

## Development of Multicultural Events Writing Teaching Materials with A Contextual Approach

Eka Yanti Ritonga<sup>1</sup>

<sup>1</sup>Elementary School Teacher of The Republic of Indonesia, Riau, Indonesia

### ARTICLE INFO

#### *Keyword*

Multicultural                      News  
 Writing,                              Contextual  
 Approach

### ABSTRACT

This research is motivated by students who lack creative thinking in solving problems in the material, students are required to understand the material, to develop students' thinking skills, researchers develop teaching materials based on teaching modules. This study aims to develop student teaching materials with a contextual approach to class VI news material at SD Negeri 017 Tambusai Utara with valid and practical criteria. This research is a type of research and development (Research and Development) with the ADDIE model. The research location was carried out at SD Negeri 017 Tambusai Utara. The time of the research was carried out in February 2022 - March 2022. The research population was class VI students. The research sample consisted of 20 students. Research data collection techniques using a questionnaire. The results showed that the validation of material experts was 73 with a percentage of 92.40%, media experts were 74 with a percentage of 94.87%, and the results of the validation of linguists were 57 with a percentage of 95%. Assessment of the level of practicality of teaching materials is known from the teacher response questionnaire and student response questionnaire, the results of the teacher response questionnaire were 92% (very practical) and the student response questionnaire was 85.2% (very good). Thus, teaching materials for writing multicultural news events with a contextual approach to class VI news materials meet valid and practical criteria for use in learning.

### Introduction

The role of teaching materials in individual learning is as the main material and is very decisive in the learning process. In addition, teaching materials can also be used as a tool that can be used to compile and monitor the process of students obtaining information. Teaching materials are in the form of learning materials to discuss one subject, which can be printed (articles, comics, infographics) or non-printed (audio and video). Teaching materials are designed to be tools in learning related to certain topics or materials. Good learning is learning that is able to make students competent in the field being studied according to agreed criteria (Dahnial, 2020). According to Silfi's opinion (2016) explains "Teaching materials are a part of learning resources which can be interpreted as something that contains learning messages, arranged based on the basic competencies that exist in a particular curriculum and are used by students both specific and general in nature which can be utilized for the benefit of Study ". In the opinion of Lestari (2013) states that "teaching materials are a set of learning tools or tools that contain learning materials, methods, limitations and ways of evaluating that are designed systematically and attractively. The importance of the role of teaching materials in learning activities and teachers can develop teaching materials according to the needs of students and schools. Teaching materials can make it easier for teachers to convey the contents of the material. Teachers have an important role in determining the quantity and quality implemented in

teaching in the classroom (Dahnial et al., 2017). Teachers are professionals who have very important functions, roles and positions in achieving the vision of education in 2025, namely creating smart and competitive Indonesians (Dahnial, 2017). At present, with the enactment of the 2013 curriculum, it is hoped that it will be able to form active and creative students in the cognitive or scientific realm in an ongoing learning (Kemendikbud, 2014). This is in accordance with the contents of Permendikbud Number 21 of 2016, namely the purpose of education in Indonesia is to develop the abilities and potential of students so that they have knowledgeable, creative and independent personalities.

Indonesian society is also known as a multicultural society because it consists of various diverse religious and cultural backgrounds. Indonesia is a multicultural and pluralistic nation, therefore the Indonesian nation can be called a nation that is multicultural. Indonesia is a multicultural country, which has a fairly complex diversity of people. Where in one country there are many differences, ranging from differences in ethnicity, religion, language and differences in customs. According to (Hilmi, 2022) explains "multicultural education is a term that can be used at a descriptive and normative level, which describes educational issues and problems related to multiculturalism". Another purpose of multiculturalism education is to view humans as macro-creatures that are integrated with the cultural roots of the nation and its ethnic groups. Multicultural attitudes will be effective if each individual realizes that humans are not perfect humans and always need interaction with other humans. The problem that occurs in the learning process is that it is difficult for teachers and students to develop creative thinking skills in students. One reason is that teachers do not apply appropriate teaching methods to improve students' thinking skills. From the results of observations made on February 2022 – March 2022 At SD Negeri 017 Tambusai Utara, researchers saw that many students still did not understand news material and also the condition of students who tended to prefer reading fairy tales, folklore and there were also students who were less interested in reading books. Students seem to be less interested in news material because students feel that reading news is boring only containing events and phenomena, so that students' interest is much less and they prefer reading which they think can entertain them by reading stories even though they know news is very important. Seeing the existing problems, it is necessary to make changes in teaching and learning activities, especially in teaching materials. Presenting research with the application of contextual learning, has been carried out by researchers both inside and outside the country. Contextual learning research that plays a role and aims to achieve learning outcomes, scientific attitudes and student expertise. "Good contextual learning compression will create classroom conditions where students are active and not only passive and can also be responsible for their learning. The approach chosen must place students as the center of activity. Approaches that are appropriate for this thematic learning in order to improve student learning outcomes in a contextual approach" (Mawarni, 2019).

