Teaching Materials Design for School Management Based on Mandailing Ethnic Leadership Values

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Abstract. This research has a purpose to develop a design as well as to test the feasibility of teaching materials for school management lessons based on Mandailing ethnic leadership values. This teaching material was developed through the integration of human values in the context of traditional leadership of the Mandailing ethnic community. The method used is a development research or R and D model ADDIE as a work step for developing the teaching materials, and specifically is limited to three stages; they are analysis, design, and development. The research results were (1) the teachers and students had problematic conditions in the implementation of learning for School Management lessons, which specifically led to a lack or absence of contextual teaching materials developed by the teachers, so that both sides agreed to develop the teaching materials lessons based on Mandailing ethnic leadership value; (2) the material design for competency development is conducted by designing teaching material concepts based on the school management competencies and the teachers' materials with the process of integrating Mandailing ethnic leadership values; and (3) validation test results show an average validation of material aspects was 89.15%, presentation was 86%, language was 88.75%, contextual was 89.95%, and graphics was 87.5%. Overall, the validation score was in the 81%-100% category, with the conclusion that the teaching materials for school management based on Mandailing ethnic leadership values are very suitable to be used as teaching materials for school management lessons at the Indonesian Language and Literature Education Study Program of Universitas Negeri Medan.

Keywords: teaching materials, school management, Mandailing ethnic, leadership value

1 Introduction

Each student must have a leadership character. Through the leadership character, they are encouraged to take initiative decisions, overcome problems, communicate wisely, and be able to work in teams effectively [1]. This leadership character development will not only have a positive impact on academic life, but also will help the students to be prepared mentally to be successful in work future. Therefore, as potential future leaders, they must instill the leadership

character values in an effort to support the development of leadership character within themselves.

In developing the leadership character, one of the important things to do is instill basic values or traits such as integrity, responsibility, proactiveness, and others. Leadership traits can be adopted and adapted through exploring the cultural values of leadership in an environment. Several previous studies [2], [3], [4], [5], [6], revealed that ethnic and cultural leadership values in society can be an inspiration for developing leadership character values for students. However, several studies stated that in several conditions found in Indonesia, leadership theory and practice still adopts leadership models that are oriented towards the western world or from outside such as Europe, America, Japan, and others. In fact, the leadership of each ethnic group within the scope of Indonesian culture has the ethical and moral values of highly virtuous leaders, which of course are oriented towards the values of local wisdom and Pancasila as the basis of Indonesian state life [7].

Ethnic leadership is one of the important efforts in developing ethnopedagogy-based learning programs. The ethnopedagogy elevates local wisdom values as an important part of the educational process through the integration of cultural values. In the increasingly dynamic escalation of social interactions due to various issues that will trigger the emergence of conflict, ethnopedagogy also places ethnopedagogy as a difference-based learning model in an effort to find unification in the differences [8]. Basically, ethnopedagogy has the following aims, they are (i) exploring the best values and experiences in providing education based on local culture; (ii) exploring core values as a socio-cultural foundation for national education; and (iii) elaborating on a patterned behavioral system as a socio-cultural context for national education [9]. Thus, educational development from an ethnopedagogical perspective does not actually change existing structures and programs, but rather renews educational practices which so far have been less than optimal in their implementation. Therefore, the nature of innovation in ethnopedagogy places greater emphasis on educational culture and culrural education.

This research makes an effort to integrate ethnopedagogy into teaching materials for school management based on Mandailing ethnic leadership (one of the ethnic groups in North Sumatra), which contains leadership concepts with local cultural values of the Mandailing ethnic group. This research was conducted on the basis of a review of the problems in school management lessons, especially in the Indonesian Language and Literature Education Study Program of Unimed. The teachers together with the science team have not been able to present teaching materials that can facilitate the students in the learning process well, starting from study program plannin, learning processes, presenting the products/projects. The problem of this study also found that the teaching materials achieved by the students do not seem to be able to effectively develop the students' skills and competencies to face the work future. Teaching materials as learning tools must be present in the learning process which in this context is one of the efforts in the process of instilling and integrating ethnic leadership character values.

