Development Model of Indonesian Teaching Materials Based On Folklore

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ABSTRACT
This study aims to produce teaching materials for folklore-based Indonesian subjects at SD Negeri 25 Ternate City. This research method is development (research and Development R&D). The R&D research that will be used in this research is an adaptation of the ADDIE model, and this research approach is mixed methods research. The stages of this research are outlined, namely: five stages in the ADDIE development model, namely: 1) analysis, 2) design, 3) development, 4) implementation, and 5) evaluation. The results showed that the improvement of learning in schools, especially in Public Elementary School 25 Ternate City, the first SD Negeri 25 Ternate City students needed specific teaching materials about folklore with a young presentation understood. Second, the enrichment of knowledge about folklore should be further improved for students, especially in the classroom during teaching and learning. Third, learning about folklore should be done not only in the classroom but outside the classroom also using several varied learning methods, one of which is making study groups during tours to existing cultural attractions. Fourth, create special learning modules in Indonesian about sub-themes relevant to folklore.

Keywords: development, model, teaching materials, folk story

INTRODUCTION
Literary works are one of the natural implementations or channels of human beings. Literary works are often referred to as a reflection of human life displayed or poured in writing that can entertain the public (Piryazeva, 2021; Vasylkivska, 2021). Literary works are born because of the desire of humans to express their ideas, ideas, and feelings that want to be conveyed to others. Therefore, literary works can be read by all circles, both young and old, because the literary works themselves already have genres that can be adjusted to their age. One of the genres that will be discussed further is children's literature.
Children’s literature is literature or reading texts intended for children that can be written by adults or children with language adapted for children and accompanied by adult guidance. Children’s literature has several genres: realism, formula fiction, fantasy, traditional literature, poetry, and nonfiction. Some theoretical problems in children’s literature are related to its essence and essence. Children’s literature written by adults cannot be separated from the interests of adults. That is illustrated by the depiction of stories that dictate and force children to follow adult ideals because children are considered blank papers that must be filled in. Thus, children are not free to choose reading; they need reading as entertainment and creativity. In addition, the limited availability of children’s literature is also a problem in Indonesian children’s literature. Children’s reading books in foreign languages or translations are easier to find than local children’s books.

Ternate, as one of the cities rich in local culture, especially in literary aspects such as folklore, certainly has its spiritual value for the community and scientific value for researchers interested in relevant research. Plus, several village names in Ternate City have stories of yore that are still very trusted by the people there.

From the picture above and the support of previous research, which for researchers is so related to the title of the research that will later be studied, researchers consider that it is essential that there is a new design designed and encouraged to be used as teaching material used in the teaching and learning process in the classroom that is adjusted to essential points in the Merdeka Belajar Curriculum. Researchers imagine how good and good if there are art and culture textbooks about folklore.

In addition, one of the other pieces of knowledge considered relevant to the development of local culture is preserving folklore. This problem also occurs in Ternate City. As is known, in Ternate City, especially in SD 25 Ternate City Public School, students still need to learn about Ternate City folklore. On the other hand, folklore among elementary school children is no longer popular, so folklore is almost puna. If we delve further into history, Ternate City is a cultural city rich in folklore.

From the explanation above, it can be seen that the similarity of research conducted by previous researchers with the research carried out is on the chosen research method, namely R & D. In addition, the focus of research on English subjects, as well as determining coherence and validity. While the difference lies in the development of teaching materials, previous researchers focused more on developing contextual-based teaching materials. In contrast, this research will focus on developing folklore-based teaching material models, data sources, and the purpose of the research. Research conducted by Novianti et al. (2014) showed a significant difference in the average student achievement in the experimental class using the Indonesian history module; the development results were higher when
compared to the control class. The following research by Zulpita Karyawati Purba (2015) said that there was a significant increase in student achievement.

