

Development of Literature Appreciation Materials Based On Local Culture in the Private Vocational School of "Pemamanan" Class X SMA 1 Kutacane

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Abstract : This study aims to find out "Development of Literature Appreciation Teaching Materials Based on Local Culture Alas Tribe" Securing "Students of Class X Kutacane 1 High School". This study uses the R & D cycle development method) Borg and Gall. The steps used in this research are collecting data, designing products, design validation, design revisions, product trials, product revisions, usage tests, product revisions, and mass results. The research instruments used were non-tests and tests. The study used an expert team with 2 experts, 2 lecturers and 2 Indonesian teachers. Data analysis techniques with descriptive analysis. Results Development of teaching materials for literary appreciation based on the ethnic culture of the Alas "Pemamanan" students of class X Kutacane 1 high school included in the category "Good". The results of the validation of the development of teaching material for literary appreciation on the 3.37 aspects of teaching material can be categorized as "Good". Systematic presentation of all 3.37 teaching materials in the "Good" category. Integrate 3.38 teaching materials with the "Good" category with the graphics criteria for teaching materials are good and good to be used as teaching materials. The language of the overall teaching material is 3.36 in the "Good" category. With the results of the validation that has been carried out by experts, it can be concluded that teaching materials are suitable for learning literary appreciation. "Good" category.

Keywords: Development, Literature Appreciation Teaching Materials, Local Culture Alas "Pemamanan" Tribe.

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I. Introduction

The Alas tribe is a tribe that inhabits Alas Land and is known as Kutacane, Southeast Aceh District, Aceh Province. the word "alas" can be interpreted as a place or in Alas language means "mat". The area or land of Alas relates to the area that stretches flat like a mat between Bukit Barisan. The area of the Alas Land is crossed by many rivers, one of which is the Alas River. Alas village is called a kute which is usually in a cute inhabited by one or several clans, called merge. One merge / clan / tribe member comes from one common ancestor. The population of the base tribe draws the patrilineal lineage, meaning male lineage. They also adhere to the exogami merge custom, meaning that a mate must be sought in another merge (tribe). Ukhang Alas or commonly known as khang Alas or Kalak Alas has long lived in the Alas valley, this was proven long before the Dutch Colonial Government entered Indonesia.

The condition of the inhabitants of the Alas valley was recorded in a book written by a Dutchman. When viewed from the historical record of the entry of Islam into the Land of Alas, it is clear that this population already exists even though it is still nomadic with an animistic belief. Alas's name is intended for an ethnic group, while the Alas region is called the Tanoh Alas. The word "Alas" comes from the name of an ethnic head (grandson of Raja Lambing) descendants of King Pandiangan in the Batak Land. He settled in the oldest village in Tanoh Alas, Batu Bulan Village. Nisa & Suprianto (2016: 194) In the book Research related to culture-based learning was conducted by Parrish and Vanberschot in 2010 about Cultural Dimensions of Learning: Addressing the Challenges of Multicultural Instruction. The purpose of Parrish and Vanberschot (2010) integrates culture in learning to introduce the attitude of loving regional culture to students. The results show that multicultural based learning is very important and needs to be applied in the learning process, because the cultural values contained can introduce culture and tradition in each region.

Abubakar (2016: 20) explained that culture is an expression of creativity, work, and human intentions (in certain societies) that contain religiosity, philosophical, localwisdom values. Muliono (Nisa & Suprianto, 2016: 194) explained that cultural research is one of the studies that aims to investigate the importance of archipelagic insight and local wisdom in education.

58-year-old Ahmad, a resident of the Kutacane community, explained that the traditions in the land of Alas were so many and varied. The customary ceremonies in the Alas tribal community are 'Down Bath', 'Circumcision Circumcision', 'Marriage', and 'Death'. In each of these activities there are several cultures of help that are carried out by the community according to their position in the kinship structure. There are three kinship structures in the Alas tribe, namely Guardian, Sukut / Senine, and Pebekhunen / Malu. The form of help that is done is security, travel, and caring for the guardian. Culture / tradition is a form of local wisdom that is upheld and prioritized by every community in their respective regions. Culture / tradition and religion coexist. Kuntowijoyo (Abubakar, 2016: 20) explained that religion and culture are two things that interact and influence each other, because in both there are values and symbols. Religion influences culture in its formation, while culture can influence the system of values and religious symbols.

Local culture is a form of dialectical knowledge of the life of a region. Knowledge taken from various lives that are reflected to help people guided by interpreting the culture / tradition of the community. In this case to increase students' knowledge and understanding of the local culture of the Alas tribe needs to be used as teaching material. Iskandar Wassid and Sunendar (Putra et al, 2014: 2), explained that one of them stated that teaching materials must stimulate the students' personal activities, which later could become a guide for life. Development of instructional materials as well as appreciation is an assessment of literature, with the existence of this teaching material students are expected to be better able to know and appreciate literature especially the culture of the Alas tribe. Students often assume that local culture is not important to learn. Whereas in fact the local culture in each region side by side with religion. The same is true in the Aceh region which is identical and panic with religion. But it does not eliminate the culture / tradition that had been carried out by the Alas tribe ancestors before. One culture / tradition that is still being carried out every time is the culture / tradition of "Pemamanan".