To overcome this problem, this research tries to develop a teaching material through contextual learning based on the local cultural values of the Mandailing ethnic group. The development of learning materials containing local Mandailing ethnic culture is integrated into the learning materials and processes to be able to develop the students' life skills that are empowered so that they are not uprooted from the roots of socio-cultural life. Several previous studies have studied the development of teaching materials for school management such as [10], [11], [12], [13]. Some of studies have developed teaching materials for school/education management lessons and have succeeded in efforts to improve the students' abilities and skills, especially in school

management lessons. Therefore, this research attempts a new research in the context of developing teaching materials for school management courses based on Mandailing ethnic leadership values based on literature studies which has never been conducted specifically. This research develops and tests the validity of a teaching material design for school management lessons based on Mandailing ethnic leadership values. It is hoped that this research can contribute to efforts to overcome the problems in the students learning process by improving the students' competence and skills in school management lessons through the development of teaching materials..

2 Method

This research used a research and development (R&D) model and ADDIE model as a process for developing teaching material design, and is limited to three stages, they are; analysis, design, and development. This research data is in the form of; (1) Need analysis results of teaching materials for school management; (2) material design for developing course competencies; and (3) the results of the expert team's validation test which includes material, language, presentation, contextual and graphic. The data collection in this research used a questionnaire technique to analyze the need for teaching materials for students and expert validation instruments for evaluating the feasibility of designing school management teaching materials based on Mandailing ethnic leadership values. Below are the indicators in the needs analysis as a first step in the process of developing the design of teaching materials for school management based on Mandailing ethnic leadership values.

Table 1. Needs Analysis Indicators

No	Aspect	Indicator
1	Field Analysis	a) Direct learning observation b) Teachers and student interviews (regarding teaching material needs)
2	Curriculum Analysis	CPMK and teaching material in RPS
3	Student Analysis	a) Academic ability b) Knowledge Development c) Motivation and interaction
4	Enviroment Analysis	Local wisdom of Mandailing, North Sumatra

The expert validation analysis of teaching materials is based on the eligibility criteria for textbooks according to BSNP. The following is a grid table for validating the teaching materials.

Table 2. Validation Grid for Teaching Materials

Aspect	Sub aspect	Question Number
Material	Material suitability with CPMK	1,2,3
	Material accuracy	4,5,6,7,8,9
	Supporting learning materials	10,11,12
Presentation	Presentation techniques	1
	Presentation supporting	2,3

	Learning presentation	4
	Coherence and sequence of thought flow	5
Language	Straightforward	1,2,3
	Communicative	4
	Dialogic and interactive	5
	Kesesuaian dengan Perkembangan Peserta didik	6
	Suitability to the students' development	7,8
Contextual	Suitability to language rules	1,2,3
	Contextual component	4,5,6,7
Graphic	Size of teaching materials	1, 2
	Teaching materials Design	3,4,5,
	Design of the teaching materials content	6, 7, 8

The percentage of the expert validation results was obtained based on a modified Likert scale calculation as in table 3 below.

Table 3. Rating Scale

Evaluation	Scale Value
Strongly agree	5
Agree	4
Quite agree	3
Disagree	2
Strongly agree	1

The analysis of the questionnaire results was conducted quantitatively by using the following formula.

$$P = \frac{n}{N} \ x \ 100\%$$

P is the percentage of questionnaire analysis results, *n* is the total assessment score, and *N* is the maximum score obtained. The appropriateness interpretation of the Likert scale score can be seen in table 4 below.

Table 4. Criteria for Feasibility Scoring of Teaching Materials

Percentage	Feasibility Criteria	Description
81%-100%	Strongly feasible	No need to be revised
61%-80%	Feasible	Tidak perlu direvisi
41%-60%	Quite feasible	Revisi
21%-40%	Less feasible	Revisi
0%-20%	Strongly Less feasible	Revisi

3 Results and Discussion

The research produced a design of teaching materials for school management based on Mandailing ethnic leadership values. The following is a results presentation of development of the teaching material design starting from the analysis, design and development stages.

3.1 Analysis Stage

The needs analysis in the research was conducted by observing and interviewing the students, teachers and the conditions of the learning process in the school management lessons. The needs analysis is the initial stage to map out the appropriate design of the teaching materials to be developed [14]. The following is a description of the needs analysis result based on the observations.

