Development of Teaching Learning Materials Javanese for Class 1 Madrasah Ibtidaiyah Muhammadiyah

Rochimansyah[1], Herlina Setyowati[2], Eko Santosa[3], Ristiyani[4]
(rochimansyah0@gmail.com, lina_poenya@ymail.com, ekosantosa@ymail.com,
ristiyani244@gmail.com)

Purworejo Muhammadiyah University[1], Purworejo, Indonesia, State High School
Karanganyar[2], Kebumen, Indonesia

Abstract. This study aims to develop teaching materials in Javanese language for classes 1 Madrasah IbtidaiyahMuhammadiyahin the gombong district. This is *Research and Development*.With stages (1) potential and problems, (2) data collection, (3) product design (4) design validation, (5) design revision, (6) product testing, (7) product revision I, (8) trial use, (9) product revisions, (10) final products IIData analysis techniques using qualitative descriptives.The results showed that the teaching materials made can improve learning outcomes namely increasing the class average from 68.7 to 78.

Keywords: teaching materials, Javanese language

1. Introduction

Learning Javanese language at school is essentially learning Javanese language, literature and culture. Javanese language learning is expected to foster student interest in learning and preserving Javanese language, literature and culture. One element of learning that must be considered is teaching material. So teaching materials must integrate the curriculum with the school environment and students. Development of teaching materials is one of the efforts made to achieve learning objectives.

The results of observations regarding teaching materials in Madrasah Ibtidaiyah which are in Gombongdistrict that the teaching materials available are not sourced from the teacher or the teacher does not make it themselves.Whereas teachers in each education unit should ideally be able to develop teaching materials that are adapted to the environment at the education unit level. So it is possible for students to experience in everyday life the concepts given by the teacher.Because one of the characteristics of elementary school students like real explanations. When a concept explained by the teacher is then experienced in the neighborhood, the information received by students on the concept becomes maximal.

The teaching materials available only contain visual images and are not supported by audio and even video. Elementary school students do like drawing but not all have to draw, for example in class 1 there is learning tembangdolananin teaching materials only given pictures of a child who is playing. It becomes more maximal if the teaching materials are attached with audio or video media to clarify the information conveyed. The existence of audio or video also keeps students from getting bored because one of the characteristics of elementary school students is getting bored easily.

Teaching materials used for grade one are too many questions that make students bored. First graders transition from kindergarten to elementary school level. A kindergarten

who previously played and sang a lot was suddenly given a lot of problems that drain the brain to think constructively, that is reading and thinking makes students bored. So teachers need to think good teaching materials that are in accordance with the curriculum but are fun. It is better for the first year students not to be burdened with many answers but rather to learn and play with attractive packaging.

The results of these observations encourage researchers to develop teaching materials that are close to students. Close to the environment of students means that our learning adjusts to the environment of students. The concept that allows comes from our environment input as learning material. Missal introduces objects around students by introducing objects around the environment for example by presenting pictureslanthingwhich is a typical kebumen food. Image of bird wallet which is an icon of a monument in the Kebumen regency.

Completing more interesting teaching materials by attaching audio or video to make students happy in learning.Tembangdolananwe attach the videotembangdolanan. Developing teaching material that not only answers questions but also commands for groups, play and learning. So students will learn with pleasure, especially classoneI.

The purpose of this study is to develop teaching materials at the elementary school level, especially first grade in MI Muhammadiyah, which are formulated as follows:
a.   How to develop first class teaching materials MI Muhammadiyah?
b.   How to improve learning outcomes of Javanese first grade students MI Muhammadiyah?

2. Method

The development design used in this research was modified as needed. Design development can be seen in the following chart:
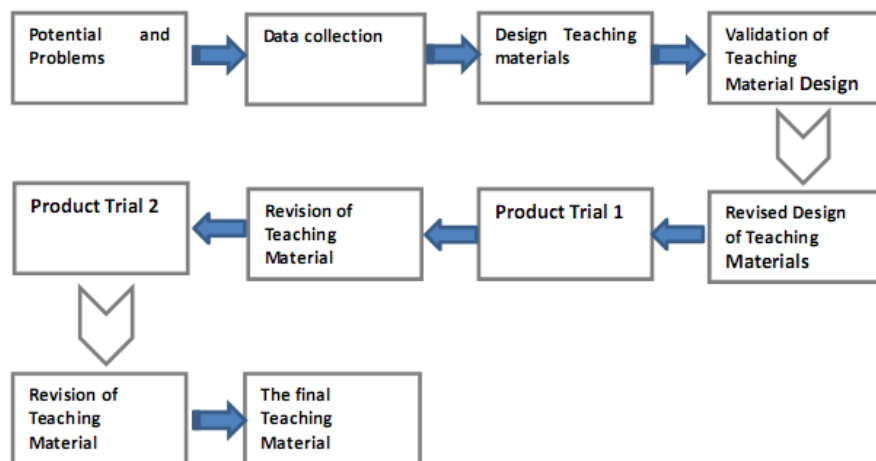

