



Teaching Materials of Indonesian Language Based on Competence

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ABSTRACT

Many experiences show that the students' achievement in Indonesian language is far from being satisfactory. The results of the 2018 national examination showed decrease. Decreasing the results of national examination of Indonesian subjects requires a systematic effort to improve the students competence of the national examination on the future. The research aims at developing materials teaching of Indonesian language based on competence for high school students. This study uses a research & development design conducted in three cycles, namely (1) a preliminary study to observe the ability of high school students, 2) planning includes the activities of deciding objectives, competency formulation, both core and basic competencies, material for each competency, and learning and evaluation steps. (3) the development of teaching materials and validated by experts. The validation result of competency-based Indonesian teaching material is good. This shows that the appropriateness of its content is in accordance with the module and students' needs, the element of language has fulfilled the element of readability and has clarity of information, the presentation has fulfilled the elements of clarity of purpose and systematicism, and the graphic uses the specified fone.

Keywords: Development of teaching materials, core competencies, cycles, Indonesian Language Learning.

INTRODUCTION

The learning outcome of Indonesian Language learning in high school in Indonesia is decreased from year to year. Pusat Penilaian Pendidikan Kementerian Pendidikan dan Kebudayaan provides data on the average national achievement of Indonesian language learning outcomes in the last three years in SMA can be seen in the following table:

Table 1 Average Indonesian Language Learning Outcomes in the last three years

Department	Year		
Language	2017	2018	2019
Language	49.46	50.74	51.63
IPA	53.47	51.76	53
IPS	48.18	46.31	47.42
Average	50.37	50.37	50.37

Source: Pusat Penilaian Pendidikan Kementerian Pendidikan dan Kebudayaan (
<https://hasilun.puspendik.kemdikbud.go.id>

The table above shows that the national learning outcome of Indonesian language is low. This is indicated by the average learning outcomes of the last three years, namely in 2017 = 50.37, 2018 = 49.60, and 2019 = 50.68. These problems needs to be overcome.

The research result by Yanti, Suhartono, and Kurniawan (2018) showed that the mastery of Indonesian language learning material for undergraduate students of the Indonesian Language and Literature Study Program, FKIP UNIB is still relatively low.

The decline of the national examination results on Indonesian language learning and the low mastery of Indonesian language material require systematic efforts to improve learning outcomes in Indonesian on the future. One of the way is to develop teaching Indonesian language materials. However, Indonesian language teaching materials have not been developed yet. Therefore, the development of Indonesian language teaching in SMA needs to be developed based on competence. Teaching materials are information that teachers need for planning and implementing learning. Teaching materials are all forms of material used to assist teachers/instructors in carrying out teaching and learning activities in class (Depdiknas, 2008). It is further stated that teaching materials can be in the form of written material or unwritten material (Depdiknas, 2008). Thus, the teaching materials to be developed are a set of materials arranged systematically and in writing so as to create an environment/atmosphere that allows students to learn (Depdiknas, 2008).

This definition implies the existence of a material structured in such a way as to help students learn well. Teaching material development is significant in meeting learners' needs (Aydın & Aytakin, 2018). The development of teaching materials is an activity to bring up teaching materials in accordance with the demands of the curriculum. The development of teaching materials is intended to provide the teaching materials in accordance with the characteristics of students to solve problems (Depdiknas, 2008). Thus, the development of teaching materials is important to overcome the scarcity of teaching materials needed (Hasibuan, Harahap, and Lubis 2018).

Teaching materials as learning resources have an important role to support the learning process. Teaching materials can also replace the limitations of the teacher's role in the classroom and can clarify the material being studied. Lestari (2013) said that the presence of teaching materials can be used by students to learn according to their individuality and can bridge the problem of low self-actualization in learning.

The teaching materials developed are competency-based Indonesian language teaching materials according to the demands of the 2013 Curriculum that consist of d attitudes, knowledge, and skills competences that must be mastered at once. In attitude competence, there are core competencies (KI) which is a categorical description of competence in the aspects of attitudes, knowledge, and skills (cognitive and psychomotor) that students must learn for a school level, class and subject. Core competencies are qualities that a student must have for every class through basic competency learning which is organized in an active student learning process (Hasibuan and Matondang, 2016).

Research Problems

The formulation of the research problems are as follows: (1) how is the development of competency-based Indonesian language learning teaching materials in SMA?, (2) How is the validation of competency-based Indonesian teaching materials? (3) How is the results of learning Indonesian in the domains of competence in attitudes, skills, and knowledge?