Table 5. Observation Results of Needs Analysis

No	Aspect	Indicator	Observation Result
1	Field Analysis	a) Direct learning observation b) Teachers and student interviews (related to the teaching material needs)	a) The school management leson has a weight of 2 semester credits system (SKS). This lesson is given to the semester 5 students. The learning process is still limited to the presentations and question as well as answer activities with the material specified in the RPS. b) The teachers and students do not yet have teaching materials that contextually lead to the management teaching materials based on local wisdom. c) The students still or usually use the learning resources from books and journal articles related to the learning material. d) The teachers have not provided the teaching materials that were deliberately created to facilitate the learning in school management lessons e) The teachers and students agreed to develop teaching materials for school management lessons based on Mandailing ethnic leadership values.
2	Curriculum Analysis	CPMK and teaching material in RPS	The observations were conducted on the RPS for the Management lesson, and it was found that there were two main CPMK and 14 main learning materials.
3	Students Analysis	a) Knowledge development b) Motivation and interaction	a) The students are not yet able to understand optimally and apply the theories studied in the School Management lessons. The students' learning outcomes have also not been satisfactory. b) The students have good self-management skills. However, the communication skills and leadership abilities of each individual are still not yet developed optimally.

			c)	The students as prospective teachers have good motivation in the learning process. However, the interaction and communication process still has limitations in its implementation.
4	Environmental Analysis	Local wisdom of Mandailing, North Sumatra	a)	The students of the Unimed Indonesian Language and Literature Education Study Program come from North Sumatra with several dominant ethnicities such as Toba Batak and Mandailing.
			b)	The students are quite familiar with the local Mandailing wisdom, customs and culture as one of the ethnic groups in North Sumatra.
			c)	The students are not yet familiar with the leadership values in Mandailing ethnic customs and culture.

Based on the observations results related to the need for teaching materials, it can be concluded that the students and the teachersas respondents have problems in learning school management lessons, such as less effective and optimal learning processes, not maximizing the students' abilities and learning outcomes, and especially in this context, lacking or there are no textbooks for the lessosn that are contextually based on local wisdom. The students and teachers in this case also agreed to develop the teaching materials for school management lessons based on Mandailing ethnic leadership values.

3.2 Design Stage

This design stage is the second stage which contains designing teaching material specifications based on the needs analysis [15]. At this stage, an activity is conducted in the conceptual design of teaching materials based on school management competencies and lecture materials. The followings are details of the developing design stages for school management teaching materials based on Mandailing ethnic leadership values.

a) Collecting, selecting and analyzing Mandailing ethnic-based leadership values which will be integrated in the teaching materials developed.

b) Developing basic teaching materials based on learning outcomes in School Management courses.

c) Completing, supporting the teaching materials from various books, journals, internet, discussions and brainstorming. This is conducted by repacking information or text information or repackaging the materials developed in teaching materials.

d) Designing the teaching material products starting with an outline/framework for the content of teaching materials and writing manuscripts for teaching materials for school management lessons by paying attention to the rules for writing correct, informative and interesting BSNP books and Indonesian language rules.

e) Designing the cover design and overall teaching materials appearance which includes book size, letter size, type, color and spacing and using images that are appropriate to the topic of the teaching material.

f) Editing the teaching materials and then conducting a validation process by experts.

g) Meanwhile, the main learning material was developed from the CPMK school management lessons.

Table 6. CPMK and Learning Materials

Lessons Learning Achievements (CPMK)	Learning Materials
1) The students are able to analyze conceptually, procedures, principles and operational aspects of school-based management, which includes basic thinking, basic concepts and implementation studies.	1) Thinking foundations about school-based management
	2) Basic concepts of school-based managemen
	3) Seven pillars of school component management
2) Able to integrate and detail theoretical understanding concepts in school-based management by developing 7 pillars which include curriculum and learning management, management of educators and education personnel, student management, management of educational facilities and infrastructure, financial and financing management, public relations and school management, management school culture and environment and in application adds the values of school effectiveness and productivity which involve the roles of communication, coordination, supervision in the leadership of the school principal as an educational leader.	4) Curriculum and learning management concept
	5) management concept of educators & education personnel
	6) Student management
	7) Management of educational facilities and infrastructure
	8) Financial and financing management
	9) Management of school and community relations
	10) Management of school culture and environment
	11) School-based management implementation strategy
	12) Study of school effectiveness, efficiency and productivity
	13) Leadership in school management based on Mandailing ethnic leadership values
	14) Applying the coordination, communication and supervision in school-based management

In accordance with the concept of Mandailing ethnic leadership in teaching materials, several umpasa and umpama or proverbs in Mandailing which explain the leadership that are integrated into special learning materials in the chapter "Leadership in school management based on Mandailing ethnic leadership values". Some examples include the as follows..

