

Development of Folklore Text Teaching Materials Based on Differentiated Learning for Class X Vocational High School Students

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Abstract. This study aims to produce teaching materials based on differentiated learning for Class X SMK Negeri 2 Binjai. The research method used is the Research and Development research and development method which refers to the Borg and Gall model. The development stages are the initial study phase, initial product development, and product trials. The results showed that the validation results of material experts obtained an average of 87.5 in the "Very good" category. The effectiveness of teaching materials is obtained through student learning outcomes on the pretest and posttest. the average score at the pretest is 52 and at the posttest is 76. This proves that differentiation-based learning-based folklore materials are feasible, systematic and effective for use in class X students of SMK Negeri 2 Binjai. This research has implications for the Indonesian language learning process, namely teaching materials based on differentiated learning that are developed to make a practical contribution, especially in the implementation of the learning process for teachers, teaching materials in the form of this module can be additional teaching materials to provide convenience in conveying the folklore material being taught, enriching and increase students' knowledge about folklore so that learning will be more interesting and motivate students, train students to learn independently.

Keywords: teaching materials, folklore, differentiation

1 Introduction

Whether we realize it or not, currently there are some teachers who often compare students in terms of their learning achievement without seeing as a whole how emotional, social, psychological, physical, and other developments are. As an educator, you must have encountered a situation where there are students who are different from other students, in terms of learning methods, learning abilities, or learning interests. Realizing this, as a teacher should understand that each student has their own way of learning. This certainly aims to improve children's learning outcomes so that they are more optimal.

In response to this, every educator should be more familiar with each of their students so they can determine the right learning strategy, namely a differentiation strategy to increase students' learning opportunities. Differentiated learning applies a variety of learning methods to meet the needs of each student personally starting from learning styles, interests, and mastery of the teaching field. To implement it, in the early stages a diagnostic assessment is carried out to determine students' interests, talents, and learning needs.

Differentiated learning aims to instill equal learning for all students so that there are no learning gaps between achieving and non-achieving students. In addition, in the process PB is made in such a way that every student feels challenged to learn.

In KBM (Kegiatan Belajar Mengajar = teaching and learning activities) students need teaching materials in the implementation of learning. Teaching materials are needed when learning activities become a guide for teachers. Without teaching materials, teachers will find it difficult when carrying out learning processes and objectives.

The use of appropriate teaching materials in Indonesian lessons is very important because it can facilitate the needs and learning styles of students. However, the reality is that all this time the teacher thinks that all students have the same learning style so that the teacher only makes one teaching material without paying attention to the diverse learning needs of students (Prasasti, 2019). In this regard, the research produced teaching materials for folklore texts (saga) for students of class X (ten) of Vocational High Schools. In K13 for the field of Indonesian studies, both SMA and SMK are given the same material so that SMK students' abilities in these subjects, especially folklore, can be honed. Besides that, it can also foster students' local wisdom insight so they can love their culture more.

The development of teaching materials for folklore texts that have not been optimal can become an obstacle in the student teaching and learning process. At present there is no reference in the preparation of teaching materials for folklore texts (saga) based on differentiation learning for class X (ten) students of Vocational High Schools, causing teachers to not be optimal when developing teaching materials. This is the reason for the teacher's difficulties when choosing teaching materials that can facilitate the needs and learning styles of students. Students and educators only use the textbooks provided by the Ministry of Education and Culture when studying. The folklore texts in the student and teacher textbooks do not contain elements of local wisdom that are able to foster love for their region. The folklore presented did not originate from North Sumatra and was still very limited in use in previous textbooks. This is not wrong, but contextual learning that is closer to students is recommended to meet the learning needs of students.

Learning literature in class X (ten) Vocational High Schools with learning folklore is a depiction of the community environment that is so related to the culture and social values of society. As a type of oral literature, it has quite a lot of benefits, both for students and the surrounding community.

Folklore contains educational and moral values (Prasasti, 2019). Folklore, namely stories originating from the community, usually conveyed orally and passed down from generation to generation in society, in the past it became a means of moral formation, besides that it also contained local wisdom, traditional scholarship, moral messages, cultural values. So learning

about folklore must be developed so that students can gain insight into local wisdom in the surrounding area.

So far, a differentiated learning model has not been found to be applied to regular schools. Around 2019 it has begun to be implemented in Indonesia and even then only in schools with special needs. Based on observations, it is not only children with special needs who need more attention. It turns out that normal regular school children also have diverse characteristics and interests. Simply put, differentiation learning is a series of common sense decisions made by educators that are oriented towards the needs of students (Marlina, 2020). Not only in inclusive schools, this differentiated learning is very appropriate if applied also in regular schools.

