

Development of Listening Teaching Materials based on Literature “Love Animal And Plants”

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Abstract. The research method used is a research and development method that refers to the 4-D model which includes four stages, namely the definition, design, development and dissemination stages. The results showed that 1) The results of the needs questionnaire that had been distributed showed that the respondents had never used teaching materials for listening skills based on literacy in the sub-theme of loving animals and plants. 2) material expert validation includes, audio learning media validation, and learning design expert validation. The validation of the learning design got an average score of 88.33% with the criteria of "very good" and the results of the validation by material experts got an average score of 92.96% and the validation of the audio learning media got the results of 93, 26% in the "very good" category. 3) Trial of learning products in the form of developing listening skills teaching materials based on the sub-theme of loving animals and plants to respondents of 32 students consisting of 3 class teachers who got an average result of 80.59% in the "good" category.

Keywords: teaching materials, conference skills, literacy

1 Introduction

Talking about the quality of education cannot be separated from the role of literacy. Literacy cannot be separated from the world of education. Literacy is a means for students to understand, recognize, and apply the knowledge gained in school. Without literacy, students cannot acquire the knowledge taught at school. Literacy is simply defined as the ability to read and write, recognize them by being literate or literate. In Law No. 3 of 2017 concerning the literacy bookkeeping system, it is defined as the ability to interpret information critically so that every human being can access science and technology as an effort to improve the quality of his life. Unfortunately, the literacy culture in Indonesia is still relatively low. Lack of interest in reading, technology literacy, media literacy, information literacy are still less favored by the Indonesian people, especially for students.

The Ministry of Education and Culture (2006) stated that the reading literacy test in PISA (The Program for International Student Assessment) showed the results of a survey in 2015 on science competence, from 382 points in 2012 to 403 points in 2015. In mathematics competence increased by 275 points in 2012 to 386 points in 2015, while reading competence has not shown a significant increase, from 396 years in 2012 to 297 points in 2015. Therefore, the Ministry of

Education and Culture has developed a school literacy movement that involves all stakeholders in the field of education, starting from the provincial level to the education unit.

In fact, literacy-based listening skills in State Elementary Schools 105270 Puji Mulyo Kec. Sunggal Kab. Deli Serdang has not yet reached its maximum goal. Researchers see that the literacy ability of students in schools is still relatively low. The lack of motivation of students in listening and the lack of teaching materials for listening skills are the main triggers and tend to rely on government books.

Responding to this problem, researchers are encouraged to develop existing teaching materials with the theme of loving animals and plants as supporting literacy for students to be more innovative and increase the enthusiasm of students in literacy. Learning Indonesian language material in elementary schools is inseparable from social values, therefore researchers develop teaching materials with the sub-theme of loving animals and plants so that students can protect and preserve nature and love fellow living creatures for the common good.

Researchers will design an existing teaching material with the theme "loving animals and plants" as a support for literacy-based listening skills in schools to improve the listening quality of students at State Elementary School (SD) 105270 Puji Mulyo Kec. Sunggal Kab. Deli Serdang Mulyo Kab. Deli Serdang. Researchers designed teaching materials with the subtheme "Love Animals and Plants" as literacy support to produce teaching materials that are suitable for use by teachers and students in learning that are in accordance with the needs and level of reasoning of students in thinking and developing students' reading skills as early as possible.

Based on the above background, the formulation of the problem in this development research is: (1) How is the development of teaching materials "Love Animals and Plants"? (2) How is the feasibility as a teaching material for "Love Animals and Plants"? (3) How is the effectiveness of using teaching materials "Love Animals and Plants" ?.

The operational in this study is as follows:

1.1 Definition of Development

According to Seels & Richey (Suman 2012: 12) development means the process of translating or presenting design specifications into the form of special features. Specific development means the process of producing learning materials. Meanwhile, according to Tessmer and Richey (2012: 23) development is a focus not only on needs analysis, but also on broad issues of contextual early and final analysis. Development aims to produce products based on various field test findings.