Furthermore, Adisusilo’s (2014) folklore-based literature learning that contains story messages can be used for learning students’ character values. That was done to realize the government’s efforts in instilling character values in students through education. Furthermore, the research carried out by Muktadir and Agustrianto was to produce a model of teaching materials for local content subjects based on local wisdom in Bengkulu province. Shinta Desmiarty’s research that produces the product of the research is a module. Tomlinson’s opinion guides the steps used in development research, namely: identification of teaching material needs, determination of material needs exploration activities, contextual realization or target users of teaching materials, pedagogical realization through tasks and exercises in teaching materials, production of teaching materials, users of teaching materials by students and evaluation of teaching materials. Likewise, Rita Sari Hasmuniary Research, whose product produced is a module. The steps used in development research are the same as those used by Shinta Desmiarty, namely the method developed by Tomlinson.

Furthermore, the research results from (Rusmana Dewi, 2010) with the products produced are handouts and power points. The steps used in development research are guided by the opinions of Jolli and Balitho & Richards, namely: identification of needs (exploration of material needs), development of syllabus (learning analysis), production of teaching materials (development of learning units, contextual realization, pedagogical realization), and evaluation of teaching materials (use of teaching materials (trials). The research has been scientifically proven and can be used on trial. The above research has its advantages and disadvantages. In general, the advantages of the above research are in terms of data analysis, which every reader quickly understands. While in general, the weakness of the above research is that it has never been tried en masse with a broader range of subjects.

The difference between the research above and the research that will be carried out lies in the themes and research methods, as well as the final product that will be made. If the products from the above research are Modules and Handouts, then the author produces pocketbooks of folklore-based English lessons. In addition, the research development steps used by the author are different from the research above; if the research above is based on newspapers, Islam, drama staging, and local wisdom, then the research that will be carried out is folklore-based. The development research that the author did is different from the development research done by previous researchers, both in terms of products, development steps, and researcher results.

Through this problem, the researcher determined that this research focuses on developing Indonesian teaching materials based on folklore. In contrast, the sub-
focus of this research, first, analysis needs documentation studies of teaching materials in grade 5 at SDN 25 Ternate City. Second, is the study of teaching materials development in schools and their implementation. This study aims to analyze the development of teaching materials in Elementary School 25 Ternate City. Next is to design a model of teaching materials for Elementary School 25 Ternate City. In addition, they were implementing teaching materials in Elementary School 25 Ternate City and evaluating them in its school. The latest research to be carried out focuses on the model of English teaching materials based on folklore, language use, and research models. The similarities are in research sources, namely elementary schools, theories of teaching material development, needs analysis, and research sub-focus, local culture.

METHOD

Research on the Development of Folklore Teaching Materials will be carried out at Elementary School 25 Ternate City. Most of the data collection activities will be carried out in the school concerned. This research approach is mixed methods research. The choice of this approach is based on the consideration that the type of data to be produced in this study is quantitative and qualitative. The fundamental activity of this research is to collect, process, analyze and interpret data or information obtained about the implementation plan of English learning based on folklore systematically / structured and assess based on established standards. At the same time, this research method is development (research and Development R&D). The R&D research that will be used in this research is an adaptation of the ADDIE model. Dick et al. (2005) developed a development model, namely the ADDIE model. There are five stages in the ADDIE development model, namely: 1) analysis, 2) design, 3) development, 4) implementation, 5) evaluation

Research data in the form of observations, documentation, interviews, and data triangulation related to the Indonesian learning implementation plan. Part of the research documentation will be used as data. As for Data Sources, Researchers will examine the primary data sources (Key Informers) in this study are principals, teachers, and students. From this information source, several data measurement materials will be carried out, such as interviews, documentation, and observations to obtain as much information as possible about evaluating the learning implementation plan (Program Operation) and product program units. The data collected in this study consists of primary and secondary data, each requiring different techniques in the collection and analysis process. Primary data is the data obtained and the process of collecting data carried out directly on the object of research, such as the results of interviews with parties who are data sources, observations of the conditions of the research location, or internal situations/dynamics that occur in the implementation of learning. Secondary data are obtained from documents deemed relevant to answer research questions.
In this research and development, data collection instruments use questionnaires or questionnaires. Widoyoko states, "Questionnaire or questionnaire is a method of data collection carried out by giving a set of questions or written statements to respondents to be given a response according to user requests" (Eko et al., 2011, p. 33). Questionnaires are used to measure the feasibility of learning media that have been developed. The questionnaire used in this study used the Likert scale.

