

# Development of Teaching Materials for Fable Texts Assisted by Animated Films for Class VII Students of SMP Swasta Katolik Assisi Medan T.P 2021/2022

Kayani Panjaitan<sup>1</sup>, Khairil Ansari<sup>2</sup>, Malan Lubis<sup>3</sup>

{kayanipanjaitan@gmail.com<sup>1</sup>, khairil728@unimed.ac.id<sup>2</sup>, lbsmalan@gmail.com<sup>3</sup>}

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**Abstract.** Teaching materials are all forms of tools used to assist teachers in carrying out teaching and learning activities. The teaching materials used by teachers will affect the achievement of students in achieving learning objectives. This study aims to produce teaching materials for modules assisted by animated films in fabled text learning in grade VII students of SMP Swasta Katolik Assisi Medan. Data analysis through questionnaires shows that students still depend on books produced by Kemendikbud with material content that has not been adapted to the local area of students and the teaching materials used are less innovative, creative and contemporary. The use of animated films can help visualize abstract material in an interesting way This is evidenced by the effectiveness test using the Gain Test on the animated film-assisted fable text module with an average pretest score of 60.94 students with the lowest score of 45 and the highest score of 70. Meanwhile, the average posttest score of students was 83.44 with the lowest score of 75 and the highest score of 95. Based on these data, it can be concluded that the fable story text module assisted by animated films is feasible and effective for use in learning to improve student learning outcomes, especially in fable text materials.

**Keywords:** module, fabled text, animated film

## 1 Introduction

Education always adjusts to the pace of development of science and technological innovation, so that it remains relevant and contextual to the changing times. The form of education that is in accordance with the development of modern science is to produce humans who understand and are competent to face various realities and possibilities in society including the ability to solve problems independently. Realizing independent learners, schooling through learning requires many ways for it, one of which is the role of the teacher. Teachers become a great fulcrum and trust in changing and improving the quality of learners. In him, there are two functions that cannot be separated, namely educating and teaching.

Efforts to improve the quality of teachers in teaching can be done by presenting dynamic learning innovations such as the selection of appropriate learning methods and media, the provision of effective teaching materials and the development of teaching materials that are in accordance with the needs of students. Teaching materials are a set of materials that are systematically arranged in the learning process. Teaching materials are grouped into four types, namely printed teaching materials, heard teaching materials (audio), teaching materials seen and heard (audiovisual) and interactive teaching materials (interactive teaching materials) (Majid, 2016: 175)<sup>[1]</sup>. Modules are one of the printed teaching materials that are systematically packaged and contain a set of learning experiences designed to help students master learning goals. The use of modules in learning, especially Indonesian learning, aims to improve the language skills of students as well as to instill character values as curriculum demands. The subjects of Indonesian in Junior High School (SMP) in the 2013 curriculum are characterized by a text-based learning approach. One of the text learning materials that must be mastered by students through the development of teaching materials for the class VII SMP module in the 2013 Curriculum is Fable Text.

Fable is a literary work of fiction based on the author's sheer delusion. Etymologically fable comes from the Latin language known as *fabulat*, meaning a story about the life of an animal that behaves like a human. Fable texts have moral and ethical values that can be edomanied by children. Actions, words and good personalities by the perpetrator of the story can be encouraged to be imitated by the learner. Nurgiyantoro (2010:22-23)<sup>[2]</sup> mentions that the main characteristic of fables is that the perpetrators of the story are animals that can speak, behave, and behave as well as humans. He added that fabled stories are still universal, these stories are found in various societies of the world. Generally, there is a certain animal that is used as the main culprit of the story, for example, tigers, deer, squirrels, apes, foxes, and others depending on the selection of society. Sugihastuti (2013:25-26)<sup>[3]</sup>, fables are also referred to as persuasive texts that attach importance to the recipient, reader and listener. It is this persuasive feature that often makes fables an active or educational text. In line with that, Danandjaja (in Sulistyorini 2014:628)<sup>[4]</sup> explains that fabled stories generally include wild animals and domestic animals, such as rabbits, crocodiles, ants, deer, eagles, bees, and fish.

The results of observations made by researchers during the pre-survey in March 2021 at SMP Katolik Assisi Medan, there were obstacles faced by teachers when teaching fable text material. Students who still have difficulty producing fabled texts in written form, this is because the content and perpetrators in febel stories are still universal and have not been based on stories taken from the local area. Learners find it difficult to develop their imagination to produce a fabled text if it is only based on snippets of stories in textbooks. This can be seen from the results of cognitive scores of students writing fable texts based on their structure class VII-1 with 32 people with an average number of scores of 69.2 while KKM Indonesian is 75. Learning that only relies on text books makes learning saturating for students. Therefore, teachers need media or other innovative materials to support the achievement of fabled text learning in the classroom.