1.2 Understanding Teaching Materials

According to the National Center for Competency Based Learning (2015:16), teaching materials are all forms of materials used to assist teachers or instructors in carrying out the learning process in the classroom. Another opinion was also expressed by Gafur (2015: 17) that teaching materials are cognitive, affective and psychomotor which must be taught by teachers and learned by students. The teaching materials contain subject matter that must be mastered by the teacher and delivered to students.

1.3 Understanding Listening

Listening is a process of listening to oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture the content or message and understand the meaning of communication that has been conveyed by the speaker through speech or spoken language (Tarigan, 2008: 31).

1.4 Definition of Literacy

In simple terms, literacy or literacy is another term for functional literacy is a person's ability to read, write, count, speak, identify and examine and understand a problem. According to the KBBI (2019: 123), literacy is something related to writing. In today's context, literacy has a very broad definition. Literacy means being literate in technology, politics, data, critical thinking and being sensitive to the environment. In the modern thinking paradigm, literacy can be interpreted as the ability to reason to articulate all phenomena through letters by reading and writing.

1.5 The theme of Loving Animals and Plants

This 3rd grade student's book Theme-2 Loving Plants and Animals describes a learning process that will help students achieve each competency in learning. Through integrated thematic books, active, creative and challenging learning is created and encourages students to think critically based on noble values.

2 Methods

The type of research applied in this research is R&D (research and development) or the type of research and development, namely research methods in the form of development of teaching materials/materials. This development research was carried out at the State Elementary School (SD) 105270 Puji Mulyo, located in Srigunting Village, Sunggal District, Deli Serdang Regency. N The population in this study were all third grade students at SDN 105270 Puji Mulyo. Students are divided into one study group of 32 students. Regarding the sample used in this study, a group of students, namely class III, amounted to 32 students. The data collection instrument in this development is a tool to assess the product being developed. The main instrument used when collecting data in development is a questionnaire instrument,

The data analysis technique in this development is to explain all the opinions, inputs, and responses of respondents obtained from the previous questionnaire.

2.1 Product Effectiveness Analysis

The effectiveness of the developed module is based on the learning outcomes of students. This analysis is based on the KKM. The KKM for listening skills on the theme of loving animals and plants is 73. The module is considered valid if 75% of students' learning outcomes reach the specified criteria.

- a) To be able to measure student learning completeness, the following formula is used:

$$Effective\ score = \frac{Total\ score}{maximum\ score} \times 100 \quad (1)$$

- b) Grouping students' mastery of listening skills on the theme of loving animals and plants according to the following 4 scale conversion.
- c) Determine the average value of listening skills on the theme of loving animals and plants. Nurgiyantoro (2001: 301) determined the formula used to calculate the following average

The assessment qualification criteria serve as a guideline and basis for determining the level of validity and the basis for making decisions regarding the revision of media and teaching materials.

If it reaches the criterion value of 75 out of all the indicators in the validation evaluation questionnaire from media experts, material experts, language studies teachers and third grade students in this development, then it is declared valid. If it still doesn't reach the validity criteria, it will be corrected/revised.

3 Results And Discussion

The research carried out is research and development by applying the 4-D method which undergoes four stages of research, namely definition, design, development, and dissemination. The product produced by this research is a Literacy-based Loving Animals and Plants Module. The development of literacy-based listening skills modules is carried out by developing existing modules but modified and innovated with literacy-based renewals according to the needs and demands of the curriculum.

3.1 The Process of Developing Listening Ability Based Literacy Module Subtheme Love Animals and Plants

Define. The results of the initial analysis in the development of the literacy-based listening ability module for the sub-theme of loving animals and plants at the State Elementary School 105270 Puji Mulyo obtained the fact that learning to listen to the sub-theme of loving animals and plants does not meet literacy so that the listening ability of students is not optimal. Therefore, literacy-based listening skills are needed that can increase students' motivation in listening and student learning outcomes. Based on these facts, it is expected that students will obtain literacy-based listening skills teaching materials that can improve students' listening skills through literacy-based teaching materials for the sub-theme of loving animals and plants.