Research on the development of folklore text teaching materials (hikayat) is designed to accommodate students' learning needs according to their learning style. In addition, it also facilitates teachers in learning so that basic competencies and learning objectives can be achieved. The research begins by mapping the learning styles of students who tend to be kinesthetic, audio, or visual, or audio-visual by administering a questionnaire which will then be used as a basis for preparing appropriate teaching materials.

The selection of texts from the folklore of North Sumatra is packaged so that students get the local wisdom values of the local culture to foster a sense of love for the homeland, especially the area where the community lives. It can also motivate and uplift students' enthusiasm in learning folklore texts (saga). So, the researcher is interested in researching with the title "Development of Folklore Text Teaching Materials Based on Differentiated Learning for Class X Vocational High School Students".

2 Theoretical Basis

2.1 Teaching Materials

Teaching materials include all forms of materials used to assist teachers when implementing classroom learning. This material can be written or not written (Ahmadi, 2011: 159). Teaching materials are a set of learning materials referring to the curriculum used to achieve predetermined competency standards (Lestari, 2013: 2). Teaching materials are all materials (tools, information, and text) that are arranged systematically, and show a figure of competence that is used and mastered during the teaching and learning process through planning purposes to examine the implementation of learning. Examples of books, modules, LKS (Lembar Kerja Siswa = Students Worksheet), interactive and others (Andi Prastowo, 2016: 17).

Learning resources are defined as information that is presented and stored in various media, which can help students when learning becomes part of the curriculum. Has unlimited forms in the form of video, print, or combination devices that can be used by both students and teachers (Majid, 2007: 170). Teaching materials are a set of materials with learning material content designed to achieve learning objectives. Teaching materials are tools needed by educators in planning and implementing learning. This opinion is complemented by the

statement that teaching materials are learning materials that are arranged in a coherent manner, which are used by teachers and students when teaching and learning activities in class (Andi Prastowo, 2016: 17)

In its use the teacher must first adjust the type of material that is in accordance with the material that will be studied and the curriculum used. As for the types of teaching materials, namely (Sofan Amri and Iif Khoiru Ahmadi, 2010: 160):

1. Teaching materials (visual) are various materials that already exist on paper with the function of conveying information. This type includes printed materials, for example: books, modules, LKPD (Lembar Kerja Peserta Didik = Student Worksheets), photographs and non-printed materials, for example mockups.
2. Teaching materials for hearing (audio), are all systems that use direct radio signals that can be heard by both individuals and groups, for example: Radio and CDA
3. Teaching material for hearing (audio visual) is something that allows audio signals to be combined with visual images in a sequential way, for example: VCD
4. Teaching material (interactive teaching material) is a combination of the two media in which the wearer is manipulated and given treatment in controlling a presentation natural behavior command such as: compact disk interactive web-based teaching material.

2.2 Modules as Teaching Materials

Daryanto (2013: 9-11), develops in the process of producing a module product to increase learning motivation, then in developing modules one must pay attention to the characters needed by the module.

- a. Self instruction is the most important characteristic in a module, through this characteristic it allows individuals to learn independently and not depend on other parties.
- b. Self contained is the entire required subject matter contained in the module. The goal is to provide an opportunity for students to learn about their learning material to completion, because the learning material will be packaged in a unified whole.
- c. Stand alone is a characteristic that does not depend on other media. and does not have to be used in conjunction with other teaching materials.
- d. Adaptive means that the module can adapt itself to the development of science and technology.
- e. Friendly/familiar (user friendly) with the fulfillment of user friendly methods or modules that are friendly to its users. Each instruction as well as the presentation of information that is of a nature to provide assistance and make it easier to use when responding and making access according to his wishes. Use of language that is simple, easy to understand and uses general terms.

The aim of compiling modules is to provide teaching materials that are tailored to the demands of the curriculum and the needs of students, to provide opportunities for each student to achieve the planned learning goals according to everyone's abilities and teaching and learning is more student-centered.

2.3 Differentiated Learning

Differentiated learning is actually not new in the world of education. A sense of caring for students by paying attention to the strengths of students as the main focus of differentiating learning attention. Learning profile that accommodates the learning needs of students. Differentiated learning requires teachers to pay attention and take action in meeting the special needs of students. Differentiation learning can make educators see their learning from many perspectives.

There are several theories about differentiation learning, namely as follows.

1. Based on Tomlinson's opinion, differentiated learning mixes all differences in order to obtain the information needed to make ideas and express them according to the material being studied by students (Suwartiningsih, 2021).
2. Based on Dede Iskandar's opinion, differentiation learning is learning that focuses on the material being taught to students with the function of measuring students' readiness to interpret material information during the teaching and learning process which is taken into consideration in lesson scenarios (Iskandar, 2021).
3. Based on Kamal's opinion, differentiation learning is learning that focuses on students by modifying and adapting assessments according to the level of student understanding (Kamal, 2021).