Research purposes

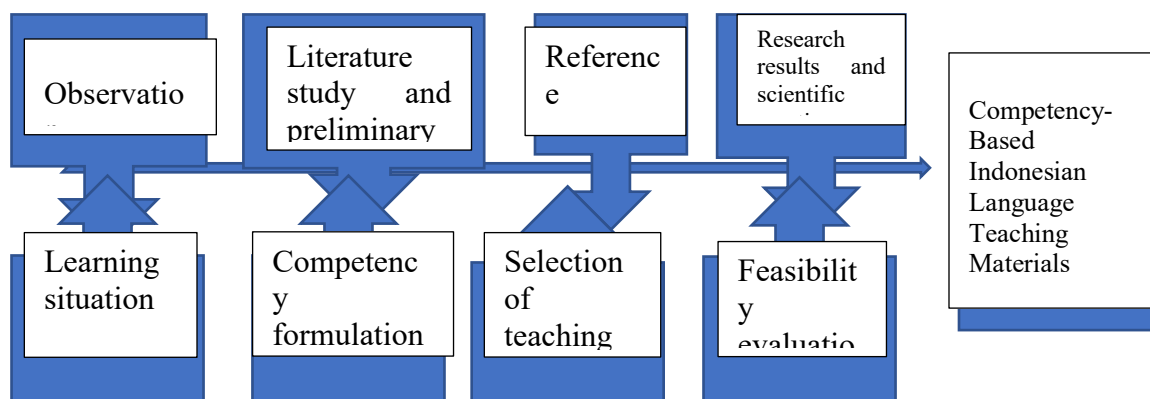
The research objectives are to (1) develop competency-based Indonesian language learning materials in SMA, (2) know the validation of competency-based Indonesian language teaching materials, and (3) determine the results of Indonesian language learning in the domains of competency attitudes, skills, and knowledge.

RESEARCH METHOD

This study used the research & development design. Sugiono (2012) states that research & development is a research model that is oriented towards the following stages:

1. The introduction includes observing the situation of the teaching clothes used by teachers and high school students.
2. Planning includes the maturation of learning and evaluation steps. Furthermore, a limited feasibility test will be carried out on the developed design.
3. Development includes formulating competencies, learning materials, and designing learning models.

More details can be seen in the development flow in the image below.



The Steps to Develop the Teaching Materials

RESEARCH RESULT

In developing the competency-based Indonesian teaching materials, it is based on the following steps:

Needs Analysis Results

The results of the analysis of student and teacher needs for competency-based Indonesian teaching materials consist of four aspects, namely: 1) student and teacher opinions on Indonesian language learning, 2) Indonesian language learning resources, 3) competency-based Indonesian language teaching material content needs, 4) the expectations of students and teachers of competency-based Indonesian language learning materials. These four aspects are described below.

Student and Teacher Opinions on Indonesian Language Learning

The opinion of students and teachers about Indonesian language learning is used by researchers to analyze Indonesian learning in the classroom according to the applicable curriculum. Students and teachers' understanding of Indonesian language learning in general can be seen in table 1 below.

Table 2 Student and Teacher Opinions on Indonesian Language Learning	
Aspects of Answers Number of Voters	
Opinions on learning Indonesian	a. Very important : 22
	b. Important : 8
	c. Normal : 0
	d. Not important : 0

The above table show that learning Indonesian is very important learning for students. This is evidenced by the number of respondents' answers. From 30 respondents, 22 respondents chose very important, 8 respondents chose important, 0 students chose ordinary and not important.

Learning Resources in Indonesian Language Learning

Analysis of learning resources in Indonesian language learning researchers use to understand the various uses of learning resources used by teachers to teach Indonesian subjects in each of their basic competencies. In addition, this analysis is also used to understand students' needs for modules specifically used in Indonesian language learning.

Analysis of learning resources in Indonesian language learning consists of three aspects, namely (1) learning resources used in Indonesian language learning, (2) opinions on learning resources used in Indonesian language learning, and (3) agreeing or not having teaching materials specifically Indonesian language learning in each KD which can be used as a guide for students. Analysis of learning resources in Indonesian language learning can be seen in table 2 below.

Table 3 Learning Resources in Learning Indonesian

Aspect	Number of Respondents	Answer Options	Number of Voters
Resources in learning Indonesian	30	a. Teaching materials from teachers	7
		b. Package book	15
		c. Internet	5
		d. All are correct	3
Opinions on learning resources used	30	a. Interesting	12
		b. Boring	10
		c. Ordinary	8
		d. Does not focus on learning Indonesian	0
Agree or not there will be a module on Indonesian language learning in every KD	30	a. Yes	26
		b. No	4

Table 3 described that so far students have used textbook sources. This can be seen from the number of voters for teaching materials from the teacher as many as 7 respondents, package books by 15 respondents, internet as many as 5 respondents, and all of them are correct by 3 respondents.