The form of data that will be obtained from research and development of Android-based media is quantitative data. The data is obtained from the data collection results through questionnaire techniques given to media experts, material experts, learning design experts, teachers, and students, then used to determine the level of product feasibility for learning media researchers have developed. The quantitative data obtained is the result of assessment from experts in learning materials, learning media, Chinese teachers, and students who are the research subject on the feasibility level of learning media product results. The quantitative results are then converted into qualitative data using the Likert scale.

<table>
<thead>
<tr>
<th>Shoes</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Very Worth It</td>
</tr>
<tr>
<td>4</td>
<td>Proper</td>
</tr>
<tr>
<td>3</td>
<td>Pretty Decent</td>
</tr>
<tr>
<td>2</td>
<td>Less Decent</td>
</tr>
<tr>
<td>1</td>
<td>Very Less Feasible</td>
</tr>
</tbody>
</table>

The calculation of the average score of each indicator uses the following formula:

$$\bar{x} = \frac{\sum x}{N}$$

Description: $\bar{x}$ = Average score, $\sum x$ = Number of scores, $N$ = Number of product test

RESULT AND DISCUSSION

The following are presented the results of research on the Development of Folklore-Based Indonesian Teaching Materials in 25 Ternate State Elementary Schools with the ADDIE development model. Research data were obtained as follows: This stage includes conducting competency analysis activities required of students, analyzing student characteristics about their learning capacity, skills, attitudes that students already have, and other related aspects, and conducting material analysis per competency demands.

Based on the distribution of questionnaires to 30 students, data were found related to early experience in understanding folklore material. The results of the data analysis showed that 30% of students did not understand folklore material, 23.3% were less interested in the presentation of folklore teaching materials, and 46.7% expected folklore teaching materials to correlate with daily life.
Preliminary studies show that: 1) folklore learning reference materials are limited; 2) there are no teaching materials for folklore texts that use Ternate folklore; 3) folklore material is not yet fully understood by learners; 4) the presentation of teaching materials for folklore texts is too monotonous; 5) There is no connection between the message in folklore and people’s daily lives; and 6) the content of folklore is difficult for learners to understand.

From the findings of the above facts, researchers recommend several essential points that should improve learning in schools, especially in State Elementary School 25 Ternate City. First, SD Negeri 25 Kota Ternate students need specific teaching materials about folklore with easy-to-understand presentations. Second, the enrichment of knowledge about folklore should be further enhanced for students, especially in the classroom during teaching and learning. Third, learning about folklore should be done not only in the classroom but outside the classroom also using several varied learning methods, one of which is making study groups during tours to existing cultural attractions. Fourth, create special learning modules in Indonesian about sub-themes relevant to folklore.

Furthermore, the discussion on teacher needs analysis was carried out by interview tests with two teachers, including the Principal and Subject Teachers Indonesian SD Negeri 25 Ternate City. The interview was conducted directly by asking several questions (attached to the attachment). As a result of the interview, the researcher found several facts: 1) learning about folklore was never taught in the classroom because there was no guidebook at all; 2) Folklore is only practiced during drama performances, both intra and extra activities; 3) Subject teachers Indonesian still use the K13 Curriculum as a guide for learning in the classroom; 4) The Principal hopes that there will be a unique learning module on folklore discussion that could be used as teaching material in the classroom for students of SD Negeri 25 Kota Ternate.

