



Description of Teaching Material Product of Panji Story Text Containing Content Language Integrated Learning

Sri Utami¹; Andri Pitoyo²

¹ University of Nahdlatul Ulama Blitar, East Java, Indonesia

² University of Nusantara PGRI Kediri, East Java, Indonesia

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Abstract

Teaching material product of learning based on Panji Story Text is a teaching material that integrates the culture of Kediri, East Java with language learning (text genre) on aspects of knowledge and language skills in Vocational High Schools. The focus of the basic competence is to identify and retell life values and the content in the Panji Story text in the form of the Panji Saga (Hikayat Panji). This study aimed to produce the teaching material of Panji Story text containing Content Language Integrated Learning. The research process was based on the R&D model by applying five of the ten research stages. The four main components that were used as references in producing teaching materials included the content, the systematic presentation, the variety of languages, and the appearance.

Keywords: *Teaching Product; Panji Story Text; CLIL*

Introduction

Indonesian language learning in the 2013 curriculum, 2016 revision edition contains language of systematics through the text genre. It is also the same with the curriculum application in Vocational High Schools. Language learning in Vocational High Schools contains the principle of practicality in the world of work. However, the curriculum content is based on the language and literature.

The use of Indonesian language and literature aspects in Vocational High Schools is oriented to the practical nature of usage in a context. However, in the latest curriculum structure in Indonesia, there is an imbalance in learning content. The imbalance is because the language content is greater than Indonesian literary content. The structure of the Indonesian Language Curriculum in class X of Vocational High Schools contains eight types of texts, namely reports of the observation results, expositions, anecdotes, folklore, negotiations, debates, biographies, and poetry texts. The structure contains only two types of literary texts, namely folklore texts and poetry texts. This shows that the literary content for Vocational High School students is very minimal.

To contribute literary content in learning Indonesian language in Vocational High Schools, producing literary material is very necessary. Teaching material products of Story Panji Texts is a form of contribution to the world of literature, especially language learning for the young generation.

Panji Story is a category of folklore from Kediri, East Java. This story has brought Javanese people to a local wisdom culture with a character named Panji Asmorobangun. The Panji story which is full of life values has been received by the people and cultural observers in East Java with various cultural transformations.

The presence of teaching material product of Panji Story Text has given a nuance of culture and literature in the education field, especially the study of Indonesian literature in Vocational High Schools. Vocational High Schools that are identical with practicality at work, certainly require a reflection of cultural life based on the context in the students' environment, namely in Kediri, East Java.

The arrangement of this teaching material is integrated with the Content Language Integrated Learning (CLIL) approach, which contains 4C components, namely content, cognition, communication, and culture. The 4C components are systematically integrated by observing the characteristics of Vocational High School students. The teaching material product of the Panji Story Text is expected to be able to provide benefits to grow good characters for students in Indonesia.

Research Methods

This research was conducted based on the Research and Development model (R&D) from Borg and Gall. From ten research stages presented in the R&D model, this study adopted five stages. These stages included research & information collector, planning, developing preliminary forms of products, preliminary field testing, and major product revisions.

The feasibility of this teaching material was assessed by data collection instruments in the study, which consisted of questionnaires, interview guidelines, and test sheets. The details of the data collection instruments used in this study are as follows.

Table 1: Aspects assessed, Instruments, Observed data, and Respondents

Aspects assessed	Instrument	Observed data	Respondents
Product validity	a. Questionnaire	Validity of textbooks	a. Literary expert b. Literary learning expert
Product practicality	a. Interview guidelines b. Questionnaire	The teachers' convenience in using textbooks	Indonesian Language Teacher
Product attractiveness	a. Interview guidelines b. Questionnaire	Students' interests in learning using textbooks	Students
Product effectiveness	Test sheet	Achievement of learning objectives Competency test score ≥ 75 (<i>Minimum Mastery Criteria</i>)	Students

The data analysis of this study used qualitative techniques and simple quantitative. Qualitative data in the form of verbal data were obtained from interviews and written notes of comments written on the questionnaire. This section presented the results of qualitative data in the form of product descriptions. Product descriptions were based on verbal data obtained from interviews and written notes in the form of comments on questionnaires which were done by respondents.

Description of Learning Text Product of Panji Story

The product in this research and development is the teaching material of the Panji Story text containing the CLIL approach for grade X of Vocational High School students.



Picture 1: Cover Teaching Material Product of Panji Story Text

The Basic competence as the arrangement reference includes describing the values and contents in oral and written folklore (3.7), and retelling contents of folklore that is heard and read (4.7). The development of teaching materials is oriented to four main components, namely content, systematic presentation, variety of languages, and appearance.

Content and Systematic Presentation of the Product

The contents and systematic presentation of this teaching material product are: (1) an introduction to learning that includes literacy activities and context developments, (2) core activities include learning activities according to Grade Point Average (GPA) followed by a series of exercises or assignments, and (3) closing which contains the reflection activities. In line with the statements of Zhang, J., Man W., Hao-liang W. (2019) that the principles of 4C's of CLIL curriculum: Content, Cognition, Communication and Culture.

Pannen and Purwanto (2001: 2) state that the main components in systematics are competency review, introduction, core part, closing, bibliography, and appendix. The competency review in this teaching material is the learning instructions for students and the learning objectives, learning activities, and tasks detailed through concept maps so students can formulate the scope of learning at the beginning.

