

# Development of Teaching Materials of Pantun Assisted by Pop Up Book Media for V-Grade Students of SDN 173131 Tarutung

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**Abstract.** This study aims to: (1) describe the process of developing teaching materials for rhymes with the help of Pop Up Book Media; (2) Describing the feasibility of Pop Up Book media in developing teaching materials for rhymes; (3) Describing the effectiveness of teaching materials for rhymes with the help of Pop Up Book media to the fifth grade students of SDN 173131 Tarutung in the 2021/2022 academic year as many as 20 students. The research method used is development research which refers to the ADDIE model which consists of 5 stages including analysis, design, development, implementation, evaluation. Data collection in this study was carried out through interviews, validator questionnaire sheets, educator response questionnaire sheets, questions that students worked on in the form of multiple choice as many as 10 questions. The results showed that teaching materials for rhymes with the help of Pop Up Book media for fifth grade students at SDN 173131 Tarutung were suitable for use with the validation results from material experts 90%, linguists 90%, media experts 80% and educators responding 80%. The developed teaching materials were also declared effective because students experienced an increase in the average score from 61 to 80.5 after using the developed teaching materials.

**Keywords:** Teaching materials, rhymes, Pop Up Book.

## 1 Introduction

Teaching materials used in the learning process is one of the important factors in improving the quality of learning. With the existence of teaching materials, it can be said that the teacher is no longer the only source of learning in the classroom. The teacher can be a facilitator who helps and directs students in learning. Thus, when learning in class, students are ready with sufficient information and knowledge so that the available learning time is not used up to explain the material at length. In addition, students will be more active in learning in class.

Aisyah (2020: 85) says that teaching materials are summaries of material given and taught to students in the form of printed materials or in other forms stored in electronic files, both verbal and written. According to Puspitaloka (2020: 46) that teaching materials are materials or subject matter that are systematically arranged, which are used by teachers and students in the

learning process. So it can be concluded that teaching materials are summaries of material that are systematically arranged in both printed and electronic form.

In the past, for the community, rhymes were a means of communicating with each other and even reciprocal rhymes became a habit that was often done, for example in traditional events for adults. This proves that the rhyme is a tool that has long been used by the community in the communication process. Meanwhile, at this time, rhymes are rarely used as a means of communication. In fact, elementary school students are rarely heard of using rhymes. In fact, there are many types of rhymes, including rhymes for children with the theme of joy and sorrow that are able to express the feelings they experience.

Pantun<sup>1</sup> is part of an old poem which is a cultural heritage of Indonesia, (Kholifah, 2018:31). According to Sri Murti, (2019: 125) pantun is a way of expressing thoughts and feelings through the arrangement of words that are arranged so that it becomes interesting to read and listen to, while according to Sri Nugraheni (2016:195-197) states that pantun is a Malay oral treasure. a traditional four-line standalone rhyming scheme a-b-a-b.

The first two lines are shadows or sampiran, while the next two lines contain content. Usually the shadow part is the natural elements, while the content part refers to the human world which includes human feelings, thoughts, and actions. In addition to the four-line form, the rhyme can also consist of two lines, six lines, eight lines, and a linked form known as a linked pantun. Based on the two opinions above, it can be said that the rhyme is a way of expressing thoughts and feelings through a word order consisting of four lines with the a-b-a-b scheme. In contrast to gurindam and poetry. Pantun in the form of advice or reprimand that is indirect by using comforting words. In the poem contains advice, advice, fairy tales / stories. While the gurindam contains the values of life or moral values.

The results of the researcher's interview with several teachers from SDN 173131 Tarutung all said that the teachers had never used this Pop Up Book media in the learning process. In fact, some of them have never heard of this media at all. Based on the results of these interviews, researchers are interested in designing teaching materials for rhyme material that are in accordance with the characteristics of students who are dominant in the Batak Toba tribe with the help of Pop Up Book media that can be used by teachers and students in the learning process, with the aim of introducing this Pop Up Book media and Motivating teachers and students at SDN 173131 Tarutung to re-learn rhyme material that is often used in Batak culture, especially in Tarutung city called umpasa. In addition, the researcher hopes that learning the rhyme material with Pop Up Book media will attract more students' attention so that it can increase students' interest in rhymes.