Based on the results of the author's interview with one of the Alas Bapak Ahmad Tribe people who is 58 years old about the culture of "security". The culture of "security" is an event and tradition in Kutacane which is mostly inhabited by the Alas tribe. Security is derived from the word uncle, namely men from the bloodline of mother-sister or mother's sister. This security is a culture that entrusts uncle as the person in charge of the circumcision party and niece's wedding. Every uncle is at stake for the party's success. An uncle who is required to be responsible for fulfilling all the needs of the nephew's home party, and the value / character of an uncle is also at stake in the security event. It can be concluded that the tradition / culture of "security" is important to note that the burden of responsibility and morals are in line. In reality, culture / tradition is a cultural context that can shape the character of the nation / society.

Appreciation is one of the evaluations of literary works or awards that aims to understand the message contained in a literature as well as enjoy creative literary works directly, in all its forms and variety ... regarding this in accordance with the opinion of Effendi (Teguh Suharto, 2015: 5) which explains that literary appreciation is an activity of really engaging literary works to increase understanding, appreciation, critical mind sensitivity, and literary work. The purpose of engaging literary creativity is to get pleasure, to get psychological therapy, to get aesthetic information, to develop cultural heritage. Dick Hartoko (Teguh Suharto, 2015: 5) Literary appreciation is similar to literary criticism. Literary criticism tries to find the weaknesses of literary works and find the truth of literary values, while appreciation tries to accept literary works as something that is worthy of being accepted and accepting literary values as something that is true. Apart from the differences between the two, assessment of imaginary stories will help the reader in understanding literary works.

Based on the observations of previous researchers in the Alas tribal area and at the equivalent high school level. It can be concluded that teaching materials about culture in schools are still very minimal resulting in a lack of student knowledge about the local culture of the Alas tribe. Students' knowledge in appreciating literature based on local culture is far from what is expected. The average value of students in learning Indonesian, especially about literature is still below the KKM (minimum completeness criteria). Then the number of students who do not know the benefits and values contained in the culture of "security" so that students consider the tribal culture including "security" is only limited to culture. Without knowing the value at stake the moral and sense of responsibility at stake for an uncle.

Exposure to the identification of problems previously found appreciation teaching materials need to be added and developed in order to improve the ability and knowledge of students in the field of literature, especially about local culture. Development is an alternative that aims to provide development or something component parts that are interconnected with the process / structure and function of a learning that can provide the results / ultimate goals of learning. Because education reform is a form of *antisipasi* facing must reform and change life in a globalized society based on the "four pillars of education" launched by UNESCO in 1997 include: (1) learning to know (learning to know; (2) learning to do, (learning to do; (3) learning to be (learning to be someone, learning to live together, (learning to live together / community.

With regard to the observations of the authors in the field and the results of interviews with the writers of the Kutacane community that have been described previously the author thinks that the importance of

teaching material for literary appreciation in schools motivates writers to research and develop teaching material for literary appreciation based on the local culture of the Alas tribe "Pemamanan" Class X high school students 1 Kutacane.

II. Method

In general there are three types of research objectives, namely: the nature of discovery, verification, and development. In this case researchers use development research methods. Development research method is a step taken to provide answers or results about material that is structurally developed to have product results. Trianto (Hasibuan, 2016: 49) explains that research and development are a series of processes or steps in order to develop a new product or perfect an existing product so that it can be accounted for.

Research and development methods or in English reach and development are research methods used to produce certain products, and test the effectiveness of these products (Sugiyono, 2012: 297). Kemmis (Zulaeha, 2013: 99) explains the method of action research in testing models in reechech and development design is a form of research that tries ideas into practice to improve or change something in order to get a real impact from the situation. According to Trianto, (2010: 230) "Research methods that are often used in educational research are: descriptive research, case studies, survey research, correlational studies, experimental research, action research, and development research.

This research is a development research that uses procedural Borg D Gall. The stages in Borg & Gall's procedural model include: (1) initial research and information gathering, (2) planning, (3) initial product format development, (4) initial trial (5) product revision (6) field trial (7) product revision (8) initial trial (9) final product revision, (10) dissemination and implementation. In this study not all were implemented, but adapted according to the needs in this study. The steps used in this research are: collecting data, designing products, design validation, design revisions, product trials, product revisions, usage tests, product revisions, and mass results.