Chart 1. Research and Development Design and Research and Development
(modified from Sugiyono, 2011)

Potential and Problems

This research was conducted because of a potential and problem. The potential in this study is local wisdom in the education unit level. The problem in this research is that there is still a small amount of variation in Javanese teaching materials for first grade students MI Muhammadiyah.

Data collection

After the potentials and problems are demonstrated factually and up-to-date, it is necessary to gather various information that can be used as material for planning prototypes of first-class Javanese language teaching materialsMI Muhammadiyah. Analysis of needs is obtained through observation and documentation.

Design Teaching materials

Product designs must be embodied in drawings or charts, so that they can be used as uses to assess and create them. In the third stage is the initial stage of making Javanese Teaching Materials. Making a product begins with concluding the data from the needs analysis, then making teaching materials and book design.

Validation of Teaching Material Design

Design validation is an activity process to assess whether a rational new product design will be more effective than the old one or not. This stage is the process of assessing Javanese Teaching Materials. Design validation was carried out by experts, namely expert lecturers in elementary school teacher education.

Revised Design of Teaching Materials

After product design, teaching materials are validated through discussion with experts. The design revision is a stage of improvement after being validated by experts. After knowing the weaknesses and strengths, the book will be repaired and then produced Javanese language teaching materials for first grade.

Product Trial 1

Setelah divalidasi dan direvisi, maka produk tersebut dapat dibuat dalam bentuk prototipe. Prototipe inilah yang selanjutnya dapat diujicoba. Uji coba tahap awal dilakukan dengan simulasi penggunaan sistem kerja. Setelah disimulasikan, maka akan diujicobakan pada kelompok yang terbatas, yaitu kurang lebih 10 siswa di MI Muhammadiyahsemondo.

Revision of Teaching Material Products

Product testing on a limited sample shows that teaching materials are more motivating for students. The application in this research is, the revision of teaching materials is done to evaluate the product. Improve the product based on suggestions from the teacher. This revision aims to obtain the final product.

Product Trial 2

Revised teaching materials will be tested on large groups, namely first grade students MI Muhammadiyahsemondowhich consists of 26 students.

Revision of Teaching Material Products

The second revision after the second trial was evaluated to find out the weaknesses and weaknesses of the Teaching Materials, so that the Teaching Materials could be improved to improve and manufacture the Teaching Materials better.

The final Teaching Material Products

The making of this final product is carried out if the product that has been tested is declared effective and feasible. In this final product, a Javanese language teaching material product is obtained for the first class MI Muhammadiyah.

3. Discussion

Components of Teaching Material Products for first grade elementary school students

1) Cover of Teaching Materials

   The cover of teaching materials consists of components: the title of teaching material ie**WALET** (WasislanEmut) basaJawakanggo SD/MI,Kebumen district icon image tugulawet, lanthing, waduksempor, and curriculum symbols 2013.

2) Foreword

   Contains information about the curriculum 2013 and contains a description of all teaching materials.

3) Table of contents

4) Contains components of teaching materials that are equipped with page numbers that cover the entire teaching material.

5) Chapter

   Learning materials include material, questions, assignments in accordance with the Core Competencies and basic Competencies that are in the 2013 curriculum of the Javanese language elementary school for first grade. Next we present the 2013 elementary school curriculum for first grade Javanese language subjects.

   GRADUATE COMPETENCE STANDARD

   (a) Attitude

   Having a behavior that reflects the attitude of the faithful, noble, knowledgeable, confident, and responsible in interacting effectively with the environment.

   (b) Knowledge

   Having factual and conceptual knowledge based on their curiosity about science, technology, art, and culture in the perspective of humanity, nationality, statehood and civilization related to phenomena and events in the home, school and playground environment.

