

DEVELOPING OF STORY WRITING TEACHING MATERIALS FOR ELEMENTARY SCHOOL IN THE INDEPENDENT ERA LEARNING SOCIETY 5.0 BASED ON LOCAL WISDOM

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SUBMISSION TRACK	A B S T R A C T
Submitted : 08 February 2022 Accepted : 10 March 2022 Published : 18 March 2022	Given the swift currents of globalization and making it easier for foreign cultures to enter and influence the younger generation in Indonesia, especially children. In addition, teaching materials are also needed whose approach is in accordance with the times. Therefore, the researchers developed an elementary school teaching material that was in accordance with the independent era of learning society 5.0 based on local wisdom. The general objective of this research is to produce a product in the form of teaching materials for writing children's stories in the independent era of learning society 5.0 based on local wisdom. The specific objectives of this research are (1) to produce learning materials for writing children's stories in the independent era of learning society 5.0 based on local wisdom, and (2) describing the feasibility of teaching materials to write children's stories in the independent era of learning society 5.0 based on local wisdom that has been developed. The research model used is the Borg and Gall research model. The research model used by Borg and Gall is the Research and Development (R & D) approach. The results obtained from the validation carried out by content (material) experts, namely 87% with the validity level being quite valid with small revisions, and validation by learning media experts, namely 85% with the validity level being quite valid and requiring minor revisions. The results of the development of teaching materials for writing children's stories in the independent era of learning society 5.0 based on local wisdom for elementary school students, especially grades IV until VI in Malang is at 83%, which means that the teaching materials for writing children's stories are suitable for use
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Introduction

Four aspects of language skills that must be developed and taught to students include: reading, writing, speaking, and listening. The purpose of teaching these skills is that students are expected to have skills in language and literature in a balanced way. In learning Indonesian, students are stated to have skills in literature if they are able to appreciate literary works and can produce a literary work, and not just understand and memorize the meaning, various literary works, or their elements. (Wahyuningtyas, 2013:1). One of them is that students have the ability to write a story, even though it is simple.

In previous times, teachers usually gave assignments to students to write narratives whose topics were not far from personal experience. For example, after the semester break or class promotion is over, the teacher gives students assignments to write down their experiences during the holidays, what activities are done during the holidays, and it is not uncommon for the topics to be developed by students not far from the topic of going on vacation to grandma's house. In the independent era of learning

society 5.0 as it is today, this theme can be said to be out of date. Therefore, it takes a guide for teachers and students to write a story.

Writing a story requires ability in literature and language, which is in accordance with the Indonesian elementary school curriculum with the aim that students are able to use literary works as an opener for their information window, so that they can improve language skills, form intelligent and virtuous people. noble, and broaden their knowledge. This can be achieved if there is a teacher's role and appropriate teaching materials, so that good and optimal learning can be carried out. According to Majid (2011:173) teaching materials can make students learn a basic competency gradually and systematically, thus enabling students to master all competencies thoroughly and centrally.

In the era of independence, learning as it is today, not only requires teaching materials that can hone language and literary skills but also teaching materials that can introduce local wisdom to students. Given the swift currents of globalization and making foreign cultures easily enter and influence the younger generation in Indonesia, especially children. In addition, teaching materials are also needed whose approach is in accordance with the times. Therefore, the researcher developed a teaching material that was in accordance with the independent era of learning society 5.0 based on local wisdom.

Based on the description above, Researchers developed these teaching materials because in this independent era of learning, not only are needed teaching materials that can hone language and literary skills, but also teaching materials that can introduce local wisdom to students. Given the swift currents of globalization and making it easier for foreign cultures to enter and influence the younger generation in Indonesia, especially children. In addition, teaching materials are also needed whose approach is in accordance with the times. Therefore, the researchers developed a teaching material that was in accordance with the independent era of learning society 5.0 based on local wisdom

The purpose of this research is divided into two, namely general objectives and specific objectives. The specific objectives of this research are (1) to produce learning materials for writing stories for elementary school children in the independent era, learning society 5.0 based on local wisdom, and (2) describing the feasibility of teaching materials for writing stories for elementary school children in the independent era learning society 5.0 based on local wisdom. has been developed.