Design. After getting the problem from the definition stage, the next stage is the design stage. This design stage aims to design a product in the form of a literacy-based listening skill module to love animals and plants which contains the development of reading materials related to animals and plants as creatures and plants that must be maintained and cared for. This design stage is the initial design

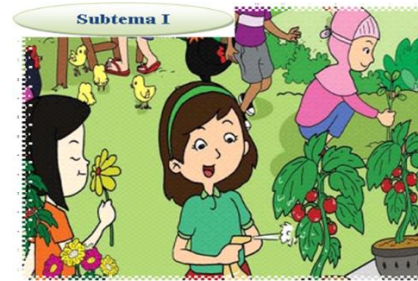


Fig. 1. Display cover of the Literature



Fig. 2. Display of Mind Map of the Literature

1. Memberi pemahaman pada siswa tentang pemanfaatan penggunaan bahan ajar
2. Membantu siswa dalam memahami konsep dan menjawab kendala-kendala yang ditemui dalam proses belajar
3. Membantu siswa untuk menentukan dan mengakses sumber belajar lain yang diperlukan untuk belajar
4. Mengorganisasikan kegiatan belajar kelompok jika diperlukan untuk diskusi
5. Mencatat pencapaian kemajuan belajar siswa
6. Melaksanakan penilaian
7. Menjelaskan kepada siswa bagian yang perlu untuk didiskusikan lebih lanjut.



Tahukah kalian, menyayangi lingkungan adalah perilaku terpuji dan tanpa kalian sadari hewan dan tumbuhan sangat bermanfaat untuk keberlangsungan hidup kita. Mengapa demikian?, karena lingkungan memengaruhi tumbuh kembang dan keberlangsungan semua makhluk hidup yang saling berkaitan dan saling membutuhkan. Nah, pada tema 2 ini kita akan diajak untuk menggali informasi mengenai hewan dan tumbuhan di sekitar serta kebermanfaatannya bagi kehidupan manusia. Harus kalian tahu, begitu banyak manfaat hewan dan tumbuhan pada kehidupan manusia. Untuk itu, sudah sepatutnya kita menyayangi hewan dan tumbuhan terutama di sekitar kita.



Jawablah pertanyaan ini dengan benar!

1. Siapa yang merasakan kelaparan?
2. Apa yang dirasakan perempuan itu ketika memetik buah manggis?
3. Tuliskan perilaku baik pohon manggis kepada perempuan itu!
4. Apa pesan dari dongeng tersebut?
5. Apa alasan perempuan itu kembali lagi menemui pohon manggis?



Fig. 3. Content of Literature

Develop. This development stage aims to produce products in the form of modules that have been revised based on expert input and trials to students. Validation is the process of requesting approval or validation of the conformity of the module with the need to obtain recognition of the conformity, so validation needs to be carried out by involving experts who are experts in the relevant fields in the module. Module validation aims to obtain acknowledgment or validation of the suitability of the module to the needs so that the module is feasible and suitable for use in learning. Validators are selected according to their respective expertise, for example, substance experts from industry for module content or material, linguists for language use, instructional method experts for instructional use in order to get comprehensive and objective input and media experts for attractiveness.

Dissemination. After a limited trial and the instrument has been revised, the next stage is the dissemination stage. The purpose of this stage is to disseminate the product in the form of a module. In this study, only limited dissemination was carried out, namely by disseminating and promoting the final module product in a limited way to class III State Elementary School 105270 Puji Mulyo.

3.2 Feasibility Implementation of Literacy-Based Listening Ability Module Validation

Material Expert Validation Results. The results of the questionnaire showed that the aspect of the feasibility of presenting teaching materials for listening skills based on literacy, loving animals and plants was declared "Very Good" with an average percentage of 96.15%. This means that the presentation of the material in the teaching materials is declared feasible because it is above 75%. The presentation of the material is declared inappropriate if the average score is below 75%.