   (c) Skills

   Having the ability to think and act productively and creatively in the realm of abstract and concrete as assigned to him.

   CONTENT STANDARDS

   semester one

Core Competencies	Basic competencies
1. Accept and carry out the teachings of the religion they profess.	1.1. Receive and be proud of God's grace in the form of Javanese as the mother tongue
2. Have honest behavior, discipline, responsibility, courtesy, caring, and confident in interacting with family, friends, and teachers.	1.1. Shows responsible behavior, polite and confident in expressing desires and opinions using Javanese. 1.2. Demonstrate polite language behavior that is indicated by the correct use of various languages (*unggah-ungguhbasa*). 1.3. Demonstrating behavior, actions and actions that reflect Javanese personality.
3. Understand factual knowledge by observing [hearing, seeing, reading] and asking questions based on curiosity about himself, God's creatures and their activities, and the objects they encounter at home and at school.	1.1. Get to know the sounds of language through the names of surrounding objects 1.2. Understanding dolanan-themed song advice 1.3. Understanding fairy tales that contain teachings of character

4. Presenting factual knowledge in clear and logical language, in aesthetic works, in movements that reflect healthy children, and in actions that reflect the behavior of children of faith and noble character.	1.1. Spell and write letters, syllables, and words through names of surrounding objects 1.2. Imitate the pronunciation of the Dolanan song-themed text 1.3. Storytelling and modeling fairy tales (fables) with the theme of honesty,

Semester II

Core Competencies	Basic competencies
1. Accept and carry out the teachings of the religion they profess.	1.1. Receive and be proud of God's grace in the form of Javanese as the mother tongue
2. Have honest behavior, discipline, responsibility, courtesy, caring, and confident in interacting with family, friends, and teachers.	2.1. Shows responsible behavior, polite and confident in expressing desires and opinions using Javanese. 2.2. Demonstrate polite language behavior that is indicated by the correct use of various languages (*unggah-ungguhbasa*). 2.3. Demonstrating behavior, actions and actions that reflect Javanese personality.
3. Understand factual knowledge by observing [hearing, seeing, reading] and asking questions based on curiosity about himself, God's creatures and their activities, and the objects they encounter at home and at school.	4.1. Understanding dolanan song 4.2. Understanding fairytale themed friends 4.3. Get to know the names of limbs in various forms *ngoko*and *krama*
4. Presenting factual knowledge in clear and logical language, in aesthetic works, in movements that reflect healthy children, and in actions that reflect the behavior of children of faith and noble character.	4.1. Simulate the pronunciation of the Dolanan song text 4.2. Storytelling and demonstrating fairy tales (fables) themed loyal friends, 4.3. Write the names of limbs in variety*ngoko*and *krama*.

6) The back cover of Teaching Materials
   On the back cover the researcher uses Javanese aphorisms and then translates them into Indonesian so that students can understand them.
7) Teaching Material Layout
   Teaching material was developed in the form of printed Javanese language teaching materials using quarto or A4 size paper.

Improved learning outcomes of first grade students with teaching materials made

The pre-cycle is done by giving a preliminary test before using the product of the developed teaching material. Then learning is given with ready-made teaching material. While the final cycle is given a final test to measure the final results of learning Javanese. For a comparison of the average between the pre-cycle and the last cycle can be seen in the table below:

Table 1. Comparison of Pre cycle and Final Cycles

Descriptive Statistics				
	N	Minimum	Maximum	Mean
prasiklus	26	65.00	70.00	68.7308
siklusakhir	26	76.00	80.00	78.0769
Valid N (listwise)	26			

Prasiklus shows a minimum value of 65 while a maximum value of 70. While the final learning outcomes a minimum score of 76 while a maximum value of 80. The average pre-cycle is 68.7 while the average student learning outcome is 78 so an increase of 9.3. Teaching materials produced can improve student learning outcomes of first grade MI muhammadiyah. Besides being able to improve learning outcomes, it can also improve student learning motivation in first grade MI Muhammadiyah.

4. Conclusion

Conclusion The final product of teaching materials is teaching materials that are equipped with media in the form of audio and video in accordance with the learning objectives to be achieved. The development of interesting teaching materials by integrating the environment around students can increase motivation and learning outcomes. Improved student learning outcomes increased by 9.3 from the 68.7 pre-cycle average to 78 in the final cycle.

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