Growing with Language: Innovation in Developing Indonesian Language Learning Materials

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Abstract

This article is based on the developmental Development of Instructional Materials for Learning Indonesian Elementary School 4th. A model development is adapted from The development research aims to (1) Produce a learning teaching materials Indonesian grade 4 elementary school being used as a handle students and teachers. (2) Determine the effectiveness, efficient. The present model has been validated by some experts such as design and educational material expect. It also has been tested to the student at Elementary School Grade 4 semesters Jambi city. The resuls revealed that the product learning material is quite applicable to improve students knowledge in Learning Indonesian subject. The novelty of this research is that it creates a new approach to improving language skills through dynamic learning resources, adapted to the continuously developing needs of Indonesian language learners. In addition, with innovative strategies and the latest methodology, this research changes the paradigm of Indonesian language education by creating learning materials that are revolutionary, able to adapt and grow as learners develop, thereby fostering better language proficiency and cultural engagement.

Keywords: Elementary School; Learning Indonesia; Teaching Materials

INTRODUCTION

Language plays an important role in human life. Indonesian is studied to make students skilled in speaking Indonesian. Language learning is aimed at improving the ability to understand and use language (Agustin et al., 2021; Onishchuk et al., 2020; Ulla & Perales, 2021). Learning language skills includes aspects of listening, speaking, reading and writing skills (Khasawneh, 2022; Sinaga & Pustika, 2021; Ulum & Uzun, 2020). These four skills are taught at all levels, both elementary school, middle school and high school.

In the Education Unit Level Curriculum there are competency standards for reading and writing (Helda & Syahrani, 2022; Mahfud, 2019). It is hoped that this competency standard can ensure that all students are able to read, write, listen and speak well and creatively, thereby producing a product that is useful for many groups. The use of linguistic aspects in the learning process is often related to each other. Writing and reading are closely related because both are tools for receiving communication (Sari, 2020). Speaking and writing are closely related in that both are ways of expressing meaning (Amalia et al., 2021; Erdoğan, 2019; Seven, 2019).

Educational unit level curriculum contains reading competency standards (Mukmin & Karsono, 2015). These competencies contain Competency Standards, namely (1) understanding texts by reading

conversational texts, reading quickly 75 words per minute, and reading poetry, with Basic Competencies reading conversational texts with correct pronunciation and intonation, and (2) express thoughts, feelings, information and experiences in writing in the form of essays, invitation letters and written dialogues, with Basic Competencies writing simple dialogues between two or three characters, paying attention to the content and roles.

Reading conversational texts includes reading aloud (Zahro & Sukartiningsih, 2022). Reading aloud is necessary for students because it helps students gain the facility to listen, pay attention to things better, understand a story, continuously remember the expression of words, and recognize new words that appear. in another context (Blackstone et al., 2020; Khasawneh, 2022; Syahid et al., 2022). Reading aloud is reading by voicing the text that is read with appropriate speech and intonation to increase vocabulary for the reader and listener and make it easier for the listener to capture the information conveyed by the reader (Suparman & Nurfisani, 2021).

Based on observations conducted by researchers at SD Negeri 6/IV Pasar Jambi, students indicated that some students had difficulty understanding the material, especially reading and writing material, (2) there was not yet sufficient Indonesian language learning teaching materials for grade 4 elementary schools as a measure of student success in learning. , (3) not yet meeting reading achievement in conversational text elements which can increase the effectiveness, efficiency and attractiveness of Indonesian language learning, (4) text and color illustrations in reading texts are not relevant to the level of development of students in grade 4 elementary school.

Spelling letters as an aid in developing reading skills will help students to retell events or events chronologically (Hakim, 2020). Activities like this provide opportunities for students to be creative in presenting ideas and skills in choosing words and arranging them into sentences.Based on these problems, it is important to develop Indonesian language teaching materials for elementary school students, which the author entitled "Growing with Language: Innovation in Developing Indonesian Language Learning Materials".

This research is in line with research conducted by Relin & Rasna (2018) with the title "Developing Indonesian instructional materials for lower grade students of elementary schools throughout Bali". The results of this research are that this textbook, which was written based on eco-pedagogy and ethno-pedagogy, received a positive response from users (teachers), related experts and learning technology. The novelty of this research is that through the new approach proposed in this research, it is hoped that it can trigger a new wave in the world of education, strengthen Indonesian language skills holistically, and stimulate continued interest in learning.