Table 1. Validation Result of Material

No	Answer	Score
A	Very good	$81\% \leq X \leq 100\%$
B	Well	$61\% \leq X \leq 80\%$
C	Currently	$41\% \leq X \leq 60\%$
D	Not good	$21\% \leq X \leq 40\%$
E	Very Not Good	$0\% \leq X \leq 20\%$

Design Expert Validation Results. Design expert validation was carried out by a lecturer at the State University of Medan. The assessment of this design is carried out to improve the quality of the display of literacy-based listening skills teaching materials to love animals and plants. The results of the validation by design experts showed that listening skills teaching materials based on aterial literacy sub-theme love animals and plants were in the "Very Good" category with an average percentage of 88.33%.

Table 2. Validation Result of Design

No	Answer	Score
A	Very good	$81\% \leq X \leq 100\%$
B	Well	$61\% \leq X \leq 80\%$
C	Currently	$41\% \leq X \leq 60\%$
D	Not good	$21\% \leq X \leq 40\%$
E	Very Not Good	$0\% \leq X \leq 20\%$

The Effectiveness of Literacy-Based Listening Skills. That the learning outcomes of students before using literacy-based listening skills obtained an average score of 70.81 with the category "Good Enough" meaning that the scores achieved by students needed to be further improved, meanwhile, student learning outcomes after using literacy-based listening skills teaching materials obtained an average score of 80.59 with the "Good" category, meaning that the students' scores were better than before.

After receiving learning by using teaching materials for literacy-based listening skills, student learning outcomes before and after using these teaching materials experienced a significant increase, namely 9.53. It is known that the average score of students before (pretest) using

teaching materials is 70.68 and the average score after (posttest) is 80.21. The following is the average value of the pretest and posttest.

Table 3. Result

No	Group	Average	Value Difference
1	Pretest	70,81	9,78
2	Posttest	80,59	

The table above shows the difference in the difference between the pretest and posttest scores obtained, namely 9.78 with an average pretest of 70.81 on the "good enough" criteria and the posttest average of 80.59 on the "good" criteria. It can be concluded that learning using teaching materials for listening skills based on literacy loving animals and plants can improve student learning outcomes in Indonesian subjects. To be clearer, the results of obtaining empirical graph data can be seen in the following figure.

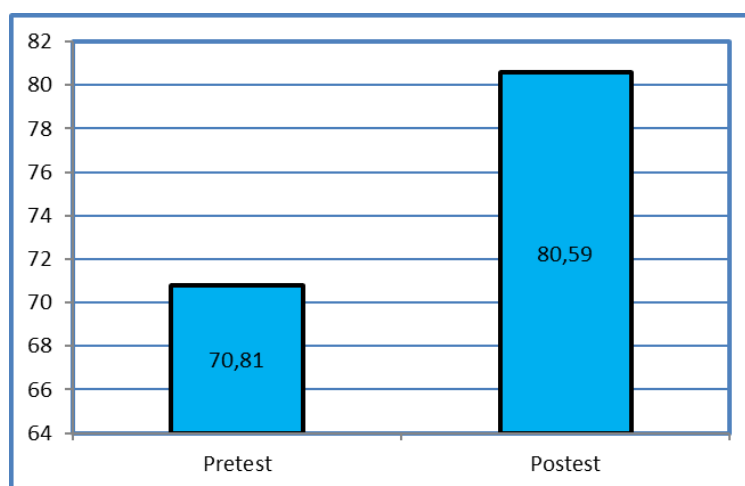


Fig 4. Diagram of Pretest and Posttest

4 Conclusion

Based on the formulation of the problem, research objectives, results and discussion of research and development of literacy-based listening skills teaching materials for the sub-theme of loving animals and plants by class III SDN 105270 Puji Mulyo that this research and development is effectively used and can improve student learning outcomes based on student learning outcomes educate. The results of the validation of design experts, material experts, and learning media experts are suitable for use. In addition, a questionnaire analysis of the needs of teachers and students was also conducted to meet the development needs of literacy-based listening skills teaching materials.

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