

A Development of Flowchart Media Model Stimulated Images Containing Character Values and Regional Culture for Writing Text Learning in Junior High School

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Abstract. This study was motivated by the low learning outcomes of students in writing various kinds of texts, lack of teachers' innovation in designing learning media, lack of motivation of students in learning, lack of love and students' awareness of regional culture, and the lack of introduction and preservation of regional culture. This deficiency is expected to be improved by learning media and teachers' innovation in writing text learning with flow chart media that stimulates images with character values and regional culture. The results obtained from this study are the 1) analysis of the condition of the learning flowchart media for writing text in circulation, 2) analysis of media needs is needed flowchart media containing messages/ information that can provide an overview of the skills process (flow chart/ scheme) in writing text learning of Junior High School; 3) principles in the development of instructional media; 4) development of graphic media design includes determining basic competencies (KD) as reference for the development of learning media; determining the suitable media to be made; determining the aspects of local wisdom (regional culture) to be published and how to publish them; determining the appropriate drawing; and compiling/ producing media that are loaded with regional cultural content.

Keywords: Cultural Conservation Facilities, Character Values, Image-Stimulated Flowchart Media, Indonesian Language Learning In Junior High Schools, Text, Regional Culture

1. Introduction

Learning is a communication process, namely the process of delivering messages from message sources to message recipients through certain media. Through this learning, the process of adding new information and capabilities that is constantly evolving. In addition, the learning process is a process of cultivating character, introducing culture, and preserving culture. In every learning, including Indonesian learning, aspects, namely lesson plans, teaching materials, learning media, worksheets, and evaluation tool that must be available and have good quality. The aspects of the learning tools must be ready before the learning process takes place. It is because the aspects of the media will be used or utilized in the learning process.

Learning media is an aspect of learning tools that is important in the Indonesian language learning process. Moreover, a competency-based curriculum learning, namely the 2013 Curriculum. It is expected that the use of learning media can support the implementation of the curriculum and the vision of education. Learning media is one of the supporting factors for the success of Indonesian learning in the 2013 curriculum text-based. In text-based Indonesian learning, teachers are expected to facilitate the learning process with appropriate learning media to help students in mastering these competencies. Through the media that helps students, it is expected that the learning objectives can be achieved effectively. Some examples of learning media that can be used to help students in mastering basic competency are: changing the interview text into a narrative text, using graphic media in the form of a flowchart that change the interview text into a narrative text contained with regional culture. Through such media, low cost, but provides many benefits, namely developing love cultivation, introduction, and preservation the regional culture.

However, in reality, such learning media are rarely available. Moreover, learning media that contain local wisdom, namely regional culture, including Indonesian language learning media are rarely found. Even though such media can help the learning process, help achieve the vision of education, and encourage the creation of the character of love, introduction, and preservation of regional culture. Based on the description above, the researcher attempted to examine a text-based image-stimulated flowchart media model for writing text learning contained character value and local culture. Learning that is carried out by the teacher must be able to create learning in an active, creative, fun learning atmosphere and develop the characteristics of students to be love, care, know, and conserve the culture of their area. However, there are many problems that arise related to the above explanation, regarding to the quality of learning outcomes, problems with teaching material facilities, learning media, teacher quality problems, and the relationship of each component in the school. Learning media is a tool that can help the teaching and learning process and functions to clarify the meaning of the message conveyed so that it can achieve the learning objectives better and perfectly[1]. The use of media in this learning can stimulate the learning process to be more optimal. It is also can be said that the use of learning media is one of the teachers' efforts to achieve the expected learning objectives.

One of the main functions of learning media is as a teaching tool that contributes to the atmosphere, conditions, and learning environment that are organized and created by teachers. Image is a form of graphic media. An image is defined as a visual representation of a person, place, or object that is manifested on canvas, paper or other materials, either by means of paintings, drawings or photographs. The size of photos and images can be enlarged or reduced so that they can be used for certain learning purposes. The use of images in the learning process is very helpful for the lecturer in several ways as stated by Hackbarth[2], namely attracting attention, providing a real picture of an object which is not easy to observe, unique, clarifies things that are abstract, and able to illustrate a process.