Next, related to material analysis is a stage where researchers analyze what materials need to be developed, be it the primary materials, subsections of the subject matter, and subsections. The material analyzed here is about folklore in grade V SD Negeri 25 Ternate City. Based on the reality in the field, the learning process could be more effective. Learning that occurs is also limited to receiving information without emphasizing developing moral values in students. Students consider learning activities something boring. Learning still uses the K13 Curriculum. Based on this analysis, it is necessary to develop teaching materials based on folklore-based Indonesian. Teaching materials using folklore-based learning can train students to be more active during the learning process by using the latest module, namely the Merdeka Belajar Curriculum.

The design stage aims to design Indonesian Language Teaching Materials Based on Folklore. Based on the analysis at the analysis stage, a design was carried out on integrated Indonesian learning teaching materials per the KI and KD learning
that the Merdeka Learning Curriculum had determined. From KD, several indicators are described, after which teaching materials are designed according to the stages of the Folklore-Based Learning model.

Table 2. Teaching Material Design Stage Indonesian

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Kompetensi Dasar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menentukan pokok pikiran dalam teks lisan maupun tulis.</td>
<td>Menyajikan hasil identifikasi pokok pikiran dalam teks tulis maupun lisan secara lisan, tulis dan visual.</td>
</tr>
<tr>
<td>Mengklasifikasi informasi yang didapat dari buku ke dalam aspek : apa, dimana, kapan, siapa, mengapa, dan bagaimana.</td>
<td>Menyajikan hasil klasifikasi hasil yang didapat dari buku yang dikelompokkan dalam aspek: apa, dimana, kapan, siapa, mengapa, dan bagaimana.</td>
</tr>
<tr>
<td>Meringkas teks penjelasan (eksplanasi) dari media atau media elektronik</td>
<td>Menyajikan ringkasan teks penjelasan (eksplanasi) dari media cetak atau elektronik dengan menggunakan kosakata baku dan kalimat efektif secara lisan, tulis, dan visual.</td>
</tr>
</tbody>
</table>

After studying KD Indonesian above, the author determines points relevant to the development of folklore, which will later be used as teaching material in elementary schools. Then, the author began to make teaching materials consisting of 1) cover, (2) preface, (3) table of contents, (4) instructions for use, (5) graduate competency standards and core competencies, (6) subtheme titles and basic competency mapping, (7) indicator mapping, (8) learning objectives, (9) Problem-Based Learning steps in teaching materials, (10) student exercises, (11) assessments, (12) bibliography. Here is an overview of the design of folklore-based Indonesian teaching materials.

After students discuss and present the results of reading about folklore, students are directed to guess pictures and choose some adjectives in the folklore.
In this section, students continue the discussion and presentation by matching answers with classmates, then the answers that have been written are discussed together. As for sub-listening, the author directs students to find information using various sources, including the Indonesian dictionary.

Next, students are asked to write the answers on the existing table by adjusting the previous example. As for the exercises on sheet 15, students are directed to fill in puzzles using previously learned adjectives. After learning adjectives, students are given an understanding of affixes and equipped with examples and practice questions.

In this part of the word’s meaning, students are given an understanding of synonyms and antonyms, complemented by examples and practice questions. Next, students were asked to study a reading journal; on page 22, the author wrote a summary of the folklore in "The Story of the Profit."

On page 23, students are given examples of Equivalent Compound Sentences. After studying this section, students are asked to do practice questions by following the explanations in the question items.
After doing the questions on the discussion of Equivalent Compound Sentences, students were also asked to complete several questions related to learning evaluation of what, why, how folklore is, and how vital folklore is to them. Ultimately, students are expected to write down their experiences during class learning. That is part of the entire learning evaluation in Preserving Culture Through Folklore.