In learning Indonesian, teaching materials are needed, namely teaching materials are a form of material sheets that are arranged systematically with the aim of helping students learn well. With the development of teaching materials for writing news with a contextual approach, later students will be quicker to understand the material provided by developing teaching materials that are tailored to the needs of students, and at this time students prefer to watch videos, in this way the teacher can focus students' attention so that news material can be conveyed and students are easy to understand not just telling stories which makes students feel bored quickly so that it can support students' interest in learning. In good learning management must be developed based on the principles of true teaching. Must pay attention to all aspects and learning strategies, designed systematically, conceptually but practically, realistically and flexibly, both concerning problems of classroom management interactions, teaching, and assessment in teaching (Amin and Dahnial, 2021). Professional competence is the teacher's ability to plan and implement the learning process. The teacher has the task of directing student learning activities to achieve learning goals (Dahnial 2017). Learning to use a contextual approach begins with providing opportunities for students to be directly involved in the learning process. In order to stimulate the intellectual abilities and experiences of students in the process of discovering something new. According to Rusdina's opinion (2015) explains "various concepts relevant to multiculturalism, including democracy, justice and law, cultural values and ethos, unity in equal differences, ethnicity, ethnicity, ethnic culture, religious beliefs, cultural expressions, private and public domains, human rights, community cultural rights, and other relevant concepts. The learning process does not only use one way. The contextual approach does not emphasize students, but in the learning process students are involved so that the learning atmosphere is more active. The contextual approach can create students' ability to think creatively to bring up understanding of concepts, ideas, ideas & patterns and disseminate student creativity. So after making observations, researchers are interested in developing teaching materials for writing multicultural news events with a contextual approach, especially in learning Indonesian in news material. So the researchers hope that the development of teaching materials with a contextual approach can improve students' creative thinking skills in learning. Therefore, researchers will conduct research with the title "Development of teaching materials for writing multicultural news events with a contextual approach to news material for Class VI SD Negeri 017 Tambusai Utara.

## Research Methodology

The research method used is the Research and Development (R & D) method, which is the method used for development. According to Sugiyono (2013) Research and Development (R & D) as a research method used to produce certain products, and test the effectiveness of these products. The development model used in the development of this LKPD is the ADDIE model developed by Dick and Carey. This model consists of five stages, namely analysis, design, development, implementation, and evaluation. The location of this research was carried out at SD Negeri 016, North Tambusai class VI which is located at Jalan Mahato km.15, North Tambusai District, Riau Province. The time of this research was carried out in February 2022–March 2023. The population in this study were class VI students at SD Negeri 017 Tambusai Utara. The sample in this study amounted to 20 students. In this study the researchers only limited it to the development stage. Which consists of the stages of analysis (analysis), design (design), and development (development). In the first stage, namely the analysis stage, in which the researcher conducted curriculum analysis, student needs analysis, and concept analysis. In the second stage, namely the design stage, in which the researcher prepares teaching modules and then arranges product designs to be developed. In the third stage, the researcher made product assessment teaching module products, and product revisions. The research instrument used to collect data on the development of teaching materials is in the form of a questionnaire width. Which consists of validation questionnaires, teacher response questionnaires and student response questionnaires. Teaching materials that have been developed are validated by material experts, media experts and language experts Practical analysis of teaching materials by providing teacher response questionnaire widths and student response questionnaires. Test the validity of developing teaching materials with a contextual approach to news material based on the scores of material experts, media experts, and linguists. Calculating the validity test can be calculated using the formula:

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

## Information

rx<sub>y</sub> : coefficient of validity of the item score

N : the number of respondents

X: the score of certain items for each respondent

Y : total score for each student

**Table 3.1 Validity Interpretation Criteria**

No.	Percentage	Criteria
1.	1 – 1.5	Totally Invalid
2.	1.6 – 2.5	Invalid
3.	2.6 – 3.5	Invalid
4.	3.6 – 4.0	Valid Enough
5.	4.1 - 5	Valid

