask	87,5%	Very Good
Average Number of Indicators 7-8		94%	Very Good
The average number of all Sub Components		88.33%	Very Good

The assessment of the feasibility of presentation according to material experts was considered "very good" with an average percentage of 84%. Data from the results of material expert validation on the feasibility of presentation can be seen in the following table.

Table 3. Assessment of Reading Materials by Material Experts for Feasibility of Presentation

Sub Component	Indicator	Average (%)	Criteria
A. Presentation Techniques	1. Systematic consistency of presentation	75%	Good
	2. Grievance concept	75%	Good
Number of Indicators 1-2		75%	Good
B. Presentation of Reading Materials	3. Involvement of students	75%	Good
	4. Student-centered	75%	Good
	5. Stimulating students' ability to solve problems through the contents of texts containing the local culture of Karo	87,5%	Very Good
	6. Develop emotional, social and spiritual skills	100%	Very Good
Amount of Indicators 3-6		84%	Very Good
C. Presentation Completeness	7. Some types of local culture in Karo	100%	Very Good
	8. Note of opinions / experiences of students	100%	Very Good
	9. Teacher / team literacy evaluation	75%	Good
Average Number of Indicators 7-9		92%	Very Good
Average number of Sub Components		84%	Very Good

Language assessment aspects according to material experts are considered "very good" with a total percentage of 84.60%. Data on the results of material expert validation on aspects of language can be seen in the table below.

Table 4. Scores for Assessment of Reading Materials by Material Experts for Language Assessment Aspects

Sub Component	Indicator	Average (%)	Criteria
A. Communicative	1. Message readability	87,5%	Very Good

	2. Accuracy of language use	87,5%	Very Good
Number of Indicators 1-2		87,5%	Very Good
B. Straightforward	3. Accuracy of sentence structure	75%	Good
	4. Effectiveness of sentences	75%	Good
	5. Stiffness of terms	87,5%	Very Good
Average Number of Indicators 3-5		79%	Good
C. Dialogical and interactive	6. The ability to motivate messages or information	75%	Good
	7. The ability to encourage critical thinking	75%	Good
Average Number of Indicators 6-7		75%	Good
D. Conformity with the level of development of students	8. Conformity of students' intellectual development	87,5%	Very Good
	9. Conformity with the level of emotional development of students	87,5%	Very Good
Average Number of Indicators 8-9		87,5%	Very Good
E. Use of terms, symbols and icons	10. Consistency in the use of terms	100%	Very Good
	11. consistency in the use of symbols or icons	87,5%	Very Good
Average Number of Indicators 10-11		94%	Very Good
Average Number of Overall Sub Components		84.60%	Very Good

Table 5. Percentage of Assessment from Material Experts on Content Feasibility

No	Sub Component of Assessment	Average (%)	Criteria
1	Material accuracy	88%	Very Good
2	Material update	83%	Very Good
3	Encourage curiosity	94%	Very Good
Average		88.33%	Very Good

Table 6. Percentage of Assessment by Material Experts on Feasibility of Presentation

No	Sub Component of Assessment	Average (%)	Criteria
1	Presentation technique	75%	Good
2	Presentation of reading material	84%	Very Good
3	Complete presentation	92%	Very Good
Average		84%	Very Good

Table 7 Percentage of Assessment by Material Experts on Language Assessment

No	Sub Component of Assessment	Average (%)	Criteria
1	Communicative	87,5%	Very Good
2	Straightforward	79%	Good
3	Dialogue and Interactive	75%	Good
4	Conformity with the level of development of students	87,5%	Very Good
6	Use of terms, symbols and icons	94%	Very Good
Average		84.60%	Very Good

An expert validator who validates the design of reading material in the school literacy movement for high school students based on the local culture of Tanah Karo is Dr. Evi Eviyanti, M.Pd., and Dr. Mursid, S.T., M.Pd., who are the lecturer at Medan State University. The assessment of the reading material design was carried out to improve the quality of the reading material developed. The results of the validation of the reading material by the design experts concluded that the reading material developed was in the criteria of "very good" with a total average percentage of 84.75%. Data from the validation of reading material design experts can be seen in the table below.