Table 7. *Umpasa* and *Umpama* in Mandailing

Umpasa	Umpama
1) "*Mangarungen saluhutna sinamot ni bagi mamusuhi*" (Reading the glances is better than hating)	1. "*Lom maitutu, lom maageajun*" (Haven't jumped yet, don't know height yet). This proverb teaches not to have negative prejudices before getting to know someone or something in more depth.
2) "*Mandeha madina mandeha mabagas*". (Small steps are better than not moving)	2. "*Holong ni totong, tongtongon ni holong*" (There is a shower upstream, friendly downstream) This proverb teaches the
3) "*Manuruki mangalem mabasipu*" (Looking for	importance of being friendly and kind to

opportunities while remaining silent is wiser)

4) "*Ubung musai sineamat ilu sainang hamu tu amanguni*" (Be assured that good deeds that are not visible will definitely give good results)

5) "*Ursi hodi dileang babe-etek be naek seet*". (Take action now because time won't wait)

everyone, regardless of background or social status.

3. "*Marsilipon ma ,1 mencekam, marsilosor ma ,1 ma boru*". (When you pull out there is a stare, when you let it out it turns out there is no exit) This proverb teaches us to be careful in making decisions or actions, because what is seen on the surface does not always reflect reality.

4. "*Palimbing ma ari katikon*" (When you ask one person, don't just hear the answer from one person) This proverb teaches you to look for various points of view and opinions before making an important decision.

5. "*Hamu hamu ari aek, dicopotai tolu*"(Going on like flowing water, but you must understand that there are three obstacles.) This proverb teaches perseverance in facing obstacles that may be encountered on the journey of life.

The design concept of teaching materials for School Management based on Mandailing ethnic leadership values can be seen in the chart below.
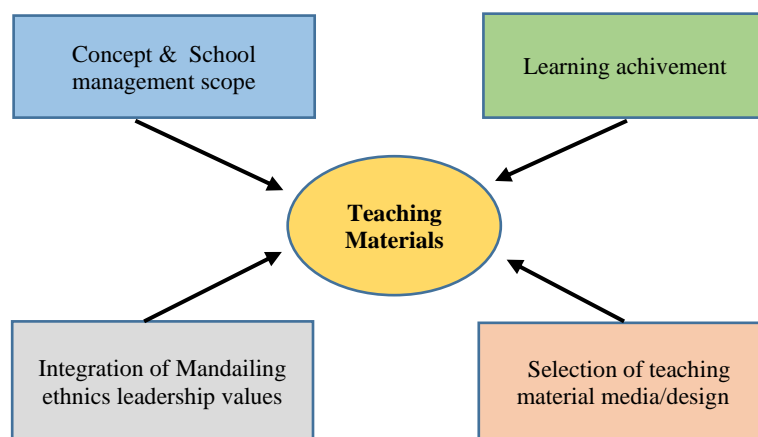

Fig 1. Concept of Teaching Materials

3.3 Development Stage

This development stage contains the realization of the teaching material product design which was previously conducted in the design stage [16]. This development stage presents finished products as teaching materials for school management based on Mandailing ethnic leadership values. This stage also presents the results of expert validation of teaching materials. The

validation was carried out by two experts with the aim of assessing the quality of the material, language, presentation, contextuality and graphics of the teaching materials being developed.

a) Teaching Material Products

Teaching materials for school management based on Mandailing ethnic leadership values were developed in book form. Teaching materials are designed in accordance with the applicable textbook writing format. The material design in the teaching materials is developed and developed through CPMK and the course learning objectives. The material in the textbook is designed based on the leadership values of the Mandailing ethnic group. The material presented in the textbook consists of several material coverage which include; (1) Foundations of school-based management thinking; (2) Basic concepts of school-based management; (3) Seven pillars of school management; (4) Curriculum and learning management; (5) Management of educators & education personnel; (6) Student management; (7) Management of educational facilities and infrastructure: (8) Financial management and financing; (9) Management of school and community relations; (10) Management of school culture and environment; (11) School-based management implementation strategy; (12) School effectiveness, efficiency and productivity; (13) Leadership in school-based management; (14) Application of coordination, communication and supervision in management. The following is a picture of teaching materials for school management based on Mandailing ethnic leadership values which includes the outside and contents of the book.

Fig 2. cover page, table of contents, and introduction of teaching materials for school management based on Mandailing ethnic leadership book

b) Textbook Eligibility

The material product for school management teaching based on the Mandailing ethnic leadership values that had been developed was then validated by two experts to assess the quality of the material, language, presentation, contextual and graphic. The values obtained from the validation results by experts will be adjusted to the established teaching material assessment criteria. From these criteria, some conclusions will be drawn whether the teaching material is appropriate or unsuitable. The following are the percentage results of expert validation of The material product for school management teaching based on the Mandailing ethnic leadership values.