Based on these problems, it is important to develop fable story text materials by utilizing learning media that have been provided by schools in the form of audio media and audiovisual media. These two media are media for distributing information in the form of teaching materials that are in accordance with the development of science and technology. One of the technology-based teaching materials is an educational children's animated film. Film is not only an entertainment medium but has an educational cultural role. This view then ushers films into classrooms in schools so that films become one of the alternative media used by teachers in learning. Animated film is an animation is a set of images arranged sequentially and recorded

using a camera to make a static presentation come to life or look moving (Hidayatullah et al, 2011: 63)<sup>[5]</sup>.

The style, attitude, and behavior of the characters featured in the film can be imitated by anyone who watches it (Anjarsari, 2018:2). Film media can also make communication and interaction more lively and logical in the classroom because film is a tool that can help clarify the meaning of the message conveyed in a story. Therefore, this animated film media is expected to be able to develop the imagination and creative ideas of students to be able to write fable story texts. Writing fabled story texts by utilizing children's animated films as a tool is based on the fact that this type of film is a favorite type of film for children, teenagers and even adults. The various stories presented are expected to be able to come up with new ideas for students, such as the film Finding Nemo which tells the story of a fish named Marlin with his son named Nemo.

Based on this, students can process their ideas into an interesting new story without losing the original behavior of the animal. The relevance of writing fabled texts with the help of animated films, students are expected to be able to master the concepts or ideas of the writing they will write and be able to collect information as a concrete support in their writing. Children's animated films can respond through learning modules to encourage learning interaction activities in the classroom. Writing fabled story texts with the help of children's animated films is expected to be able to make students master the concepts or ideas they will write. Therefore, the focus of this paper is the development of teaching materials for fable text modules assisted by animated films in class VII students of SMP Swasta Katolik Assisi Medan.

## **2 Research methods**

Location of this study was carried out in class VII of SMP Swasta Katolik Assisi Medan with a total of 32 research subjects. This research uses a type of R&D (Research & Development) research and development which is directed to research, design, manufacture, test, product validity and implementation of the resulting product. This research and development was put forward by Borg and Gall.

The development of teaching materials for fable texts assisted by animated films is arranged programmatically using preparation and planning with the following steps.

- 1) Conceptual studies, this term defines the objectives of developing fable text teaching materials assisted by animated films, adjusting teaching materials that are raised using student needs and choosing achievement goals. Development of fabled text teaching materials assisted by animated films using interview techniques and questionnaires for the needs of teachers and students. Target products of teaching materials fable texts in this study are students of class VII SMP Assisi Medan.
- 2) Researchers use various supporting sources to produce teaching materials for fable texts assisted by animated films. The test of experts yang has competence in the field of study yang relevant carried out in order to obtain better improvements. There is this context the expert test is carried out on two learning material experts and two design experts.
- 3) Individual trials of teaching material products (5 students) were carried out in one meeting.
- 4) The results of individual trials are used to improve and develop products.
- 5) Trial of teaching material products in small groups (10 students).
- 6) The results of small group trials are used to improve and develop products.
- 7) Large group field trials (1 class VII-1 totaling 32 learners).

- 8) The results of a large group field test to find out the response of students about the product of teaching materials for fable texts assisted by animated films used.
- 9) Evaluation of learning outcomes by using fable text teaching material products to obtain information about whether or not fable text writing skills are improved in the learning process in the field. Evaluation of learning outcomes on products through differences in the value of learners on the competence of writing fable texts before and after being given treatment. The difference in learning values is called pre-test and post-test.
- 10) Dissemination and application of teaching material products of fable text modules that have been evaluated and revised from experts.

This study used 2 types of research data sources, namely 1) data sources for the need for fabled text teaching materials assisted by animated films of teachers and students of grade VII of Assisi Junior High School Medan. The number of trial subjects is an individual group of 5 students, a small group of 10 students, and a large group of 32 students in grades VII-1, and 2) data sources for validation of teaching materials and learning designs for writing fable texts assisted by animated films play a role in assessing production feasibility. The data collection techniques used in this study were in the form of questionnaires, writing tests, interviews and observations. The instruments used to collect data are questionnaires, tests for writing fable story texts, interview guidelines and observation sheets. The questionnaire grid of students' needs for fabled text teaching materials can be viewed as follows.