Table 8. Assessment Score Material Design Scores

Component	Indicator	Average (%)	Criteria
A. Size of Reading Material	1. Suitability of reading material sizes with ISO standards (A4, A5, and B5)	87,5%	Very Good
	2. Appropriateness of the size of the material contained in the reading material	75%	Good
Number of Indicators 1-2		81,25%	Very Good
B. Reading Material Cover Design (Cover)	3. Appearance of the layout elements on the front, back and back covers harmoniously has a rhythm and unity and is consistent.	75%	Good
	4. Display a good center point.	87,5%	Very Good
	5. The color elements of the layout are harmonious and clarify the function.	100%	Very Good
	6. The composition and size of the layout elements (title, author, illustration, logo, etc.) are proportional, balanced, and in line with the content layout (according to the pattern).	75%	Good
	7. The font size of the book title is more dominant and proportional than the size of the reading material, the name of the author.	87,5%	Very Good

	8. The color of the book's title contrasts with the background color.	75%	Good
	9. Do not use too many font combinations.	87,5%	Very Good
	10. Describe the contents and express the character of the object.	87,5%	Very Good
	11. Shape, color, size, proportion of objects according to reality.	87,5%	Very Good
Average Amount of Indicators 3-11		85%	Very Good
	12. Layout element layout is consistent based on patterns	75%	Good
	13. Separation between paragraphs is clear	100%	Very Good
	14. Printing area and proportional margin	87,5%	Very Good
	15. The two-page margin is side by side proportional	87,5%	Very Good
	16. Spaces between text and illustrations are appropriate	75%	Good
	17. The placement of illustrations and captions is appropriate	100%	Very Good
	18. Placement of decoration / illustration as background does not interfere with title, text, page numbers.	75%	Good
	19. The placement of titles, subtitles, illustrations, and captions does not interfere with understanding.	87,5%	Very Good
	20. The use of letter variations (bold, italic, all capital, small capital) is not excessive.	100%	Very Good
	21. Normal text width.	87,5%	Very Good
	22. Normal text line spacing.	75%	Good
	23. Normal kerning space.	87,5%	Very Good
	24. The hierarchy of titles is clear, consistent and proportional.	87,5%	Very Good
	25. Sign of cutting words (hyphenation).	87,5%	Very Good
	26. Able to reveal the meaning / meaning of the object.	100%	Very Good
	27. Accurate and proportional forms in accordance with reality.	87,5%	Very Good
	28. Creative and dynamic	87,5%	Very Good
Average Number of Indicators 12-28		88%	Very Good
Average Overall Amount		84.75%	Very Good

Table 9. Percentage of Assessment from Designers

No	Sub Component of Assessment	Average (%)	Criteria
1	Size of reading material	81,25%	Very Good
2	Design of cover material	85%	Very Good

3	Design the contents of the reading material	88%	Very Good
Average		84.75%	Very Good

4.4 Use of Reading Materials Based on Karo Local Culture

The use of reading material in the school literacy movement for high school students based on the local culture of Karo was obtained from the results of the assessment of responses or perceptions given by two Indonesian language teachers and 32 students of senior high school 1 Berastagi. Each aspect of the overall assessment is determined by the average score of the teacher / student respondent's indicators / statements. Through the results of the assessment, it was then analyzed to determine the use of reading material in the school literacy movement for high school students based on the local culture of Karo. The results of the assessment aspects obtained based on the results of teacher and student responses to reading material in the school literacy movement will be described as follows.

Table 10. Data on Indonesian Language Teacher Assessment of Reading Materials

No	Indicator/Statement	Respondent		Total Score	Average	Criteria
		1	2			
1	The overall reading material looks interesting	4	3	7	87,5%	Very Good
2	The language used in reading material is easy to understand	4	4	8	100%	Very Good
3	The presentation of the text in the reading material is well arranged	3	4	7	87,5%	Very Good
4	Use of images in clear reading material	3	3	6	75%	Good
5	The text content in reading material stimulates critical thinking skills	4	3	7	87,5%	Very Good
6	The reading material contains the local wisdom of Karo culture	4	4	8	100%	Very Good
7	Reading material can be used as material for the School Literacy Movement	3	4	7	87,5%	Very Good
8	Fill text reading material according to student development	3	3	6	75%	Good
9	Reading material makes it easy for students to express their opinions in oral and written form	4	3	7	87,5%	Very Good
10	Use of symbols in accordance with existing rules	3	4	7	87,5%	Very Good
11	This reading is different from the usual reading material	4	4	8	100%	Very Good