The urgency of this research is very important considering the rapid developments in technology and the need for cross-cultural communication. By presenting innovation in the development of Indonesian language learning materials, we can ensure that language learning becomes more effective, interesting and relevant for today's generation who live in the digital era. This not only enriches language skills, but also broadens cultural understanding and increases global competitiveness for learners.

RESEARCH METHODS
Type of Research
This research uses a development approach as the main method. A development approach was used to design, develop and test the effectiveness of Indonesian language teaching materials for grade 4 elementary school students. This development method refers to the R&D (Research and Development) design model which has been explained by several previous researchers, such as (Fitriyani, 2022; Yulianti et al., 2016; Zesra, 2020). The development approach allows researchers to pay attention to various aspects in creating teaching materials, including identification of learning needs, curriculum analysis, learning strategies, selection of learning materials, formative evaluation, and revision. By using a development approach, this research aims to create teaching materials that are effective and in accordance with student characteristics and the applicable curriculum.

Population and Sample

The population in this study were 4th grade elementary school students. This research aims to develop Indonesian language teaching materials that suit the learning needs of grade 4 elementary school students. The sample used in this research was grade 4 elementary school students who are representative of the wider population. The sample was selected purposively to cover a representative variety of 4th grade elementary school students who would be potential users of the developed teaching materials. Thus, this sample became the subject of product trials to validate the effectiveness of the resulting teaching materials.

Data Collection Technique

The data collection technique used in this research involves several structured steps. First, the researcher prepares a test design or plan that includes the data collection strategies and procedures that will be used. Second, the test subjects were carefully selected to cover a representative sample of the population of Grade 4 Elementary School students who were the target users of the teaching materials. Third, in the data collection process, researchers use instruments that have been specifically designed to measure various aspects of the effectiveness of the teaching materials being developed, such as tests, questionnaires, or observations. Fourth, the collected data is compiled and analyzed systematically to evaluate the effectiveness and efficiency of the teaching materials. Through this structured data collection technique, research can obtain relevant and accurate information to assess the quality and success of the teaching materials being developed.

Data Analysis Technique

The data analysis technique in this research includes several careful and detailed steps. First, data collected from product trials is analyzed descriptively to understand general characteristics and emerging patterns. This analysis includes simple statistics such as mean, median, and standard deviation to describe the distribution of the data. Next, the data is tested using more sophisticated inferential analysis techniques, such as t-tests or analysis of variance (ANOVA), to evaluate significant differences between different groups. In addition, correlation analysis techniques are used to examine the relationship between the variables studied. All the results of this analysis are then used to conclude the effectiveness of the teaching materials developed, as well as provide recommendations for improvement or further development. By using this comprehensive data analysis technique, research can provide an in-depth understanding of the impact and benefits of the teaching materials that have been developed on the learning process of grade 4 elementary school students.

Research Procedure

The procedure for developing teaching materials consists of nine steps, namely: 1) identifying the curriculum and general learning objectives; 2) conduct learning analysis; 3) identify initial characteristics and abilities; 4) formulate specific learning objectives; 5) develop benchmark tests; 6) develop learning strategies; 7) develop and select learning materials; 8) designing and implementing formative evaluation; 9) revise learning. The product trial aims to validate the effectiveness of the product developed in the form of teaching materials for Development of Indonesian Language Teaching Materials for grade 4 elementary schools (Firza et al., 2022). Product development testing steps include: 1) preparing a test design/plan; 2) test subjects; 3) data type; 4) data collection instruments; and 5) data analysis techniques.

RESULTS AND DISCUSSION

To obtain input regarding the content of elementary school grade 4 Indonesian language teaching materials, the developer tested the teaching materials with material experts. The material/content expert is Dr. Herman Budiyono, M.Pd. He is a permanent teacher at Jambi University. This data was collected

using a questionnaire. He gave a good assessment of the development of Indonesian Language Learning Teaching Materials for grade 4 elementary schools. To obtain input in terms of design, the developer tested the product with learning design experts. This learning design expert is Dr.rer.nat.RayandraAsyhar, M.Sc. he is a permanent lecturer at the Jambi University Postgraduate Study Program. This data was collected using a questionnaire. The results of the design expert's response stated that the teaching material product was declared very good. Data obtained from the results of a questionnaire from teachers/colleague teachers at SD Negeri 6 Jambi City, namely Mrs. Nurhayati, S.Pd. SD, Mrs. Ernimayeti, she is a teacher at SD Negeri 6 Jambi City. The response result from teacher/colleague 1 (Ms. Nurhayati, S.Pd. SD) was 69 and 2 (Ms. Ernimayeti) was 64. Based on the data on the results of the scores from the two teachers, if the total score obtained is calculated as a percentage: maximum score x 100% then the results obtained were 69:75x 100%=92%, 64:75x100%=85.33%, so the average score obtained was 88.66%, if converted to the criteria table the figure 88.66% was considered very good/very easy / very interesting/ very appropriate/ very effective.