**Table 1.** Grid of questionnaires for the needs of learners

No.	Question	Answer Choice	
		Yes	No
1.	Do you have any other handbooks for learning fabled text materials?		
2.	Do you have trouble studying the fabled text material from which the book originated? (e.g. completeness of the material, explanatory techniques, format, etc.)		
3.	Do you use other teaching materials to teach fabled text materials? (e.g. modules, videos, props and others)		
4.	If so, does teaching materials make it easier for you to understand fable text material?		
5.	Are you enthusiastic about participating in fable text learning?		
6.	Are you having trouble knowing the fabled text material through teaching materials and methods applied by the teacher?		
7.	Do you need other teaching materials to study fabled text materials more easily and interestingly?		
8.	Do you agree that fabled text teaching materials are developed with the help of animated films so that the material is easy to understand?		

**Table 2.** Categories of assessment of the quality of learning materials

Score Range	Category
76% < 100% < value	Valid
51% < 75% < value	Valid Enough
26% < 50% < value	Less Valid
0% < 25% < value	Tidak Valid

$$P = \frac{f}{N} \times 100\% \quad (1)$$

Information:

- (1) P = Percentage of assessment
- (2) f = Questionnaire value
- (3) N = Overall value

The gain test was carried out to see the effectiveness of learning using an animated film-assisted fable text module. This test was carried out on class VII students of SMP Katolik Assisi Medan with a total of 32 students. The formula used to determine the effectiveness of learning is as follows:

$$\text{Gain Index (g)} = \frac{(s \text{ post}) - (s \text{ pre})}{s \text{ maks (100)} - s \text{ pre}} \quad (2)$$

After obtaining the Gain Index, the results are interpreted according to the following criteria.

**Table 3.** Interpretation of the effectiveness of module use

Percentage	Interpretation
N-gain $\geq 0,7$	High
$0,3 \leq$ N-gain $< 0,7$	Medium
$g < 0,3$	Low

### 3 Results and discussion

The results of the research obtained from the research on the development of a fable text module assisted by animated films in class VII students of SMP Swasta Katolik Assisi Medan are as follows. The development of an animated film-assisted fable text module in grade VII students of Assisi Catholic Private Junior High School began with problem discovery and data collection. The results of the data collection were in the form of an analysis of the needs of teachers based on the results of a questionnaire conducted on 2 subject teachers Indonesian stated that they needed teaching materials in the form of fable text modules assisted by animated films. Meanwhile, the analysis of the needs of students was obtained that they had never used teaching materials in the form of fable text modules assisted by animated films

Material expert validators provide an assessment based on the questionnaire that has been provided. Some aspects that are the assessment of teaching materials for fabled texts assisted by animated films are (1) aspects of the feasibility of the content / material. The feasibility aspect of the content/material in the module obtained an average score of 86% with the criterion of "excellent". (2) aspects of presentation feasibility. The feasibility aspect of presentation in the

developed module obtained an average score of 89.4% with the criterion of "excellent". (3) aspects of languageworthiness. The language feasibility aspect in the module obtained an average score of 87.5% with the criteria of "excellent" and (4) the aspect of conformity of teaching materials with the theme of fabled texts assisted by animated films. The aspect of conformity of teaching materials to the theme of fabled texts assisted by animated films developed obtained an average score of 100% of the "excellent" criterion. Based on the discussion about the validation of the material as a whole, it is explained that the animated film-assisted fable text module is declared suitable for use or application in learning even with minor revisions / rules.

Design validators provide input and comments on the developed teaching materials. As for some inputs and comments from design expert validators, namely (1) the color of the module cover was changed, (2) the introduction page should not be empty much, (3) the module title circle was replaced, (4) the concept map was colored to make it attractive. The assessment carried out by design experts on the graphic aspect obtained an average score of 89.4% with "excellent" criteria. Furthermore, the design assessment was based on the conformity aspect of fabled texts assisted by animated films with an average score of 92.6% with the criterion of "excellent". Based on the discussion about the validation of the design as a whole, it is explained that the fable text module assisted by animated films for grade VII students of SMP Swasta Katolik Assisi Medan is declared suitable for use in the learning process with revision.

Based on the results of the response data of 2 teachers of Indonesian subjects at the SMP Swasta Katolik Assisi Medan, a score was obtained based on the fable text material indicator obtained an average of 100% with an average of 100% with an average of 100% with an average score of 100% with the criterion of "excellent". Based on the data from the responses of teachers of these subjects, the fable text module assisted by animated films was declared suitable for use in the learning process with an average score of 98.1% with the criterion of "very good". After analyzing the needs of students, teachers, material expert validation and design experts, a trial of the fable text module assisted by animated films was carried out based on indicators that had been made in accordance with the fable text material. The trials are carried out through 3 stages, namely, individual trials, small group trials and limited field trials.