Research Method

This study aims to develop teaching materials for writing stories for elementary school children in the independent era of learning society 5.0 which is specifically for elementary school students in grades IV to d. VI. The research model used is the Borg and Gall research model. The research model used by Borg and Gall is the Research and Development (R & D) approach. There are main steps in this research and development, namely (1) Preliminary studies: interviews with teachers in pre-determined primary schools, observation in class (observing writing learning activities in class), and Do a document overview (search for existing Indonesian language teaching materials for elementary school students); (2) Development Stage: Research Planning is Outlining the independent learning curriculum and compiling an outline of the learning syllabus which is used as the basis for the preparation of teaching materials, Early Product Development are Preparation of syllabus and teaching materials for writing stories for

elementary school children in the independent era of learning society 5.0, Expert Validation is the teaching materials that have been compiled are validated by teaching materials experts and teaching materials design experts, Initial Product Revision (The product is repaired or refined based on advice from experts so that it becomes a product that is ready to be validated in the field); (3) Implementation: Field Validation; (4) Revision.

The researcher chose the Borg and Gall development model because all stages in the development activities were carried out with detailed stages and focused on the aspect of target readability of the developed teaching materials. Through this research model, a product that is feasible and in accordance with the expected research objectives will be produced. However, in this study the researcher had limited time and ability so that he could not conduct a thorough research of the Borg and Gall model.

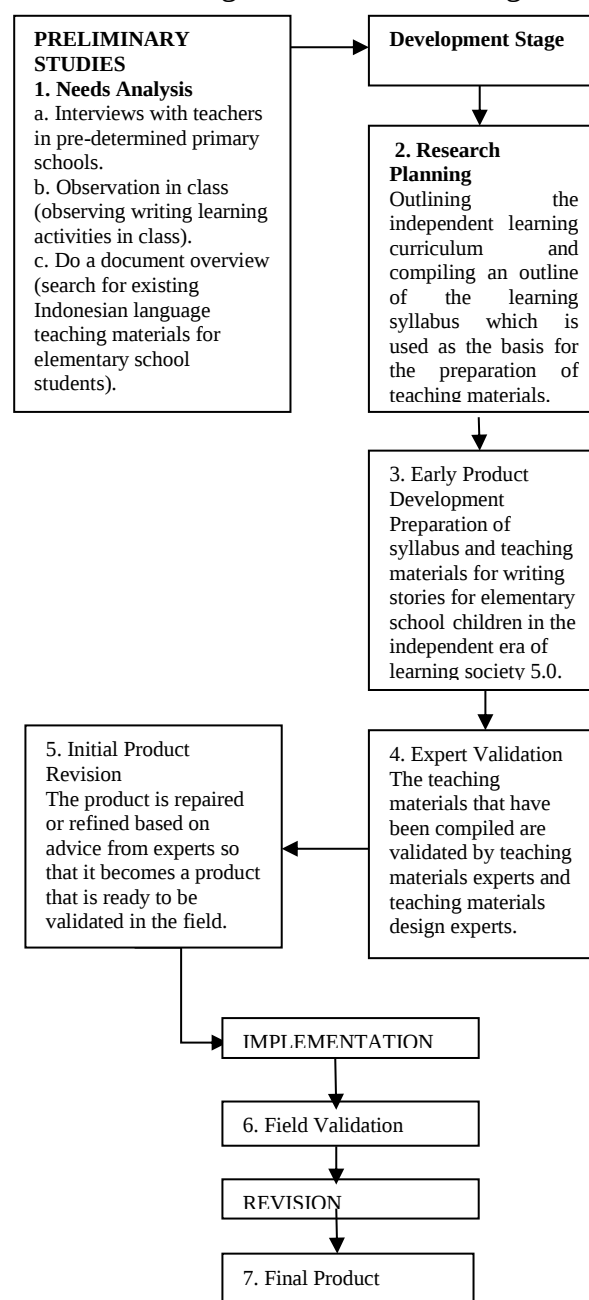


Figure 1. Borg and Gall Model

The following is a modification of the Borg and Gall designs as outlined in the chart or image below.