Source: Ihsan, H (2015)

The practicality of teaching materials with a contextual approach to news material can be obtained from the results of teacher response questionnaires and student questionnaires. And the data on the questionnaire instrument that has been filled in is then analyzed quantitatively by calculating the total score to find out the results of all indicators that will be analyzed with a formula to find out their practical value.

$$Px100\% = \frac{f}{n}$$

Information:

P = Final grade

f = Acquired score

N = Maximum score

**The practicality level of the research product is identical to the percentage score**

**Table 3.1 Practical Interpretation Criteria**

No	Percentage	Criteria
1	80% < x ≤ 100%	Very Practical
2	60% < x ≤ 80%	Practical

3	$40\% < x \leq 60\%$	Pretty Practical
4	$20\% < x \leq 40\%$	Less Practical
5	$0\% < x \leq 20\%$	Impractical

Source: Riduwan(2015)

Student responses in the development of teaching materials on news material can be identified by student response questionnaires. The presentation is obtained based on the Guttman Scale

**Table 3.2 Guttman Scale Criteria**

Answer	Information
5	Very good
4	Good
3	Enough
2	Not enough
1	Very less

Source: Sugiyono (2015)

Questionnaire result data were analyzed by:

$$\text{Percentage} = \frac{\text{Total score sum (X)}}{\text{Maximum number (Xi)}} \times 100$$

Evaluation	Interpretation Criteria
0 % - 20%	Very Not Good
21% - 40%	Not good
41% - 60%	Pretty good
61% - 80%	Good
81% - 100%	Very good

From the percentage criteria, the media is said to be practical if the average percentage of student activity is  $\geq 60\%$ .

## Results and Discussion

This research uses Research and Development (R&D) research, which uses the ADDIE model which only reaches the development stage which has been described in chapter III. The product resulting from this research is a teaching material on news material. In the development process to obtain teaching materials that are valid and practical, a Learning Implementation Plan (RPP), Student Worksheets (LKPD) and the research instruments used are prepared. The stages of developing teaching materials are through the stages of analysis, design, development, . In the first stage, namely the analysis stage, in which the researcher conducted curriculum analysis, student needs analysis, and concept analysis. In the second stage, namely the design stage, namely the researcher arranges the teaching materials to be developed. Next, the product will be assessed. The material was first validated by 3 lecturers consisting of media experts by BS and linguists by AB, material experts by RK. With an assessment of 73 with a percentage of 92.40% included in the category of valid and suitable for use. Based on the results of the media expert validation questionnaire after the revision, an assessment of 74 was obtained with a percentage of 94.87%. Based on the results of the linguist validation questionnaire with the linguist's assessment of the teaching materials, an assessment of 57 with a percentage of 95% was included in the valid category and did not need to be revised. The aim of the study was to develop student teaching material sheets using a contextual approach to news material at SD Negeri 017 Tambusai Utara. with valid and practical criteria. This research uses development research or what is called (R & D). The research obtained the resulting product in the form of a teaching module. What is contained in the teaching materials is material and also sample questions which are equipped with supporting pictures which aim to make it easier for students to understand the material, as well as practice questions which are made based on the method with a contextual approach which researchers hope students are able to think creatively. The aim of the study was to develop student teaching material sheets using a contextual approach to news material at SD Negeri 017 Tambusai Utara. with valid and practical criteria. This research uses development research or what is called (R & D). The research obtained the resulting product in the form of a teaching module. What is contained in the teaching materials is material and also sample questions which are equipped with