The individual trial respondents were 3 4th grade students at State Elementary School 6, Jambi City who had 1 high ability, 1 medium ability, 1 low ability, the small group test consisted of 10 students who were chosen randomly and the large group trial respondents consisted of The 20 students selected have the same abilities. The results of assessing responses from students in individual groups were 89%, the results obtained from small group tests were 88% and large groups were 89%. If this number is converted into the criteria table numbers 89, 88, 89, it includes the criteria for very good/ very easy/ very interesting/ very suitable/ very effective.

Revisions to the development results are outlined based on input, suggestions and analysis from material and design experts, teachers and students. Revisions suggested by educational technology design experts include: 1) Where is the media, 2) image coloring is not natural, 3) images are not accompanied by sources, 4) writing in a foreign language correctly, 5) writing character names must be correct, 6) animation There isn't any. Improvements to image coloring media, images that are not accompanied by sources, writing in a foreign language correctly, character names must be written correctly, animation is missing, are carried out by the developer so that the product developed meets the validity of this teaching material product. So this product can be tested.

Validation was carried out by material experts twice with a good assessment, however, it needs improvement. Improvements were made to the combination of topic 1 and topic 2 because it had already been determined, the material was selected so that it was not too broad, aspects of the Islamic kingdom were added, foreign languages were written in italics and given an explanation, the content is not chronological, the learning content does not match the title (topic 1), the summary does not describe the relationship with basic competencies, the questions are not equipped with answer keys, revisions are carried out by the developer, so that the product being developed can be tested.

In the individual trials comments/suggestions were given that the front cover was very attractive but unfortunately the back was plain (plain white) there was no message from the book, the autoplay presented was very colorful and interesting, the material presented was short and concise and easy to remember, the pictures and contents good but the bibliography is placed at the back of the book, not each chapter.

Improvements to the back cover bibliography and bibliography are carried out by the developer so that the teaching material product being developed meets students' wishes. The need for a cover image will motivate student learning. In the small group trial comments/suggestions: the picture is interesting but there is not enough unity in the picture, the music in autoplay should be different, the cover is not suitable, it is better to use more interesting music, the writing should be enlarged a little so that it is easy to read, it is hoped that there will be lots of use or variations colors, the words used are too standard, the material should be summarized when presenting autoplay.

Improvements to images, covers, music, standard writing, material presented in autoplay are simplified by developers so that the teaching material products being developed meet students' needs. The need for attractive images, soft music, beautiful writing, conciseautoplay presentation will motivate student learning. In the large group test, the comments/suggestions given were that the music was

softened, the back cover image was more attractive, the writing was beautified and not too standard, the autoplay presentation was simplified as well as the learning material was summarized. Improvements to the back cover, soft music, beautified writing, not too standard, the autoplay menu has been streamlined as well as the learning material has been streamlined so that the resulting teaching material products developed meet students' needs. The need for attractive images on the back cover and summarized material will motivate students to learn.

Interpretation of data from validation results from learning design experts on the teaching material products that have been developed, obtained an assessment of 85, meaning very feasible/suitable. If this figure is confirmed in the eligibility criteria table to be in the range of 81% - 100%, then the 85% assessment is categorized as very good/very suitable. In this way, the teaching materials for the development product are suitable for use. Interpretation of data from validation results from material experts commented that the teaching materials were good with a score of 75%. If this figure is confirmed in the eligibility criteria table to be in the range of 66% - 80%, then the score of 75% is categorized as good. In this way, the teaching materials for the development product are suitable for use.

There were 2 teachers who responded to the teaching materials developed. The two teachers were teachers at SD Negeri 6 Jambi City, namely Mrs. Nurhayati, S.Pd.SD and Mrs. Ernimayeti. Based on 15 responses, an average of 88.66% was obtained. If converted into a criteria table, it is in the range of 81-100%, meaning that the quality of the teaching materials developed is in the very good/very easy/very interesting/very appropriate/very effective category.