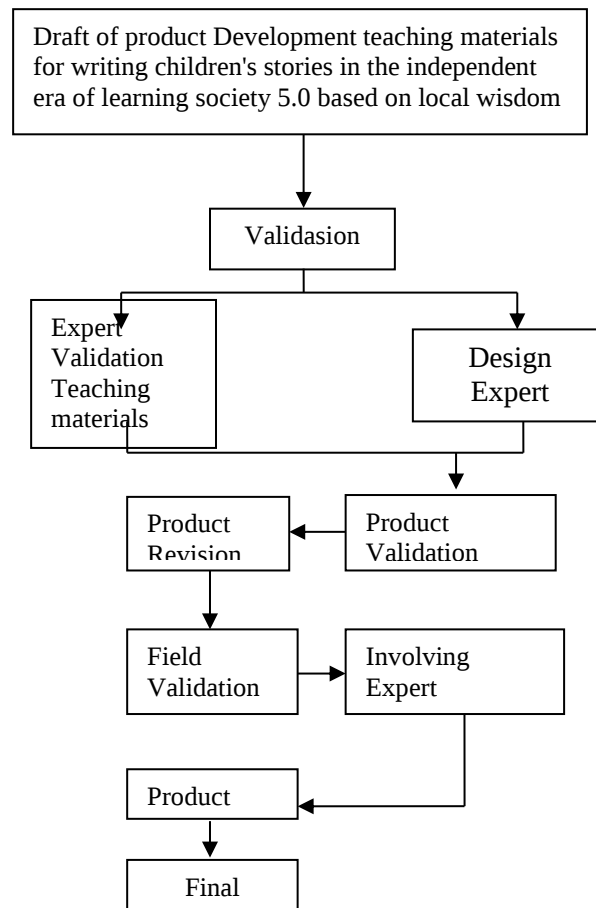


Figure 2. Borg and Gall Development Design Model Drawings

The instrument product in this study was in the form of a questionnaire consisting of four conformity scales the instrument product in this study was in the form of a questionnaire consisting of four conformity scales

The stages of using this instrument are as follows:

1. Counting the occurrence of indicators found for each category in each material analyzed with a checklist (✓)
2. Calculate the percentage occurrence of indicators for each variable in the book that is analyzed by formula.

Percentage obtained

$$= \frac{\sum \text{the score that appears}}{\sum \text{overall score}} \times 100\%$$

3. For a good textbook variable, it is measured into 2 sub-variables (completeness of presentation-relevance and language rules) the two sub-variables are added

up and then divided by 2 to obtain the total value of the principle variable of a good textbook

4. Determine the suitability criteria by description using the table below

No	Validity Criteria	Validity Level
1	85.01%-100.00%	Very valid, or can be used without revision
2	70.01% - 85.00%	Sufficiently valid, or can be used but needs minor revision
3	50.01% - 70.00%	Less valid, it is recommended not to use it because it needs major revision
4	01.00%-50.00%	Invalid, or should not be used

Table 1. Criteria for Level of Conformity (Akbar, 2013:41)

5. Expressing the results of the analysis descriptively on each variable

Result and Discussion

Product Description

Teaching materials for writing stories for elementary school children in the independent era of learning society 5.0 based on local wisdom are specifically for elementary school students in grades IV until VI developed is in the form of teaching materials by considering the learning needs of elementary school students. This teaching material contains material, examples, along with story writing exercises, so that it is easier for students to learn it. Determination of basic competencies looks at cases that occur in elementary schools, especially grades IV until VI in Malang, where the competencies used are not yet available in textbooks that contain guidelines for writing stories for elementary school children that are adapted to the independent era of learning society 5.0 based on local wisdom.