After making media products for developing folklore-based teaching materials in Indonesian, the next stage will be continued with the expert validation stage. This stage is carried out to test the feasibility of the media by material experts and media experts. The results are as follows: The learning media expert is Khairun University Ternate, Mrs. Dr. Reni Nur Eriyani, M.Pd. The components assessed include, The aspect of learning media content is one of the aspects assessed by covering the type of text, text spacing, paragraphs, text size, lines, opening menu display, image display suitability, image position, and clarity of images on the media. Next, the aspect of the display of learning media is also an assessment that is assessed by considering several indicators, including the display of the front and back covers, the suitability of the layout on the image, the suitability of the image on the writing, and the suitability of the color on the text.

<table>
<thead>
<tr>
<th>No</th>
<th>Assessment Aspect</th>
<th>Max Score</th>
<th>Number of Scores</th>
<th>Average</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Will</td>
<td>25</td>
<td>23</td>
<td>4.60</td>
<td>Very Worth It</td>
</tr>
<tr>
<td>2</td>
<td>Display</td>
<td>75</td>
<td>65</td>
<td>4.33</td>
<td>Very Worth It</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100</td>
<td>88</td>
<td>4.40</td>
<td>Very Worth It</td>
</tr>
</tbody>
</table>

Source: Primary data from media expert validation, 2023

Based on Table 3, the results of media expert I validation of folklore-based Indonesian learning media products showed an average score on the display aspect of (X) 4.33. Then the average score on the programming aspect is (X) 4.60. The overall average score of both aspects is (X) 4.40. The average is X>4.20, showing that
media experts' assessment of learning media products is decently decent.

In the validation of material experts is a Lecturer of Literary Anthropology at Khairun University Ternate, Mr. Irfan Ahmad, S.S, MA. The components assessed consist of the relevance of learning material, material organization, language users, material content, and evaluation or practice questions.

Table 4. Material Expert Validation Results I

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Total Value</th>
<th>Max Score</th>
<th>Average</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Relevance of the material</td>
<td>23</td>
<td>25</td>
<td>4.60</td>
<td>Very Worth It</td>
</tr>
<tr>
<td>2</td>
<td>Organizing the material</td>
<td>9</td>
<td>10</td>
<td>4.50</td>
<td>Very Worth It</td>
</tr>
<tr>
<td>3</td>
<td>Language use</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>Proper</td>
</tr>
<tr>
<td>4</td>
<td>Content of the material</td>
<td>13</td>
<td>15</td>
<td>4.33</td>
<td>Very Worth It</td>
</tr>
<tr>
<td>5</td>
<td>Exercise</td>
<td>17</td>
<td>20</td>
<td>4.25</td>
<td>Very Worth It</td>
</tr>
<tr>
<td></td>
<td>Sum</td>
<td>66</td>
<td>75</td>
<td>4.40</td>
<td>Very Worth It</td>
</tr>
</tbody>
</table>

Source: Primary data from material expert validation, 2023.

Based on the table above, material experts' validation of folklore-based Indonesian language learning shows that the average score is (X) 4.40. It can be explained that the mean is in the range X> 4.20, which indicates that the material expert's assessment of learning media products is in the very proper category.

CONCLUSION

Based on the findings and results of needs analysis and discussion, it can be concluded that the development of enrichment materials for the folklore text of Ternate is needed, which is expected to be used in cultural literacy activities for elementary school students. The content of local wisdom values, tourism, and environmental literature, can be integrated or added in the form of exposure as a means to increase cultural knowledge. The form of anthologies or collections of folklore is expected to be an innovation in the form of story enrichment materials. Cultural illustrations are also considered appropriate for cultural literacy activities to minimize culture shock.
REFERENCES

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Muktadir dan Agustrianto dengan judul penelitian “Pengembangan Model Mata Pelajaran Muatan Lokal Berbasis Kerifan Lokal Untuk Meningkatkan Karakter Di Sekolah Dasar Provinsi Bengkulu” (Jurnal Pendidikan Karakter (2014) 68(3) 300).