Culture is a whole system of ideas, actions, and human work in the context of community life which is part of the property of humans by learning[3]. Meanwhile, culture is the accumulation of all beliefs and faith, norms, activities, institutions, and communication patterns of a group of people[4]. From both of opinions, it can be concluded that culture is the accumulation of a whole system of ideas, beliefs and faith, actions, and the work of humans in the life of community groups that are part of the property of humans by learning.

Culture is a heritage that humans have after habituation. This habit is carried out from one generation to another who is the next generation. A generation will not understand its culture if it is not taught by the previous generation. Culture will be concluded to be extinct when there is no generation that continues it. Therefore, culture needs to be taught to the next generation

In this study, the learning media creator to be experimented with was given a cultural content. The giving content is intended as an effort to teach about culture, especially regional culture to students. The regional culture chosen as content in this learning media is the regional culture of Semarang.

Based on the identification of the problems above, the problems to be solved in this study include various things related to learning media, especially text-based learning media in Junior High School which are text-based stimulated images and containing the character values and regional culture detailed: 1) what is the need for a graphic media model for writing text learning in Junior High School of Semarang city which can be made with text based stimulated images containing character values and regional culture ?; 2) what are the principles of developing a graphic media model for writing text learning of Junior High School in Semarang City that can be made based on text based on regional culture ?; 3) how is the prototype of a graphic media model for writing text learning of Junior High School in Semarang City that can be made by using text based stimulated images containing regional culture?

2. Research Method

The research approach used in this study is R & D (development research), namely a research that is followed up with the development and dissemination of a model [5]. The research process is conducted by ten steps, as conducted by Borg and Gaal [6] The object of this study is a graphic-based Indonesian language learning media model stimulated images containing character values and regional culture as a media of conservation. This learning media model is based on the results of needs analysis both theoretically and practically.

The data source of this study consists of four things, namely 1) the data on learning media needs from teachers and students of Junior High School in Semarang City, 2) the data on characteristics of a text-based flowchart media model containing regional culture, 3) the data on expert assessment based on learning media, and 4) the response data learning media models from teachers, students, and lecturers.

3. Results and Discussion

3.1 Feasibility of Using Media in Writing Text Learning of Junior High School

There are 4 indicators of the feasibility of using media in the writing text learning that was carried out by the teacher, namely 1) the learning media used in delivering of writing text material, 2) the type of learning media used by the teacher, 3) the obstacles of students in receiving writing text material, and 4) whether or not writing media is needed in another text. The data from a questionnaire about the feasibility of the media used by the teacher in writing text learning are as follows. the conditions level of feasibility of the media in the implementation of teaching and writing text in junior high school was obtained that for all aspects of the

feasibility of the media used in the writing text learning used by the teacher *was not appropriate*. The aspects of the feasibility of the media as follows.

- 1) In the implementation of learning to compose text, the teacher had not fully used the learning media because 52.87% were still rarely used in the learning media. It means that teachers who used learning media in writing text are still lacking. When used a minimum size of 75%, it is still far from the criteria or it is classified as had not been good criteria. This means that the use level of teacher learning media *had not been good*.
- 2) The accuracy of the media used by the teacher in the implementation of writing text learning *was not appropriate* because 95% stated that they had not used the media that described the stages of writing with sample text. It was not as expected as a professional teacher.
- 3) The type of media used in learning to compose text were mostly using audio (voice) type media 17.24%, audio-visual (voice and image only) 45.98%. It showed that the use of textual learning media used by the teacher *was not appropriate* with what should be used in the writing text learning, namely the media that describes the flowchart.
- 4) The visual media used are in the form of describing the stages of writing with examples of text, who answers (in the form of chart of writing with examples) were not appropriate because 95% still used power point teaching materials 90%, and the other was 5%. It showed that the media used by the teacher in the writing text learning *had not been appropriate* (90%) with the theoretical concept of writing that describes a stage.
- 5) The obstacles found in delivering the writing text material were not conducive because students were not quick to capture material 72.7%, students were noisy when learning was 3.3%, and reference material was 23.6%. It showed that the textual learning process was still constrained. The conductivity of learning to get students in mastering the material still had not reached was 76%, in addition, it was still increased with 23.6% of lack of referencies.
- 6) Obstacles faced by students in receiving writing text learning, the delivery of teacher material was not conducive because they were not clear 29.8%, there was no media 42.2%, less attractive media 26.4%, and others 1.06%. It shows that the learning of text that students receive was still constrained, especially in terms of the media used because the teacher was not available and if there is media, the media was not interesting as much as 72%.
- 7) Need other media to help the writing text learning, respondent stated that 80.8% very needed, 19.2% needed, and 0% was not necessary. It shows that teachers still need assistance in media procurement, namely 100%.