This teaching material is made as attractive as possible, in order to increase students' motivation in learning, especially in making a children's story based on local wisdom. In the basic competencies used now, there is no teacher or student guide in writing a story, so teachers or students have difficulty in writing subjects, especially writing a story. From the existing problems, the researchers tried to develop teaching materials by making teaching materials to write a story with a simple, innovative, and interesting concept.

Teaching materials are arranged based on references to learning indicators and adapted to learning objectives, with the hope that students will easily master and understand the material presented by the teacher. The making of teaching materials is designed according to the needs of elementary school children, so that the design is more attractive and simple with the aim of elementary school students not getting bored easily to learn it.

Media Development Results

1. Results of the development of teaching materials

The results of research on the development of teaching materials for writing stories for elementary school children in the independent era of learning society 5.0 based on local wisdom are specifically for elementary school students in grades IV until VI. The development of teaching materials takes into account the learning needs of elementary school students in Malang Raya with a sample of 3 elementary schools, therefore the researchers conducted a form of needs analysis, validation of material

content experts, validation of learning media experts, stage I trial (small group), trial second stage (large group), and Field Test to get teaching materials that are suitable for use in learning. The results of data validation carried out on content experts for writing subjects can be seen in table 2.

Aspect	ΣM	ΣM Ideal	Percentage	Criteria Eligibility
Eligibility Contents	40	45	89%	Very Eligible
Material Accuracy	39	45	87%	Very Worth
Increase Curiosity	38	45	84%	Worth
Total number	117	135	87%	Very Eligible

Table 2. Data from the Evaluation of Content Experts (Writing Subject)

The results of data validation carried out by learning media experts can be seen in table 3.

Aspect	$\Sigma D2$	ΣD Ideal	Percentage	Criteria Eligibility
Eligibility graphics	38	45	84%	Very decent
Media Attractiveness	49	60	82%	Very decent
Language Eligibility	40	45	89%	Very feasible
Total number	127	150	85%	Very decent

Table 3. Data on Evaluation Results of Learning Media Experts

Phase I trials on students of SDN Tasikmadu 1 grade 6 Malang were carried out with a total of 24 students. In this trial, students were asked to assess the overall content of teaching materials for writing stories for elementary school children in the independent era of learning society 5.0 based on local wisdom. The results of data validation carried out in the first phase of the trial can be seen in table 4.

Component	Score Minimum	Score Maximum	Result Score	Percentage	Validity Level
Trial I	396	1580	1225	77,53%,	Eligible

Table 4. Data of Trial Results I

Phase II for students of SDN Dinoyo 2 class 5 Malang was carried out with a total of 24 students. In this trial, students were asked to assess the overall teaching materials for writing stories for elementary school children in the independent era of learning society 5.0 based on local wisdom and the systematic presentation of the material. The results of data validation carried out in the second phase of the trial can be seen in table 5.

Component	Score Minimum	Score Maximum	Result Score	Percentage	Validity Level
Trial II	1155	4625	3755	81,18%,	Very Eligible

Table 5. Test Result Data II

Field tests on students of SDN Purwantoro 1 class IV until VI Malang were carried out with a total of 70 students. In this trial, students were asked to assess the overall text of writing stories for elementary school children in the independent era of learning society 5.0 based on local wisdom which includes appearance, attractiveness, and presentation of material as well as the benefits of textbooks for student understanding. The results of data validation carried out in the second phase of the trial can be seen in table 6.

Component	Score Minimum	Score Maximum	Result Score	Percentage	Validity Level
Field Test	2310	6220	5150	83%,	Very Eligible

Table 6. Field Test Results Data

Based on data analysis from material experts validated by validators, they have comments and suggestions that are used to make improvements to teaching materials for writing stories for elementary school children in the independent era of learning society 5.0 based on local wisdom that was developed. Assessment of content experts (materials) on teaching materials for writing stories for elementary school children in the independent era of learning society 5.0 based on local wisdom with an overall validation result of 83% with the validity level being Valid, can be used but needs a little revision.

There are several suggestions and comments from content experts on teaching materials that have been made to improve teaching materials for writing stories for elementary school children in the independent era of learning society 5.0 based on local wisdom, which can be seen in table 7.