III. Result

Development research is a research that aims to produce / create products. The types of products produced are in accordance with the research objectives to be achieved. Several development studies with observational text material relevant to this research include research conducted by Ernanda Ariyatna with the research title "Development of Teaching Materials for Fiction Prose Appreciation Studies Based on Integrated MobileLearning Local Wisdom." By Haslinda a student of the Indonesian Language and Literature Education Faculty of teacher Muhammadiyah Makassar education science, which was validated by a team of media experts, material experts and teachers. By using a Likert scale 1,2,3,4,5 with an interval of X score ≤ 1.8 the score is very poor, $1.8 < X \leq 2.6$ poor categories, $2.6 < X \leq 3.40$ enough categories well, $3.4 < X \leq 4.2$ good category, $X \geq 4.2$ category is very good. Based on the results of expert validation, data were obtained that 1) Feasibility of content in teaching material was 4.32, category was "Very Good", 2) Feasibility of presentation 4.07, category of "Very Good" and 3) Feasibility of language 4.33 with categories " Very Good "Based on these results, the modules produced from the research are categorized as feasible and effective to be used in learning.

In line with previous research, in this case the discussion "Development of Development of Literature Appreciation Teaching Materials Based on Local Culture" Alas "Tribes" Class X "Students of SMAN 1 Kutacane. It has been adjusted and with the process of developing relevant spelling teaching materials. So that the teaching material that has been validated shows that the media developed is declared feasible to be used in learning and effectively used to improve student learning outcomes. Development of Local Culture Literature Appreciation Module "Pemamanan" Alas Tribe is carried out based on the stages as contained in the development procedure. The results of the development are in the form of products which are subsequently carried out due diligence or validation by the experts who have been determined. The experts of validation consisted of material experts, media experts, assessment of Indonesian subject teachers, and students' responses.

Based on the results of validation from media experts, the modules that have been developed are declared feasible to be used on a larger scale. This is based on the results of the media expert validation of 3.37 with very good criteria. Furthermore, validation from material experts obtained percentage data, namely 1) Feasibility of content of 3.37, 2) Feasibility of presentation of 3.38, and 3) Feasibility of language at 3.36. Based on the results of these calculations can be determined the average validation of material experts of 3.82 with very good criteria. Based on the response from the material expert, the biographical module of the regional figure that has been developed is declared feasible to be used in learning.

Based on the table above, the validation assessors that have been carried out by curriculum experts and material experts can be described from table 4.4. up to table 4.11 Validation of material experts was carried out twice by a team of experts, lecturers and teachers, the first stage was carried out by giving an assessment in every aspect, while in the second stage only reviewed the entire product after revision. Based on the results of validation by media experts, and material experts in Indonesian language subject teachers also gave responses to

the modules that had been developed. Of the 2 (two) respondents who gave responses, then the writer has tabulated the answers of 2 (two) teachers, so it is known that the overall overall aspects of instructional materials as much as 3.37 can be categorized as "Very Good". The systematic average of the presentation of teaching materials in whole 3.37 with the category "Very Good". The overall average graphic teaching material is 3.38 with the category "Very Good" with the graphics criteria for teaching materials are good and good for use as teaching materials. The language of the overall teaching material is 3.36 with the category "Very Good".

Here are the results of the average percentage summary of the results of the assessment of the appreciation module of local culture literature "safeguarding" the Alas tribe by material experts, media experts, and Indonesian language subject teachers.

No	Category	Average Percentage	Criteria
1.	Learning media expert	3,37	Very Good
2.	Expert learning material	3,37	Very Good
3.	Indonesian language teacher	3,38	Very Good
Rata-rata		3,37	Very Good

IV. Conclusion

- a. Development of literary appreciation teaching materials based on the local culture of the Alas tribe "Security" students of class X SMAN 1 Kutacane included in the category "Good" can be seen from the average results of students' ability to appreciate with the number 2647, the overall average amounted to 85.39 . When compared with Minimum completeness criteria, student learning outcomes are categorized good with an average of 85.39.
- b. The results of the validation of the development of teaching material for literary appreciation based on the local culture of the Alas "Pemamanan" tribe of the tenth grade students of SMAN 1 Kutacane aspects of 3.37 teaching materials as a whole can be categorized as "Good". Systematic presentation of all 3.37 teaching materials in the "Good" category. Integrate 3.38 teaching materials with the "Good" category with the graphics criteria for teaching materials are good and good to be used as teaching materials. The language of the overall teaching material is 3.36 in the "Good" category. With the results of the validation that has been done by experts, it can be concluded that teaching materials are suitable for learning literary appreciation.
- c. The results of the reliability of the development of literary appreciation teaching materials based on the local culture of the Alas "Pemamanan" tribe class X students of SMAN 1 Kutacane is known to class X 2 with a total of 2748 averaging 85.87 and class X 3 with a total of 2662 averaging 85.9 "Good" category.

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