The feasibility of teaching materials in the form of fable text modules assisted by animated films has similarities with the research conducted by Parida (2019) with research entitled Development of Children's Film-Assisted Fable Story Text Writing Modules in Class VII Students of SMP Negeri 6 Tambusai Utara Rokan Hulu Riau. This study explains that fabled texts assisted by children's films are suitable for use in classroom learning. The animated film-assisted fabled text module obtained a score of 89.1% with the category of "excellent", the results of teacher responses to the module obtained an average score of 92.5 with the category of "very good", the results of student responses through individual tests of the module obtained a score of 86.1% with the category of "excellent", the results of small group trials obtained an average score of 91.2% with the category of "very good" and the results of limited field trials obtained a score of 89% with the category of excellent.

At the time of pretest (before using the animated film-assisted fable text module) students obtained an average score of 60.94, while at the time of posttest (after using the animated film-assisted fable text module) an average score of 83.44 was obtained. This means that there is an increase in student learning outcomes before and after using the animated film-assisted fable text module of 22.50. The increase in test results is proof that the modules developed can have a positive impact on student learning outcomes, especially on fable text materials. Based on the results of

the gain test conducted on 32 students of class VII of SMP Swasta Katolik Assisi Medan, it can be seen that as many as 5 students (15.63%) showed high effectiveness criteria, as many as 27 students (84.37%) showed moderate effectiveness. Meanwhile, the average gain index was 0.6 with moderate effectiveness criteria. So, it can be concluded that the animated film-assisted fable text module is used by students at SMP Swasta Katolik Assisi Medan.

This research is in line with the results of research conducted by Anif with the research title Improving the Ability to Write Fables Using Animated Film Media in Grade VII C Students of SMP Negeri 1 Bonorowo for the 2016/2017 Academic Year. The improvement of the ability of grade VII C students of SMP Negeri 1 Bonorowo in learning to write fables using animated film media can be seen from the results of student scores that achieve an average score above KKM (70). In the precyclical stage, students who obtained scores above KKM were only 19.44%, cycle I increased to 64.71% and cycle II increased again to 94.11%. Based on this increase in value, it can be concluded that the use of animated film media can improve students' ability to learn to write fables.

#### **4 Conclusion**

Based on the results of research and discussion on the development of an animated film-assisted fable text module for grade VII students of SMP Swasta Katolik Assisi Medan, the following conclusions were obtained, this research succeeded in developing a product in the form of a fable text module assisted by animated films. The development of this module consists of 10 steps, namely problem discovery, data collection, product design, validation, product revision, product trials, revisions, limited field trials, revisions, and the final product; the text module of the fable text module assisted by animated films developed is suitable for use for grade VII students of SMP Swasta Katolik Assisi Medan. This can be seen from the validation results obtained from material experts, design experts and media experts. The results of the validation carried out by the material expert validator obtained a percentage of the overall average value of 90.7% with the criterion of "excellent". The average percentage is obtained from the aspects of content feasibility, aspects of presentation feasibility, aspects of language feasibility and aspects of the theme of fabled texts assisted by animated films. The validation results carried out by the design expert validator obtained a percentage of the overall average value of 92.6% with the criterion of "excellent". The average percentage is obtained from the aspects of graphic feasibility and the theme of fabled texts assisted by animated films. The feasibility of the animated film-assisted fable text module is not only seen from the assessment of experts, but also seen from the responses/responses of module users, namely teachers and learners. The assessment of the animated film-assisted fable text module by two subject teachers Indonesian obtained an average score percentage of 98.1% with the criterion of "excellent". The average percentage is obtained from the material aspects of fabled texts, terragency, and language. Meanwhile, responses from students were obtained through trials conducted 3 times, namely individual trials, small group trials, and limited field trials. In individual trials, an average score percentage of 88.5% was obtained with the criterion of "excellent". In small group trials, an average score percentage of 94.4% was obtained with the criterion of "excellent". Furthermore, in limited field trials, an average value percentage of 94.4% was obtained with the criterion of "excellent"; the animated film-assisted fable text module for grade VII students of SMP Swasta Katolik Assisi Medan was declared effective for use in learning. This is proven through the learning outcomes of students in writing fabled texts on pretest and posttest. At the time of pretest, students obtained an average score of 60.94, while at the time of posttest, an average

score of 83.44 was obtained. This means that there is an increase in student learning outcomes before and after using the animated film-assisted fable text module of 22.50. The effectiveness of such modules is also analyzed through gain tests. Based on the gain test, the average value of the overall gain index is 0.6 with the criterion of moderate effectiveness.

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