The results of individual trials on product development for teaching materials for high school class XI Science history subjects can be interpreted as follows: 1) The suitability of the cover image with the title of the teaching material is 100% (very suitable). 2) The attractiveness of the image and color of the cover of the teaching material was obtained at 80% (attractive). 3) Ease of understanding the teaching material was obtained at 86% (very easy). 4) Teaching materials reflect regional culture with a score of 86 (very suitable). 5) The summary describes the description of the teaching material, obtained number 93 (very suitable). 6) Illustrations/pictures in teaching materials are in accordance with the explanation obtained with number 93 (very suitable). 7) Ease of understanding the formative tests for each chapter of the teaching material obtained a score of 80% (easy). 8) The attractiveness of the Autoplay menu in learning was obtained at 86% (very interesting). 9) The image presentation packaged in the Autoplay software can make students more effective in achieving learning objectives, giving a score of 86% (very effective). 10) Media Autoplay makes it easier for students to study the material in the teaching materials to get a score of 100% (very easy).

The results of small group trials on products developing teaching materials for Indonesian subjects can be interpreted as follows: 1) Conformity of the cover image with the title of the teaching material obtained 90% results (very suitable). 2) The attractiveness of the image and color of the cover of the teaching material obtained a result of 78% (attractive). 3) Ease of understanding the teaching material obtained 90% results (very easy). 4) The teaching materials reflect regional culture, obtained results of 84% (very suitable). 5) The summary describes the description of the teaching material, obtained a figure of 88% (very suitable). 6) Illustrations/images in teaching materials match the explanation, results obtained are 94% (very suitable). 7) Ease of understanding the formative tests for each chapter of the teaching material answered 88% (very easy). 8) The attractiveness of the Autoplay menu in learning was obtained at 92% (very interesting). 9) The image presentation packaged in the Autoplay software can make students more effective in achieving learning objectives, giving a score of 86% (very effective). 10) Media Autoplay makes it easier for students to learn the material in the teaching materials. The score was 98% (very easy)..

The results of large group trials on teaching material products for Class 4 Elementary School Indonesian language subjects can be interpreted as follows: 1) Conformity of the cover image with the title of the teaching material with a figure of 90% (very suitable). 2) The attractiveness of the images and cover colors of teaching materials with a figure of 76% (attractive). 3) Ease of understanding teaching materials with a figure of 90% (very easy). 4) Teaching materials reflect regional culture with a figure of 84% (very suitable). 5) The summary describes the description of the teaching material with a figure of

88% (very suitable). 6) Illustrations/images in teaching materials match the explanation with a figure of 94% (very suitable). 7) Ease of understanding the formative tests for each chapter of the teaching material with a figure of 88% (very easy). 8) The attractiveness of the Autoplay menu in learning with a figure of 92% (very interesting). 9) The Autoplay service can make students more effective in achieving learning goals with a figure of 86% (very effective). 10) Media Autoplay makes it easier for students to learn material in teaching materials with a figure of 98% (very easy).

An effective indicator is increased learning outcomes (Ricardo & Meilani, 2017; Sudarsana, 2018; Taştan et al., 2018). To measure increased learning outcomes, it can be done using quantitative data, with the benchmark reference being the Minimum Completeness Criteria. Data was obtained from students' pretest and posttest scores. Efficiency can be measured from the time and costs used (Husamah et al., 2022; Khoshhal, 2017; Li et al., 2020). Learning is said to be efficient if less time is used while more learning objectives are achieved. Attractiveness can be measured from the appearance of the image. Students' attraction to teaching materials is sometimes more in the cover/front cover, so the cover needs to be given a color combination image to increase students' learning motivation and interest in reading (Kamil, 2022; Yusra et al., 2023).

CONCLUSION

The conclusion in this research is The quality of the product from the Indonesian language learning aspect for grade 4 elementary school is in the very good category with an average score of 4.32 and a score of 86.5%. The effectiveness of this 4th grade elementary school Indonesian language learning teaching material by comparing the pre-test results in individual trials shows that out of 3 students, only 1 person obtained a minimum completeness criteria score of 70. In the small group trial, the pre-test results showed that only 2 people who achieve scores above the minimum completeness criteria. and 8 other students have not met the minimum completeness criteria. In the large group pre-test trial consisting of 20 students, only 4 students achieved a score according to the minimum completeness criteria, while the other 16 students had not achieved the minimum completeness criteria. After receiving treatment and holding a post test, all students obtained scores above the minimum completeness criteria. A product is said to be effective if the product provides high learning achievement. Recommendations for further research are expected to be able to develop media in other materials and subjects.

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