<div align="center">Table 8. Percentage Results of Teaching Materials Validation</div>

Aspect	Sub aspect	Validation Values	
		Expert	Expert
Material	Material suitability with CPMK	$P = \dfrac{53}{60} \, x \, 100\%$ $= 88,3$	$P = \dfrac{54}{60} \, x \, 100\%$ $= 90$
	Material accuracy		
	Supporting Learning Materials	Average: 89,15 %	
Presentation	Presentation Techniques	$P = \dfrac{22}{25} \, x \, 100\%$ $= 88$	$P = \dfrac{21}{25} \, x \, 100\%$ $= 84$
	Presentation Supporting		
	Learning Presentation		
	Coherence and Sequence of Thought Flow	Average : 86%	
Language	Straightforward	$P = \dfrac{36}{40} \, x \, 100\%$ $= 90$	$P = \dfrac{35}{40} \, x \, 100\%$ $= 87,5$
	Communicative		
	Dialogic and Interactive		
	Suitability to the students' development		
		Average: 88,75%	
	Suitability to language rules		
Contextual	Contextual Learning	$P = \dfrac{31}{35} \, x \, 100\%$ $= 88,5$	$P = \dfrac{32}{35} \, x \, 100\%$ $= 91,4$
	Contextual Component		
		Average: 89,95%	
Graphic	Size of teaching materials	$P = \dfrac{35}{40} \, x \, 100\%$ $= 87,5$	$P = \dfrac{34}{40} \, x \, 100\%$ $= 85$
	Design of teaching materials		
	Design of the teaching materials content	Average: 86,25%	

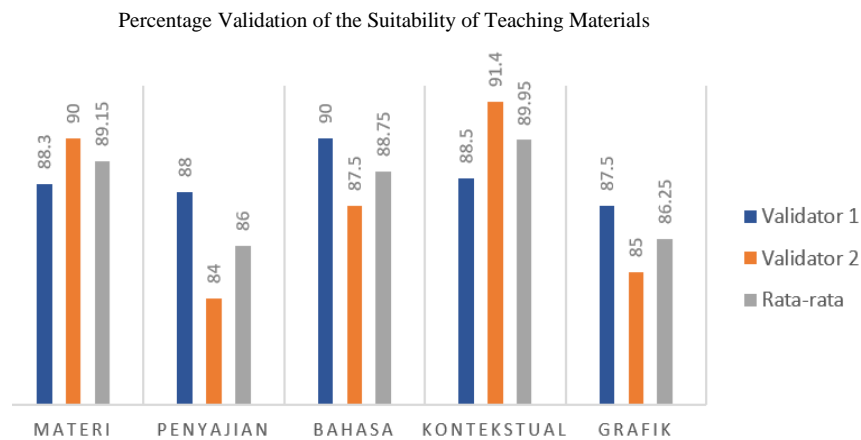Percentage Validation of the Suitability of Teaching Materials

Fig 3. Concept of Teaching Materials

Based on the table above, it is known that the average validation value for material aspects is 89.15%, presentation is 86%, language is 88.75%, contextual is 89.95%, and graphics is 87.5%. The value given by the validators is in the 81%-100% category that it is very feasible and does not need to be revised. Therefore, it is concluded that school management teaching materials based on Mandailing ethnic leadership values are very suitable to be used as teaching materials for school management lessons in the Indonesian Language and Literature Education Study Program, Unimed. Below is a graph of the results of the percentage of expert validation of teaching materials based on Mandailing ethnic leadership values.

4 Conclusion

Based on the results of the research conducted, it can be concluded; (1) analysis of teaching material needs, stating that lecturers and students experience problematic conditions in the implementation of learning for School Management courses, which specifically leads to a lack or absence of contextual teaching materials developed by lecturers, so that lecturers and students agree to develop teaching materials for the course lectures based on Mandailing ethnic leadership values; (2) material design for developing course competencies; and (3) validation test results show an average validation of material aspects is 89.15%, presentation is 86%, language is 88.75%, contextual is 89.95%, and graphics is 87.5%. The value given by the validators is in the 81%-100% category, with very decent notes. It can be concluded that school management teaching materials based on Mandailing ethnic leadership values are very suitable to be used as teaching materials for school management lessons in the Indonesian Language and Literature Education Study Program, Unimed.

This research attempts to develop a design for school management teaching materials based on Mandailing ethnic leadership values. It is necessary to develop teaching materials by integrating local wisdom values from other cultures both within the scope of North Sumatra and Indonesia. As a teacher, it is also important to develop teaching materials in other types and media that can actually improve the quality of student's' learning outcomes and skills

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