## **2 Literature Review**

### **Teaching Materials**

Meidy Devita (2018:127) states that teaching materials are all materials (both information, tools, and texts) that are systematically arranged, which displays a complete figure of

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<sup>1</sup> Pantun is part of an old poem

competencies that will be mastered by students and used in the learning process with the aim of planning and studying the implementation of learning. Imansari (2021:71) also argues that teaching materials are all forms of materials (both information, tools and texts) that are arranged systematically, which displays a complete figure of competencies that will be mastered by students and used in the learning process with the aim of planning and implementing learning. for example textbooks, modules, handouts, worksheets, models, audio, and so on. Based on the opinions described above, it can be concluded that teaching materials are components of learning tools consisting of knowledge, skills and attitudes that students want to master and systematically arranged.

According to Magdalena, et al (2020: 322) that the use of teaching materials has several advantages, including the following: a) The cost of learning is efficient because it can be followed by a large number of students. b). Students can progress at their own pace. c). Teaching materials can be reviewed and revised at any time and gradually, part by part to increase their effectiveness. d). Students receive regular feedback in the learning process, because the feedback process can be integrated into teaching materials. In addition to the advantages, Pribowo (2017: 31) also describes the shortcomings of teaching materials, including the following: 1). The development costs are high. 2). Long development time. 3). Requires a design team that is highly skilled and able to work together intensively during the development period. 4.) Students are required to have high learning discipline. 5.) Facilitators are required to be diligent and patient to continuously monitor the learning process, provide motivation and provide individual student consultation whenever needed.

There are three principles needed in the preparation of teaching materials according to Magdalena, et al (2020: 180), including: a) Relevance means related or closely related. The point is that learning materials should be relevant to the achievement of competency standards and basic competencies. b). Consistency means obedience or constancy. For example, basic competence asks students' ability to master three kinds of concepts, the material presented is also three kinds. c). Adequacy, meaning that the material presented should be sufficient to achieve basic competencies. The material is not too little and not too much. If the material is too little, it is likely that students will not be able to achieve basic competencies by utilizing the material. If the material is too much it will take a lot of time to learn it.

### **Feasibility of Teaching Materials**

According to BSNP (National Education Standards Agency), in Maratun (2019: 25) states that the components of the assessment of the feasibility of teaching materials consist of: presentation, language and graphics. The feasibility of the teaching materials includes: a). Eligibility of Contents, b). Serving Eligibility, c). Language eligibility

#### **2.1.2 Effectiveness of Teaching Materials**

According to Maratun (2019: 28) states that effectiveness is an act of student success to achieve certain goals that can bring maximum learning outcomes. Meanwhile, according to Hidayat (2018: 25) effectiveness is how an organization succeeds in obtaining and utilizing resources in an effort to realize operational goals. So it can be said that the effectiveness of teaching materials is the extent to which a teaching material achieves the planned learning objectives. In addition, effective teaching materials are not only seen from the evaluation

results achieved by students but are also able to provide good understanding, perseverance, and a sense of pleasure when learning. study.

### **Pantun**

Amar (2016: 87) says that pantun is an old poem characterized by a-b-a-b, where each stanza is 4 lines and each line consists of 8-12 syllables, the first 2 lines are sampiran, the next 2 lines are content. Dinni (2019: 101) also defines the meaning of pantun which is almost the same, namely one type of old poetry consisting of 4 lines with a-b-a-b rhymes. Imansari Nur (2021: 45) says that pantun is an old Indonesian poem that can be used to give instructions, guidance, or guidance, as well as convey a rule. Where the structure of the rhyme is divided into two parts, namely the top and the bottom. The top half of the rhyme/half of the stanza at the beginning of the rhyme is called sampiran, while the bottom half of the rhyme/half of the stanza at the end of the rhyme is called the content or purpose of the rhyme. So from the opinion that has been described above, it can be concluded that the pantun is one of the old types of Indonesian poetry which consists of 4 lines with the rhyme a-b-a-b which is used to convey a purpose.