Aspects Rated	Suggestions and Comments
Accuracy and appropriateness of the content	the content of the appropriate content related to writing children's stories in the independent era of learning society 5.0 based on local wisdom which can be presented in textbooks, containing related to the main idea / idea of the story, the climax / peak of the story, the author's point of view, Developing each event, technique writing, End of story. By conducting validation by material experts, and providing suggestions, namely: 1. Clarify giving examples for each material given 2. And use the notions in accordance with the existing material concepts
Accuracy of Materials	Accuracy of materials, Accuracy of materials get some suggestions for presentation by material experts, namely: 1. Complete with basic competence content, learning indicators and learning objectives 2. Clarify the appearance with the appearance of the material in a more structured and structured way. Increases curiosity
Presentability	

Table 7. Comments and Suggestions of Content Experts

Based on data analysis from learning media experts validated by the validator, they have comments and suggestions that are used to make improvements to the

developed children's writing teaching materials. The assessment of learning media experts on teaching materials for writing stories for elementary school children in the independent era of learning society 5.0 based on local wisdom with an overall validation result of 85% with the validity level is valid, can be used and needs several revisions.

There are several suggestions and comments from learning media experts on products that have been made to improve writing teaching materials for elementary school children, which are shown in table 8.

Aspects Rated	Suggestions and Comments
Feasibility of graphics	Add Design of an attractive and more colorful textbook cover.
Media attractiveness	Provide pictures that match the story elements (in each story provid several supporting pictures)
Language Feasibility	Add a few motivational sentences to the material presented Suggestions for delivering an explanation of the material can be accompanied by sample images (if any) and clear writing that is not too long, concise and easy to understand.

Table 8. Comments and Suggestions of Learning Media Expert Validators

From the results of this study, it can be described as a whole in the form of a diagram starting from expert validation and product feasibility testing of teaching materials can be seen in Figure 1.