12	Reading materials train students to enrich students' knowledge and personality	4	4	8	100%	Very Good
13	Reading material can be studied independently by students	4	4	8	100%	Very Good
14	Reading material helps students understand it within 15 minutes	3	4	7	87,5%	Very Good
	Average Amount	50	51	101	90,18%	Very Good

The results of the teacher's response to reading material in the school literacy movement for high school students based on the local culture of Karo developed had an average percentage of 90.18% with the criteria of "very good". This means that the reading material that has been developed can meet the demands of the school literacy movement for high school students based on the local culture of Karo which is the culture of the students themselves in senior high school 1 Berastagi

The stage of testing the reading material through 3 trial processes, namely: 1) individual trials, 2) small group trials, and 3) limited field trials. The results of the trials carried out can be described as follows.

1) Student Test Results on Reading Materials in Individual Trials

Table 11. Individual Trial Data (3 students) on Reading Materials

No	Indicator/Statement	Respondent			Total Score	Average	Criteria
		1	2	3			
1	These reading materials motivate me to study	3	3	3	9	75%	Good
2	I can understand the text presented easily and read in 15 minutes	3	4	3	10	83,33%	Very Good
3	I like reading the Karo cultural content text in this reading material because it can add to my insight into Karo culture	4	3	4	11	91,66%	Very Good
4	The presentation of Karo cultural content texts in this reading material encouraged me to discuss with other friends	3	3	3	9	75%	Good
5	This reading contains questions that encourage me to think critically	3	3	4	10	83,33%	Very Good
6	This reading material contains the value of local wisdom that I can set an example in life	3	3	2	8	66,66%	Good
7	The language used is simple and easy to understand	3	2	3	8	66,66%	Good

8	I can read the text on this reading material easily because the type of font size chosen is right	3	3	3	9	75%	Good
9	This reading encourages my desire to love reading and writing	3	2	3	8	66,66%	Good
10	My reading comprehension has increased when I read this reading material	3	3	3	9	75%	Good
Average Amount		31	29	31	91	76%	Good

The results of the assessment of individual trials above concluded that the reading material developed was included in the criteria of "good" with a total average percentage of 76%. Individual trials were carried out to determine students' initial responses and to identify product shortages of products developed before small group trials were conducted.

Table 12 Student Trial Data from Small Group Trials (9 students) on Reading Materials

No	Indicator/Statement	Average	Criteria
1	These reading materials motivate me to study	80,55%	Very Good
2	I can understand the text presented easily and read in 15 minutes	80,55%	Very Good
3	I like reading the Karo cultural content text in this reading material because it can add to my insight into Karo culture	83,33%	Very Good
4	The presentation of Karo cultural content texts in this reading material encouraged me to discuss with other friends	83,33%	Very Good
5	This reading contains questions that encourage me to think critically	83,33%	Very Good
6	This reading material contains the value of local wisdom that I can set an example in life	86,11%	Very Good
7	The language used is simple and easy to understand	83,33%	Very Good
8	I can read the text on this reading material easily because the type of font size chosen is right	83,33%	Very Good
9	This reading encourages my desire to love reading and writing	83,33%	Very Good
10	My reading comprehension has increased when I read this reading material	86,11%	Very Good
Average Amount		83,33%	Very Good

The results of a small group trial about students' perceptions of reading material in the school literacy movement for high school students based on the local culture of Karo that had been developed showed an average percentage of 83.33% with the criteria of "very good". These results are obtained after an improvement or revision of individual trials so that the reading material is revised back from the material arrangement and the use of language that is easier for students to understand.