Students feel happy using these learning resources because they are considered interesting. A total of 12 respondents chose to be attractive, 10 respondents chose boring, and 8 respondents chose normal.

Students agree that special teaching materials will be prepared for learning Indonesian. This is evidenced by the number of respondents who chose to agree as many as 26 respondents, and only 4 respondents who disagreed.

The Needs of Students and Teachers on the Content and Display of Competency-Based Indonesian Learning Materials (Modules)

The needs of students and teachers for the content of competency-based Indonesian learning teaching materials can be seen in table 3 below.

Table 4 The Needs of Students and Teachers on the Content and Display of Learning Materials (Modules) Competency Based Indonesian

Aspect	Number of Respondents	Answer Options	Number of Voters
An explanation of the importance of the Indonesian language	30	a. Yes	30
		b. Not	0
Interesting module cover	30	a. Pictorial and colorful	18
		b. Pictorial and black and white	5
		c. Pictorial and single color	2
		d. Others	5
Suitable view for filling module back cover	30	a. an overview of the contents of the book	10
		b. Writer biography	15
		c. plain	1
		d. other	4
Book size suitable for module	30	a. pocket book	1
		b. small book	10
		c. Ledger	17
		d. other	2
Table of contents	30	a. yes	30
		b. no	0
References	30	a. yes	30
		b. no	0

From table 4 above, it can be described that all respondents want teaching materials by explaining the importance of Indonesian first as a general introduction to the love of Indonesian. This can be seen from the overall answers of the respondents choosing the answer "yes".

In the cover aspect of the module that respondents need in the competency-based Indonesian language learning module, it is pictorial and colorful. It can be proven that 18 respondents chose pictorial and colorful answers, 5 respondents chose pictorial and black-and-white answers, 2 respondents chose pictorial and one-color answers, while 5 other respondents chose other answers.

Students and Teachers' Expectations for the Competency-Based Indonesian Language Learning Module

The expectations of students and teachers for the competency-based Indonesian language learning module are summarized in the following table.

Table 5 Students and Teachers' Expectations for the Indonesian Language Learning Module Competency Based

No.	Student and Teacher Expectations
1	It's easier to understand
2	Provide benefits for others
3	Adding insight into Indonesian subjects in each formulated KD
4	The modules that are made have quality content for learning
5	More interesting and less boring
6	Assist in teaching and learning activities as well as a book of knowledge

Based on the results of the questionnaire analysis on the needs of students and teachers, it can be concluded that the respondents' expectations of competency-based Indonesian language learning modules are that students and teachers want the modules to be compiled to add insight into Indonesian language learning.

The next step is the development of competency-based Indonesian language teaching materials in the form of work sheets.

Design Validation

The validation results of the development of competency-based Indonesian teaching materials can be seen from the components (a) feasibility of content, (b) language, (c) presentation, (d) graphics. The results of the feasibility evaluation of competency-based teaching materials can be seen in the following table:

Table 6 Validator Assessment Results

No.	Aspect	Assessment			Average
		Expert 1	Expert 2	Expert 3	
1	Appropriateness	4	4	4	4
2	Language	3	4	4	3.66
3	Presentation	4	4	4	4
4	Graphics	4	3	4	3.66
	Amount	15	15	16	3.83

Learning outcomes

The results of competency-based Indonesian learning can be seen in the following table:

Table 7 Competency Domains

No	Competence Domain	Information
1	Attitude	Well
2	Skills	Well
3	Knowledge	Well

DISCUSSION

The results showed that the teaching materials developed had met the requirements for developing teaching materials, because the materials had been adequated. This can be seen from three things, namely (1) development criteria and objectives, (2) validation of teaching materials, and (3) learning outcomes in the domain of competence.

The development of competency-based Indonesian language teaching materials contains mutually supporting elements and contains the criteria required by Depdiknas (2008), namely facts, concepts, principles, procedures, and attitudes. Facts are all things in the form of facts and truths contained in the subject matter. Concept is everything in the form of a new understanding. Principles are of main things, main things and have an important position. Procedures are systematic or sequential steps. Attitudes or values are the learning outcomes of attitude aspects. Sunardi and Sujadi (2016) adds metacognitive. Therefore, it is hoped that teachers will always choose teaching materials that meet good criteria to achieve satisfactory learning outcomes.