supporting pictures which aim to make it easier for students to understand the material, as well as practice questions which are made based on the method with a contextual approach which researchers hope students are able to think creatively. The development of teaching materials in this study was compiled and developed based on the ADDIE model where this development model was developed by Dick and Carry. ADDIE is an acronym for Analysis, Design, Development or Production, Implementation or Delivery and Evaluation which consists of five stages, namely analysis, design, development, implementation, and evaluation. But in this study, In this study, researchers limited the development and evaluation stages. In the first stage I stages analysis the researcher identified the Basic Competency (KD) as well as Competency Achievement Indicators needed in the development of teaching materials and also carried out an analysis of Student Needs. Analysis was carried out to find out the needs of students related to the teaching materials used in learning. The design stage carried out by the researcher carried out the design stage, starting from the method of making teaching materials until the teaching materials could be used. The researcher also included a questionnaire for material experts, language, media, and for students as an assessment of the teaching materials used whether they were appropriate or not to be applied in learning. At this stage (development), or what is called development, namely development with teaching modules that will be developed by means of validation, namely with experts, namely material experts, media experts, and linguists who aim to determine the feasibility and also the validity of the module. developed teaching materials. From the assessment carried out by the validation of material experts, media experts, linguists, teacher response questionnaires, and student response questionnaires, it can be concluded that the teaching materials that have been developed can meet valid and practical criteria. For teaching materials can be used to help students in the learning process. Vilification results by several experts, material expert validation by assessment of 73 with a percentage of 92.40%, validation of media experts obtained an assessment of 74 with a percentage of 94.87%, validation of linguists with an assessment of language experts on teaching materials obtained an assessment of 57 with a percentage of 95% included in the valid category and did not need to be revised.

## Conclusion

From the research conducted by the researchers, the following conclusions were obtained: (1) The results of the research are teaching materials or teaching modules, namely teaching materials to paint multicultural news events with a contextual approach. The researcher uses the ADDIE model, which is a development model by going through five stages, namely analysis, design, development, implementation, and evaluation. However, researchers only do up to the development stage. The first is carried out, namely analysis, namely by conducting curriculum analysis, and analyzing student needs. In the second stage, namely design, in which the researcher prepares a design drawing of the book. And the third, the researcher makes teaching materials in the form of teaching modules, product assessments, and product revisions (2) From the research conducted on the development of teaching materials which were assessed by material experts, media experts, and linguists, each lecturer gave an assessment and validation of 73 material experts with a percentage of 92.40%, media experts 74 with a percentage of 94.87%, and validation results of 57 linguists with a percentage of 95% (3) Based on the results of the development and discussion of the assessment of the practicality level of teaching materials, it is known from the teacher response questionnaire and student response questionnaire that the teacher response questionnaire results were 92% (very practical) and the student response questionnaire was 85.2% (very good). (4) The results of the assessment carried out by material experts, media experts, linguists, teacher response questionnaires, and student response questionnaires concluded that teaching materials meet valid and practical criteria for use in learning.

## References

- Amin, Z., & Dahnial, I. (2021). Utilization of the Kahoot-it Application as a Learning Vehicle Based on Massive Open on Line Course (MOOC) during the Covid-19 Pandemic. Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences.
- Dahnial, I. (2017). Pkn Teacher Competency Analysis in Applying Curriculum 2013 at State Middle School in Stabat Journal thematic
- Dahnial, I. (2020). Application of the Picture and Picture Learning Mode Against Environmental Education (PLH) for Improving Teacher Competence in Public Elementary Schools throughout the District stab. Social Based JournalSocial Based Journal

- Dahnial, I., Setiawan, D., & Saragi, D. (2017). The Weakness of Civic Education Teacher's Competency in Curriculum at Senior High School, Stabat, Medan, Indonesia. *British Journal of Education*.
- Dahnial, I., (2017) Analysis of Pkn Teacher Competence in Applying Curriculum 2013 at SMP Negeri Setabat.
- Hilly. 2022. Institutionalize dialogue between religious texts. Jakarta: Compass.
- Ihsan, H. (2015). Content Validity of Research Measuring Instruments: Concepts and Guide. *Rating. Pedagogy*, 13(3), 173-179
- Ministry of Education and Culture. (2014). Minister of Education and 103 of 2014 concerning Process Standard. Ministry of Education and Culture.
- Lestari, I. 2013. Development of competency-based teaching materials. Padang: Permata Academy,
- 1Mawarni.2019. Contextual Approach in Improving Wake Ruang. *Trapsila:Journal of Education: Basic* Volume.1 number. 2 1019
- Sugiyono. 2009. Quantitative, Qualitative and R&D Research Methods. Bandung:
- Sugiyono. (2015). Research & Development Methods Research and Development. Bandung: Alfabet.
- Silfi 2016. Development of Integrated Thematic Teaching Material with Problem Based Learning Model in Grade 4 Elementary School *Journal of Education*, 5 1:1
- Riduwan. (2015). Basics of Statistics. Bandung: Alfabet.
- Rusdiana, HA (2015). Education policy; From Philosophy to Implementation. Bandung; Faithful Library.