Table 13. Student Trial Data from Limited Field Trials (32 students) on Reading Materials

No	Indicator/Statement	Average	Criteria
1	These reading materials motivate me to study	86,72%	Very Good
2	I can understand the text presented easily and read in 15 minutes	90,63%	Very Good
3	I like reading the Karo cultural content text in this reading material because it can add to my insight into Karo culture	91,41%	Very Good
4	The presentation of Karo cultural content texts in this reading material encouraged me to discuss with other friends	89,06%	Very Good
5	This reading contains questions that encourage me to think critically	89,06%	Very Good
6	This reading material contains the value of local wisdom that I can set an example in life	90,63%	Very Good
7	The language used is simple and easy to understand	89,06%	Very Good
8	I can read the text on this reading material easily because the type of font size chosen is right	89,84%	Very Good
9	This reading encourages my desire to love reading and writing	91,41%	Very Good
10	My reading comprehension has increased when I read this reading material	90,63%	Very Good
Average Amount		89,84%	Very Good

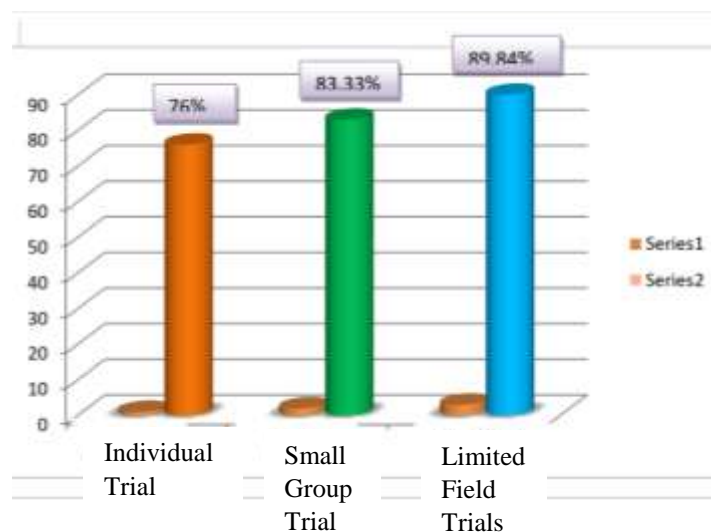


Figure 9. Comparison of Student Assessments on Individual, Small Group and Limited Field Trials

Based on the picture above diagram can be seen the comparison of the results of individual, small group, and limited field trials. The percentage of students' perceptions on individual trials of reading material in the school literacy movement for high school students based on the developed local culture of Karo shows an average percentage of 76% with the criteria of "good". Students' perceptions of small group trials showed an average percentage of 83.33% with the criteria of "very good". Students' perceptions of limited field trials show an average percentage of 89.84% with the criteria of "very good". It was concluded that the results of the trials always increase at each stage. This means that the use of reading material in the school literacy movement for high school students based on the local culture of Karo is very effective.

V. Conclusion

The development of reading material is based on research and preliminary information gathering, planning, initial product development, material content validation and design, product revision, assessment and advice of language teachers and students, revisions, individual trials, revisions, small group trials, revisions, trials limited field, revisions to valid and feasible products.

The feasibility of reading material in the school literacy movement for high school students based on local culture in Karo is eligible and worth to be used as reading material, based on the assessment of material experts, and design experts. The results of the material expert validation included the eligibility of content with an average of 88.33% on the criteria of "very good", the feasibility of presentation with an average of 84% on the criteria of "very good", aspects of language with an average of 84.60% on the criteria of "very good", the average overall aspect is 85.64% on the criteria of "very good", and the validation of design experts with an average of 84.75% on the criteria of "very good".

The use of reading material in the school literacy movement for senior high school students based on the local culture of Karo fulfills the requirements and is effectively used as a reading material. The results of the teacher's response to reading material in the school literacy movement for senior high school students based on the local culture of Karo developed

have an average percentage of 90.18% with the criteria of "very good". The results of the average percentage of the overall limited field test are 89.84% with the criteria of "very good". The results of the assessment based on the responses of teachers and students in the Senior High School 1 of Berastagi concluded that reading material in the school literacy movement for senior high school students based on local culture of Tanah Karo had been found to be effective because it met the needs and overall criteria of "very good".

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