3.2. Analysis of Needs Development of Flowchart Media Stimulated Images Containing Regional Culture

The writing text learning in Junior High School, a profile for the development of learning media for writing text with aspects of development were obtained as follows.

1. The stimulated image aspect used namely a) the image as an interesting stimulation is the appropriate image and correct color choice was 98.1%, 2) the appropriate image for stimulation were adjusted to the topic and type of text was 100%; 3) images that were attractive and easy to identify was color images, it was 76.4%; and 4) it is necessary to include the names of the authors and illustrators in the image was 89.1%
2. The physical aspects of the media used, namely 1) the steps that must be followed in the writing media was (98.2%); 2) the steps of writing text and examples at each step are displayed or written on the learning media in the media was (100%); 3) the steps and explanation with examples at each step in writing text along with the media in the media was (96.4%); 4) if the

learning media of writing text which contains steps and examples at each step were displayed in an analogous form, it was (96.4%); 5) if the instructional media is writing text which contains steps and examples at each step were shown in the form of an analysis as well as a picture at the beginning as a system of stimulation, it was (96.4%); and 6) the teacher's response when the media description for writing a picture-simulated text was displayed with a prototype model was (94.6).

3. Writing aspects of the media titles used, namely 1) writing the appropriate titles for the flowchart media for writing text are written at the top, in capital letters was (76.4%); 2) which type of letter that was suitable for writing media titles for image-simulated analysis was the MT black body (50.9%); and 3) which font size was suitable for media titles for image stimulated analysis is 18 pm (38.2%)
4. The use of color aspect was the suitable color is blue (63%).
5. The design/ display aspects of the flowchart media used, namely 1) the design/ display of the flowchart media for the analysis of the simulated image to write text easy to understand (100%); 2) displaying text analysis and sample text at each step was (94.5%); and 3) display/ media design for simulated image to write text is a display according to the topic, color combination and image comparison was (94.5%).
6. The size aspect of the media used was large (A3) (60%).
7. Aspects of writing media was obtained in the following results: 1) which type of letter was suitable for writing/ message in the media for text-stimulated analysis, namely writing the module in MT black (56.4%) and 2) the size of the letter 12 pm (63.6%).

3.3. The Principles of Developing a Graphic Media Model for Writing Text Learning of Junior High Schools in Semarang City that Can Be Made by Using Text Based Containing Regional Culture

Based on the analysis of the needs of students and teachers for the flowchart media model for writing text learning in Junior High School Semarang city, the principles of developing a media model for writing text learning were obtained, namely a) **simple**, means that the learning media arranged in a simple, uncomplicated manner so that the information/ message was easy to be understood clearly; b) **completeness**, means that the media model includes a unity of message/ information that provides a unity of information to facilitate student learning; c) **effectiveness**, means that the media model could effectively presented messages/ information that could be captured easily by students in an effective and efficient time so that it could help in mastering the maximum competence. The effective use of time could support the improvement of the quality of better learning outcomes; d) **fun**, means that the media model could create an atmosphere that was pleasant, comfortable, enjoy, and not boring for students. Learning media could create a learning atmosphere that is not tense; e) **motivating**, means that the learning media model could encourage students to have the enthusiasm to keep going and increase the motivation for good learning practices so that they could say "I can master the material well". Thus, in the learning process students would continue to be motivated to be enthusiastic and concentrate in their learning, f) **vary**, means that learning media models could be made with variations in the use of techniques and methods that encourage students to have various activities so that students had a lot of experience in learning activities. In addition, variations could be made with individual group patterns or practices and theories, and so on.