The initial stage of learning is an introduction to learning. Introduction to learning includes literacy activities and context development. Literacy activities contain the content of students' habit of reading 15 minutes at the beginning of learning. The purpose is to foster a literacy culture, specifically training reading skills. This is supported by the statement of Safitri L., Ahi, HM, Santhy H. (2019) that the purpose of this program is to increase reading interest of children and to build intrinsic motivation, so

students who love reading do not need to be encouraged to read. Meanwhile, the context development activity contains an opening presentation about the Panji Story in Kediri and its culture in the Regency and City of Kediri, East Java. It is in line with the opinion of Baidawi A. & Ratna D. (2019) that the preservation of regional culture for the young generation to preserve the legacy of the Indonesian ancestors, to form good human characters such as having good ethic, courtesy, mutual respect for fellow humans and affections towards their own culture and country, namely Indonesia. This is an effort to open the local culture knowledge in the students' environment.

The second stage is core activities. At this stage, learning activities are grouped with the basic competencies of knowledge and skills aspect according to the Grade Point Average (GPA).

The aspect of knowledge is activity 1. Students need to identify the main contents of the Panji Story with three tasks. Students are given intensive reading time on text *Hikajat Panji Semirang*. After intensive reading of the text, the teacher and students give mutual feedback on the text contents through question and answer activities (mini-discussion). The results of this brief discussion lead students to exercise or task activity 1 to fill a list of questions and the results of the discussion. By sharpening critical thinking skills on the list of questions, students make it easy to do Task 2 as an exercise with the language that is straightforward and appropriate with students' language styles. The main idea is continued by students to compile a synopsis of the text. Task 3 which is as an assessment with the assignment is the same as Task 2, but with a different text. The saga text used is *Hikajat Pandji Kuda Semirang*, which published in the book *Memahami Budaya Panji* by Henri Nurcahyo. In addition, Activity 2 is identifying the characteristics of the Panji Story. In this section, students are presented five patterns or characteristics of Panji Story (Nurcahyo, H., 2015). Activity 3 is identifying the contents and values of life in the Panji Story. In this section, there are twelve values of life contained. The task in this section is to identify the life values of *Hikajat Pandji Kuda Semirang* text.

Competency of skill aspects is retelling the contents of the Panji Story. This activity consists of two activities. Activity 1 is identifying the values in the Panji Story that are still relevant to current life. The activity begins by presenting an example of an analysis of the values related to current life. Activity 2 is retelling the contents of the Panji Story and explaining the suitability of the values in the Panji Story with current life using exposition text. This section orientates the speaking skills activities carried out in a guided (collaborative) manner. Collaborative activities provide opportunities to train students to work together (Warsono, 2016). The third stage is a reflection as the closing part of this teaching material. This section contains an overview of learning activities, narrates the learning activities that have been carried out, and provides advice toward learning.

Variety of Language Products

The variety of languages used in this teaching material is the standard language of Indonesian. The language component of this teaching material adapts to the material development of Vocational High School students. The things to consider in using language in this teaching material are students' language abilities, language rules, choice of words, language styles, and readability (BP Sitepu, 2012: 108). The learning stages are arranged in a communicative language, so the Vocational High School students can easily interpret it.

The language styles presented contains two aspects, namely communicative and interactive. Communicative learning is strengthened by Djiwandono (2008: 28) that the communicative approach is the ability to understand or express what has been expressed or what needs to be expressed. Vocational High School students tend to think critically and practically. Therefore, communicative and interactive language is very appropriate to be used to lead students' mastery learning.

Product Appearance

This teaching material was presented with an interesting composition according to the age of the teaching material users. Illustrations were also presented in certain sections. This is in line with Muslich's (2010: 53) statement that textbooks must attract the interest of students who use them. The appearance of this teaching material layout was printed with A5 70-gram paper size, the layout was adjusted with proportional margins, by placing the page at the bottom.

The product appearance of this teaching material was presented with a classic look. This was adjusted to the genre of the Panji Story text and its culture. The appearance of this teaching material product was prioritized on the aspects of color, type and size of letters, layout, and image selection.

The color of the teaching materials is light brown and red. The combination of the two colors produces a classic look, especially on the front and back covers. The font used consists of Bookman Old Style and Cambria (Headings) with varying font sizes.

The layout of this teaching material product is a layout that emphasizes simplicity on the front and back covers. The layout or graphics are strengthened by the statement of Putri R.A. (2019) that the designs in textbooks are arranged consistently and proportionately so it creates harmony which is very interesting with illustrations based on the material to stimulate students' interests in learning textbooks. Therefore, the pictures presented are pictures of Panji Asmarabangun and Dewi Sekartaji.

Conclusions

The teaching material product of the Panji Story Text was produced by combining the language elements (folklore text) in Panji saga text with the language learning approach, namely CLIL. CLIL combines four components in the form of content, cognition, communication, and culture. The CLIL component was arranged systematically with teaching materials component, namely content, systematic presentation, variety of languages, and appearance. Based on the result of expert validation and field testing, the teaching material product of the Panji Story Text is very feasible to be implemented for Indonesian language learning in class X of Vocational High School students in Kediri, East Java, Indonesia.

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