Based on the three opinions above, it can be seen that differentiation learning is learning that directs and focuses on students with a focus on creating learning content that suits students' needs by paying attention to the process of students' ability to obtain and process information obtained based on the material taught during the teaching and learning process.

Differentiation learning allows educators to view learning from multiple perspectives as a cyclical process of finding out about students, responding to their learning according to the differences that exist. When educators learn about diversity, a professional, efficient and effective teaching and learning process will be easily realized. Differentiation learning corresponds to the modification of the four elements namely: content, process, product, and learning environment.

Based on the previous explanation, it can be concluded that differentiated learning is a series of efforts made by teachers to meet students' learning needs so that with various differences in terms of attitudes, interests, and student learning readiness profiles that are carried out in order to optimize learning.

2.4 Saga Text.

Based on the etymological opinion of Hava (Pertiwi, 2009: 46), the word Hikayat comes from the Arabic "Hikayat" which means, story, fairy tale. The saga comes from the Arabic "Haka", meaning to tell, to mention something to another individual.

Then, Sudjiman (2006: 34) explains that hikayat is a type of ancient Malay literature that is a heroic depiction that is full of meaning, historical stories and the biography of a character. So the conclusion is that the saga is a classic Malay fiction story that tells of a great figure with a role model so that positive values can be learned as a reflection of life.

Saga is folklore. So it's good to understand folklore. are things that are told orally and passed down from generation to generation in an area. There are various types of folklore. However, all of them have a similarity that overshadows the story, that is, anonymous means it is not clear who wrote it. Furthermore, it is accompanied by themes that influence local culture and certain regional backgrounds.

3 Framework of thinking

This development research thinking framework is based on educator problems in adding teaching materials that focus on discussing folklore text material (saga) according to the revised 2013 curriculum edition. The teaching materials in question are in the form of modules with a differentiated learning basis.

This module was developed through several stages. The first stage is needs analysis, Second, product design. Third, the stages of product development. Fourth. Product implementation stage. Fifth, evaluate the final product, below is a chart of the product development framework.

4 Research Methods

This type of research is Research and Development to compile teaching materials for folklore texts based on differentiation learning in Class X Vocational High Schools. According to Tegeh et al (2014: 7), research and development is a way of producing and developing a result in the form of media, materials, models or learning tools, as learning solutions in class, and not to test a theory.

The teaching materials developed were analyzed through validation with material and design experts, then converted with an assessment rubric developed by researchers by adapting expert opinions. the assessment refers to the criteria of teaching materials for folklore texts based on differentiation learning.

5 Discussion

The results of the analysis of the data obtained from the trial results show: (1) the process of developing teaching materials for folklore texts based on differentiation learning developed for class X students of SMKN 2 Binjai; (2) the feasibility of teaching materials for folklore texts based on differentiated learning developed for class X students of SMKN 2 Binjai; and

(3) the effectiveness of teaching materials for folklore texts based on differentiated learning developed for class X students of SMKN 2 Binjai.

The research and development process starts from preliminary studies, initial product development and trials. In the preliminary study stage, a needs analysis took place through a questionnaire to 2 teachers and 30 students at SMKN 2 Binjai. This needs analysis is carried out to see the needs of students and teachers, collect information and solve problems related to the use of teaching materials in schools.

Based on the needs analysis, information was obtained that folklore in class X (ten) Vocational High School, it was seen that the students lacked enthusiasm when learning folklore. The students tend to ask the meaning of the archaic nature in the student book. In addition, the teacher also presents folklore that is not originally from North Sumatra and only discusses stories contained in student books so that the insight into local wisdom that is imprinted on students is less extensive.

Identification results obtained that learning in the classroom has not experienced much change. Educators in the classroom still use a teaching and learning system that makes all students the same and does not see the variety of abilities they have. The teacher only teaches one student in one class, while in one class the average consists of 36 students. Of course, every student has uniqueness, different abilities, and a variety of learning experiences. This results in students feeling bored and even very few who have good learning motivation. For this reason, a differentiation-based learning model is needed to answer the diverse needs of students.

The initial product development stage was teaching materials in the form of modules with story text material. Reference). In learning activity 1 basic competence 3.7 identify the values and content contained in folklore (saga) both orally and in writing with 3 indicators identify the main content of the saga in their own language;

The feasibility of teaching materials contains four assessment components, namely content feasibility, presentation feasibility, language feasibility and graphic feasibility. The components of content feasibility, presentation feasibility and language feasibility were obtained based on material expert validation, while graphic feasibility was obtained based on the design expert validation results.