Through these factors students are expected to have a lot of knowledge and practical skills; g) **guidance**, means that a learning media model with an emphasis on guiding students to master competencies, both individually and in groups. Guidance was carried out by presenting in a simple manner with a description of a concept or process of a skill. Through this guidance, students are expected to gain understanding of learning material, clarity of concepts, and skills so that mastery of the material/ minimum learning completeness is measurable and well programmed; and h) **integrative**, means that the learning media model was carried out by integrating the value content of local wisdom. It is expected that the values of local wisdom will always be internalized in every learning media. The integrated local wisdom values include regional culture, namely reog, etc.

3.4. Shape Design (prototypes) of Graphic Media Models for Writing Text Learning of Junior High Schools in Semarang City that Can Be Made by Using Text-Based Images Containing Regional Culture

Based on the principles of development a learning media model in the section above, the researcher made a media model prototype. Prototypes a development of flowchart learning media stimulated images containing character values and regional culture with profiles as in table below.

Table 1. Profiles Shape Design of Flowchart Media Model of Simulated Images Containing Culture Values Regional and Character

Aspect/Indicator	Description
Stimulation Image	Images as an interesting stimulation are appropriate images and the right color choices Suitable images for stimulation are adapted to the topic and type of text Images that are attractive and easy to identify are color images It is necessary to include the names of the author and illustrator in the image
Writing the Media Title	The title is written at the top center in capital letters The font used is Bodoni MT black The font size used is 18 pm
The form of media	There are many steps needed to be followed There are many steps needed in writing text and examples at each step displayed or written on the learning media There are many steps and explanations with examples at each step in writing text and accompanied by media The learning media is writing text that contains the steps and examples for each step shown in the form of a flowchart Learning media of writing text learning containing steps and examples at each step that were displayed in the form of a flow chart accompanied by an image at the beginning of the chart as stimulation the teacher's response when the flowchart media of writing text image-stimulated displayed with an approved prototype model.
The Use of color	The color used is blue
Media display / design	design/ Image-stimulated flowchart media display for writing text that is easy to understand Design / display of a flowchart media of writing text and sample text at every step Display/ media design of flowchart stimulated Image for writing text are display that is appropriate with topic, color combinations, and appropriate images
The size of media	The size of media used is big (A3)

The writing of media content	The font used is Fontoni MT black The font size used is 12 pm
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4. Conclusion

Based on the description of the research results above, the conclusions of the results of this study can be formulated. The conclusions of the results of this study are 1) the conditions and feasibility of implementing learning in Junior High School are summarized as follows. The condition of the implementation of writing text learning in Junior High School, from 6 aspects, 2 aspects (33.3%) are in good condition (33.3%) and 4 aspects (66.7%) are not in good condition. The condition of the feasibility of the media in the implementation of writing text learning in Junior High Schools used by the teacher *was not feasible*; 2) the condition of the need for stimulated image flowchart media model of writing text learning that carried out by the teacher, namely the need to develop writing text learning media in accordance with the concept of writing text theory, namely flowchart media especially stimulated images in order to facilitate students in writing text learning well; 3) principles in the development of learning media, namely a) simple, b) completeness, c) effectiveness, d) fun, e) motivating, f) varied, g) guidance, and h) integrative; 4) the design of the flowchart media developed by paying attention to 7 aspects/ profile indicators, namely a) the stimulation images used, b) the writing of media titles, c) the form of the media, d) the use of blue color, e) the design/ display of the flow chart writing text and sample text at each step, f) the media size used is large (A3); and g) the writing of content/ message of the media, namely a) the font used is bodoni MT black and b) the font size used is 12 pm;

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