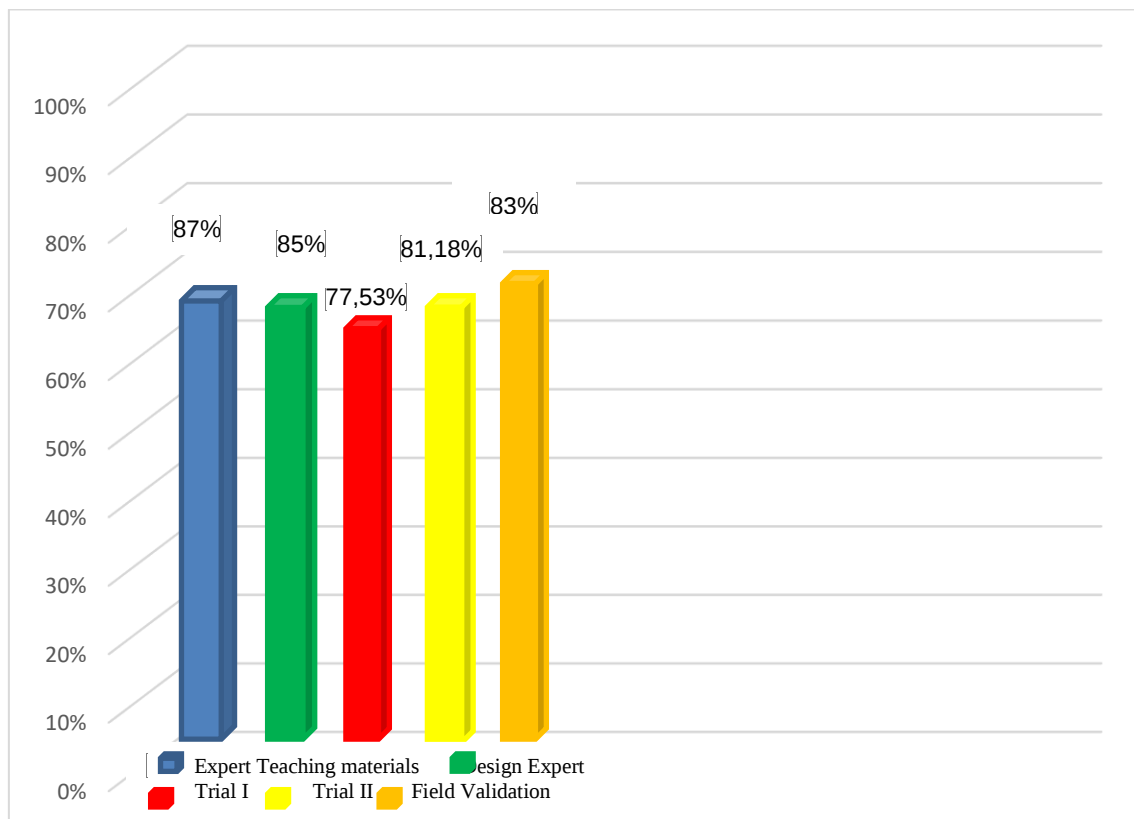


Figure 3. Eligibility level

Discussion

The results of the development of teaching materials for writing stories for elementary school children in the independent era of learning society 5.0 based on local wisdom for elementary school students, especially grades IV until VI in Malang, can be declared suitable for use in learning, because it has gone through a validation process by validators in accordance with their respective fields of knowledge. According to (Rita Kurniawati, Djuniadi, 2014) states that the product that has been revised in accordance with input from the validator with a view to improving teaching materials will be more effective and communicative used in learning without eliminating the purpose of the preparation of teaching materials.

The material presented in this teaching material is simpler and adapted to the needs and conditions of elementary school students, making it easier to learn and understand both by students and teachers. The material is made based on local wisdom with the consideration that students are more familiar with indigenous Indonesian culture, noble values and customs that are reflected in Indonesian society. Teaching materials are designed to be more interesting and innovative, with the aim of encouraging students to write a story. Teaching materials are declared good when 1) are easy to understand by students, 2) affect student attitudes for the better

The prepared teaching materials are expected to be able to encourage students to be more motivated in learning and can provide plus values for students. according to this aims to make students understand the material so that students can remember and understand the material that has been conveyed by the teacher. Therefore, interesting teaching materials can increase motivation and can provide feedback to students Azhar Arsyad (2002) states that appropriate teaching materials if 1) students' mutual

understanding increases, 2) changes in student behavior for the better, 3) enthusiasm increased student learning, 4) an increase in learning in the classroom, 5) meaningfulness in obtaining student learning outcomes, 6) sharpening imagination and student involvement in the process of improving learning outcomes, 7) providing feedback to students, 8) adding new insights and experiences for students, 9) enriching information to improve student learning experiences, and 10) training students to make designs and ideas.

The results obtained from the validation carried out by content experts (materials) that is 87% with the level of validity is quite valid with few revisions, and validation by learning media experts is 85% with the level of validity is quite valid and also needs some revisions. Based on the results of the research above, overall teaching materials for writing stories for elementary school children in the independent era of learning society 5.0 based on local wisdom for elementary school students, especially grades IV until VI developed is good and feasible and can be used after revision in accordance with the suggestions and comments from each expert, this is in line with the opinion according to (Rita Kurniawati, Hardjono, Waardi, 2014) the results of the product development of new teaching materials that have been revised based on the validator's comments and suggestions aimed at improving learning media, so that the use of learning becomes more efficient, effective and communicative to the audience, while taking into account the objectives of preparing teaching materials).

The results of the development of teaching materials for writing stories for elementary school children in the independent era of learning society 5.0 based on local wisdom for elementary school students, especially grades IV until VI in Malang is at 83%, which means that the teaching materials for writing stories for elementary school children are suitable for use because they have been validated by experts in accordance with the suggestions and comments from these experts.

Conclusion

Based on the results of the research and the results of the analysis of this research data, it can be concluded that based on the results of the validation of experts and trials, teaching materials for writing stories for elementary school children in the era of independent learning of society 5.0 based on local wisdom were declared valid or feasible to be disseminated.

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