Prastowo (2011) explains the criteria of teaching materials met standards include (1) creating interest, (2) specifically designed for students, (3) explaining the objectives to be achieved, (4) focusing on training opportunities, (5) providing a summary, (6) communicative writing style, (7) packaged in an instructional process, (8) include learning instructions. Generating interest means that in the teaching material there is something that causes students to be interested in learning the teaching material. Aydın & Aytakin (2018) added that teaching materials should: i) be simple, plain, and understandable, ii) reflect real life as much as possible, and iii) be easy to develop or revise, if necessary.

The teaching material is specially designed for students in accordance with the student's competency level. It explains the objectives to be achieved, namely knowing the competencies that are mastered in the form of competence in attitudes, skills and knowledge. It focuses on practice opportunities aims to hone and cleanse students' knowledge of the teaching material. It provides meaningful summary in the teaching material a summary of the learning material is given. It uses communicative writing style to be easily understood by students. It packages in the instructional process to make eaching materials active insteraction between teachers and students and between students and students. It includes learning instructions to be equipped with directions on how to use effective teaching materials to provoke student involvement in learning.

The Indonesian language teaching materials developed have met the requirements because of its relevance to the needs of students psychologically. Psychologically, it means that the existence of this teaching material is easy to understand and is not convoluted and has been printed to make it easier for students to obtain it. This teaching material can be used to replace textbooks in learning. This teaching material can be used by students even though the teacher is not in the class. Thus, the developed teaching materials are suitable for use.

Judging from the results of the validation that are at 3.83 (Depdiknas, 2008) the teaching materials developed have met the required criteria. This means that Indonesian language teaching materials can be used. There are four aspects assessed, namely (1) the feasibility aspect of the content that shows the fulfillment of student needs, can increase students' insight, the truth of the substance of the material, the questions presented make students think critically, according to the needs of teaching materials, and contain value, miral and social, (2) linguistic aspects that contain legibility, clarity of information, according to Indonesian spelling, show the effectiveness and efficiency of sentences, (3) the presentation aspect shows clarity of purpose, is systematic, provides motivation, stimulus, and completeness of information, and design display, and (4) the graphic aspect has a 12 times romance font and a flexible layout.

The results showed that competence in the domains of attitudes, skills and knowledge are good. This means that students have achieved attitudinal competencies that reflect the attitudes of believers, have a noble character, are knowledgeable, confident, and responsible in interacting effectively with the social and natural environment and in placing themselves as a reflection of the nation in world relations. According to Gordon in Mulyasa (2004), attitude is a feeling of a stimulus that comes from outside. Skills competencies show the ability to think and act effectively and creatively in the abstract and concrete realm as a development of what is learned in school independently. Knowledge competence shows awareness in the cognitive field (Gordon in Mulyasa (2004) in factual, conceptual, procedural, Competency-based learning can increase the ability of students and teachers in the domains of attitudes, knowledge, and skills, because the developed language materials can significantly increase the student language's motivation (Yalmiadi, 2019). Ruhiat, et.al (2016) stated that teaching materials development can enhance the teachers' competence such as pedagogic competence, social, and professional competence and capture the competence development (Said, 2018). Both of these opinions are in accordance with the opinion of Mazgon and Stefanc (2012) which states that teaching materials can give teachers confidence in improving their teaching abilities.

“Teaching materials provide a great deal of convenience in teacher's ability to convey a message to students in an accurate, proper, clear and understandable manner; in making abstract knowledge concrete and in enabling students to comprehend complex ideas through simplification. gabstract knowledge concrete and in enabling students to comprehend complex ideas through simplification. When properly used, printed materials, audio-visual materials and experience-giving methods help make the learning process easy and enduring (Mazgon and Stefanc, 2012).

Sudira (tt) stated that competency-based learning contains the following principles: (1) student-centered, (2) focuses on competency mastery, (3) specific learning objectives, (4) emphasizes learning on performance / performance, (5) individual learning, (6)) interaction using multi methods: active, problem solving and contextual, (7) the teacher functions more as a facilitator, (8) oriented to individual needs, (9) direct feedback, (10) using modules, (11) learning in the field (practice), (12) assessment criteria using benchmark reference (PAP).

Based on the description above, the development of competency-based Indonesian language teaching materials has shown a teaching material that can be used in high school.

CONCLUSION

Competency-based Indonesian language teaching materials in the form of LKPD have been developed in accordance with the outlined structure. The LKPD was developed based on the results of the analysis of teaching material needs, examining the curriculum used, examining learning resources.

The results of the validation of Indonesian language teaching materials in the form of LKPD are good. This can be seen from the feasibility of the content which includes conformity with teaching materials and student needs. In terms of language, it has met the elements of legibility and has clarity of information. In terms of presentation, it fulfills the elements of clarity of purpose and is systematic. Based on the graph using the specified letter type (fone).

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