Umaya Maharini, et al (2020:2) also stated that the rhyme has the characteristics that it consists of four lines (lines), with a rhyme pattern a-b-a-b. The first two lines are called sampiran, the next two lines are called fill. Sudaryat (2016: 41) also suggests the characteristics of pantun, namely: (a) rhymes are native Indonesian poetry, (b) consist of four lines of se bait, (c) each line usually consists of 8-12 syllables, (d) each line (array) consists of three to five words, (e) the final rhyme formula a-b-a-b, and (f) the first and second lines are sampiran, while the third and fourth lines are rhyme content.

### **Pop Up Book**

According to Dewanti et al (2018:222) Pop Up Book is a book that has moving parts or has three-dimensional elements and provides a more interesting visualization of stories starting from the display of images that can move when the page is opened. While Umam et al (2019:4) describe that Pop up book is a book that has an image display that can be enforced, beautiful and can move. Meanwhile, Eliyanti et al (2021:249) say that the Pop Up Book is a folded sheet of paper where a two-dimensional or three-dimensional structure appears when opened. Puspitalok et al (2020:21) stated that: "Paper pop ups or movable books are three dimensional books that contain paper pieces that pop up out or move when the book is opened and fold completely flat when the book is closed". Pop Up Books are books that have three-dimensional elements when the book is opened and flat again when the book is closed. So it can be said that the Pop Up Book is a piece of paper that has three-dimensional elements and has a beautiful image display that can be enforced.

Based on the opinions of several experts above, it can be said that this Pop Up Book media has advantages in terms of a more attractive appearance that can attract students' attention in participating in learning. In addition to describing the advantages of this Pop Up Book media, Umam (2019: 54) also describes the weaknesses of this Pop Up Book media. The weaknesses of this Pop Up Book media are: 1. The processing time tends to be longer because it demands more extra accuracy. Requires quite a lot of money to make 2. It costs quite a lot to make it.

### **3 Reserch Methods**

This type of research is research and development (Research and Development). Purnama (2013: 21) provides an understanding of development research as a type of research aimed at producing a hardware or software product through a typical procedure which usually begins with a needs analysis, continues with the development process and ends with an evaluation. This study refers to the ADDIE model. Where this model consists of five stages, namely Analyze, Design, Development, implementation, and evaluation, Cahyadi (2019: 39). The selection of this model was based on the consideration that this model was developed systematically and based on the theoretical basis of textbook design.

The feasibility of teaching materials for rhymes with the help of Pop Up Book media is known by conducting a validity test by material experts, linguists and media experts. The validation carried out at the validity test stage is theoretical validity, namely the validity carried out by people who are considered experts and competent based on theoretical and logical considerations. The data obtained from the assessments of the three experts described above in the form of qualitative data were converted into quantitative data scores. The scoring rules are adjusted to the assessment using a Likert scale.

The development of teaching materials that have been carried out by researchers is effective because it has been tested on 5th grade students of SDN 173131 Tarutung with a total of 20 people and got an increase in grades with an average score at pretest of 61 and an average score of 80.5 posttest. The results of this study are in line with research conducted by Tiurida Intika (2019) which states that the development of Pantun teaching materials shows a fairly high level of classical learning completeness with 90% to 93.3% completeness in the very effective category. The same thing was also described by Absor Asrofah (2020) in his research where from 40 the number of students scored above 75 or if it was a percentage of the total number of students reaching 67.79%. This means that from the number of 59 students on average more than 50% of the total number of students have completed. This shows that the teaching materials developed are effective for use in learning.

### **4 Conclusion**

The teaching materials for rhymes with the help of Pop Up Book media that were developed are suitable for use after being validated by material experts, linguists, and material experts which were then revised by researchers. Where based on linguists obtained a percentage score of 90% with very good criteria. Material experts get a percentage score of 90% with very good criteria and media experts get a percentage of 88% with very good criteria. Teaching materials for rhyme material assisted by Pop Up Book media are effectively used based on the results of the test instrument questions given to students who experience an increase, namely the average pretest score is 61 and has increased to 80.5.

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