In the Material Presentation Aspects sub-component, there are 5 assessment indicators, namely the depth of the content of the material as much as 87.5% which is classified as Very good, the suitability of the language is as much as 87.5%, the suitability of the practice questions with the material with an average percentage of 87.5%, Facilitates understanding of the content material as much as 75% and the clarity of practice questions as much as 87.5% which is classified as very good. In the sub-component of Material Presentation Aspects, 87.5% were classified as "Very Good". In the sub-component aspect of presentation of the material on the indicator Facilitate understanding of the content of the material by 75% because the two respondents gave a value of 3 each and based on suggestions from respondents in general it still needs improvement so that it is in line with the objectives of the module being easy to understand and communicative and the material needs to be made practical.

In the material quality aspect sub-component, there are 4 assessment indicators, namely clarity of material content of 87.5% which is classified as very good, material content of 87.5%, suitability of questions with material of 75%, and suitability of material and questions with KD of 87, 5%, in the material quality aspect sub-component as much as 84% is classified as "Very Good". In the sub-component of the Material Quality Aspect, the indicator of the suitability of the questions with the material was 75% because the two respondents gave a value of 3 each and based on the suggestions from the respondents, it was necessary to add practice questions to increase student understanding.

In the various language sub-components, there is 1 assessment indicator, namely the use of language in explanations with an average percentage of 100% which is classified as very good. In the third sub-component, a total percentage of 100% is obtained which is classified as "Very Good".

In the first sub-component, 87.5% are classified as "Very Good". In the second sub-component, 84% are classified as "Very Good". The third sub-component reaches 100% which is classified as "Very Good". The results of the average percentage of all sub-component aspects of language reached 87.5% which was classified as "Very Good".

The effectiveness of teaching materials for folklore texts based on differentiation learning is based on student learning outcomes through writing tests on folklore texts based on differentiated learning. This test is intended to see the extent to which students understand in writing folklore. This test took place on 30 students of SMKN 2 Binjai. This test also takes place in two steps, namely pretest and posttest. The pretest will produce data on student scores before the use of the module has not resulted in a complete grade. This is obtained from the average value of 52 which is classified as "adequate". Individually, out of 30 students, only 2 had a complete grade which was classified as "Good". The remaining 28 students scored below the completeness which was classified as sufficient. The factor of this incompleteness is the lack of understanding regarding the stages in writing folklore texts and information about the characteristics of folklore, apart from being constrained in writing folklore texts according to structure.

Student learning outcomes are known to increase with the average student score before using the module (pretest), namely 52 and after using the module (posttest), namely 76 with a very significant difference in increase, namely 24%. This statement is also supported by (Carol Ann Tomlinson & Moon, 2014); (Carol Ann Tomlinson, 1999) mentions learning as accommodating, serving a variety of students to learn according to their readiness and interests. Concern for students to pay attention to their needs as the main focus of this learning.

The increase in learning outcomes is evidence that differentiated learning-based modules are effective when used by teachers and students in class. Thus, there are differences in results with differentiated learning-based modules. So it can be concluded that the folklore text module based on differentiated learning is effective and feasible to be used in Indonesian language lessons on folklore text material.

6 Conclusions

From the results of the formulation of the problem, research objectives, research results and discussion in developing differentiated learning-based folklore text modules on folklore text material, it can be concluded in several points, namely: (1) the stages of compiling folklore text modules based on differentiated learning are passed in three steps namely preliminary studies, initial product development to product trials. The preliminary study includes a needs analysis for students and teachers. The results of the needs analysis show that 100% of teachers and students at SMKN 2 Binjai need supporting modules for Indonesian language lessons. The initial product manufacturing stage was carried out by designing the product and validating it with 2 material experts, 2 design experts. After going through the validation process, the product is declared fit for testing. In the third stage, it contains product trials starting from individual trials, small group trials and limited field trials. The individual test got an average percentage of 86 which was classified as "Very good", the small group test obtained an average percentage of 87.4 which was classified as "Very good". Limited field tests obtained an average percentage of 88.3 which was classified as "Very Good". Judging from the data, the resulting modules are feasible for students and teachers.

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The development of a folklore module based on differentiated learning for class X students of SMKN 2 Binjai has passed the requirements and is suitable for use as an independent module for students. Material validation gets an average of 87.5 which is classified as "Very good". In the graphical evaluation, the design experts got an average of 88.7% which was classified as "very good". The development of folklore text modules based on differentiated learning is classified as effective from student learning outcomes in writing folklore. At the pre-test, the averages obtained were 52 and 76 at the time of the post-test with a difference of 24 which stated that lessons using folklore text modules with better differentiated learning than before.

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