Development of Mirror Writing Teaching Materials Based on Class XI Media Literation of Lolomatua 1 State High School

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*Abstract-*This study aims to find out: (1) the process of developing teaching materials for short story writing based on media literacy, (2) the feasibility of teaching materials tested with material validation and design on short story writing based on media literacy, (3) the effectiveness of teaching materials for literacy-based short stories writing media for students of class XI of Lolomatua 1 public high school. This type of research is research and development based on the Borg and Gall development model. The subject of the trial consisted of material experts, design experts, Indonesian language teachers, Students of Lolomatua 1 State High School. Data on product quality was collected through questionnaires and short story writing tests.Thus, the short story writing module based on media literacy developed is feasible and effective to be used as a learning resource. Research on the development of media literacy-based teaching materials in short story writing material has implications in the Indonesian language learning process, literasimedia-based instructional materials developed to provide practical contributions, especially in the implementation of the learning process for teachers, where the teaching materials in the form of modules can be additional teaching materials to provide convenience in delivering short stories that are taught, enriching and increasing students knowledge about short stories and media literacy of students so that learning will attract and motivate students, train students to learn independently with minimal help from the teacher. The role of the teacher is only as a facilitator who guides and directs students to short story learning.

I. INTRODUCTION

Teaching materials are a set of material or substance lessons that are arranged systematically, displaying a complete figure of the competencies that students will master in learning activities. The use of teaching materials enables students to learn a competency or basic competency in a coherent and systematic manner so that it is accumulatively able to master all competencies in a complete and integrated manner.

Teaching materials or learning material outline consist of knowledge, skills, attitudes that students must learn in order to achieve predetermined competency standards. In detail, the types of learning material consist of knowledge (facts, concepts, principles, procedures), skills, and attitudes or values that students must learn in order to achieve predetermined competency standards.

This is also in line with Syaodih and Sukma (2015: 31) which states that "teaching material is material that students must learn as a means to achieve competency standards and basic competencies." The material that students must learn includes knowledge, skills and attitudes which is certainly the three things that teachers teach and learn by students to achieve basic competency and competency standards. Furthermore, Ashby (2016: 73) explained that materials are one that is rich in unanswered questions. Building a mental library of relevant "bits" of information and cultivating it by allowing reflection to try out various arrangements of the bits, allowing them to fall into a pattern that gives new insight or suggests a new solution. The explanation is intended that teaching materials are material that is rich in questions that will be answered and also build mentally with relevant information and process them with various settings so as to enable students to new insights or new solutions.

Prastowo (2015: 24-26), in general the function of teaching materials for teachers is to direct all student activities in the learning process as well as the substance that should be explained to students. Whereas for students is as a guide in the learning process and is a substance of competence that should be studied. Based on the learning strategies used, the function of teaching materials can be divided into three types, namely functions in classical learning, individual learning, and group learning.

The problem in this study is whether relevant media literacy-based learning methods are used in teaching materials for short story writing for students of class XI of Lolomatua 1 Public High School?1. What is the feasibility of developing teaching materials to write short stories based on media literacy in class XI students of Lolomatua 1 State High School?2. How is the effectiveness of teaching materials for short story writing developed using media literacy-based learning methods for students of class XI of Lolomatua 1 Public High School?

Research result

The results of the development of teaching materials are obtained from the stage of development I to stage III by referring to the stages of development of Borg and Gall (Sanjaya, 2014: 136) described in chapter 3. The results of the development will be described as follows.

II. METHODS

The process of implementing the development of teaching materials in stage I is to bring up ideas / ideas by carrying out a preliminary study. The preliminary study was carried out by

conducting a field survey (needs analysis) and literature survey. Based on the theory quoted by DahiyaSunita.

AjeyaJha in International Journal of Information Technology and Knowledge (2011: 263), needs analysis is a process to determine priorities for educational needs, gather information and solve problems. Based on this theory, to determine the results of the field survey (needs analysis) was obtained by distributing questionnaires to 2 teachers and 32 students in the school by first outlining the definition of a media literacy-based module in the questionnaire to have an overview of the questionnaire questions submitted.

Results from questionnaires distributed to teachers and students are obtainedthe following conclusions.Some teachers (75%) stated that they did not know the teaching materials developed while most of the students (91.66%) stated that they did not know the developed teaching materials.All teachers (100%) stated that they did not use teaching materials developed in the learning process and (84.72%) students stated that they had not used teaching materials developed in accordance with the 2013 curriculum.All teachers (100%) stated that they needed teaching materials developed in accordance with the 2013 curriculum in the learning processand most students (86.78%) stated that they needed ingredients.Results of Student Response to Teaching Materials in Small Group Trials.

Small group trials were carried out at Lolomatua 1 Public High School. The trial was conducted on nine students with high, medium, and low ability to re-know students' perceptions of products that were developed and revised from weaknesses after individual trials were conducted. The results of the students' response to small group trials of teaching materials in the form of modules that have been developed can be seen in Table 4.6 and the complete data in the appendix.

III. RESULTS

Small group trials were carried out at Lolomatua 1 Public High School. The trial was conducted on nine students with high, medium, and low ability to re-know students' perceptions of products that were developed and revised from weaknesses after individual trials were conducted. The results of the students' response to small group trials of teaching materials in the form of modules that have been developed can be seen in Table 4.6 and the complete data in the appendix.

IV. CONCLUSION

Based on the formulation of the problem, the purpose of the study, the results of the research and discussion in the research on the development of teaching materials based on media literacy in the short story text material can be summarized as follows:

1. The results of the needs analysis indicate that the needs analysis of teachers and students, namely all teachers (100%) stated that they need teaching material developed in accordance with the 2013 curriculum in the learning process and most students (86.78%) stated that they needed teaching materials developed based on media literacy in the learning process.

2. Media literacy-based teaching material products on short story text writing material developed for class XI students of Lolomatua 1 Public High School are eligible and suitable for use. This is evidenced by the results of expert material validation which includes content eligibility with an average of 89.84% in very good criteria, presentation eligibility with an average of 93.26% in very good criteria, linguistic aspects with an average of 87.50% on very good criteria and validation of design experts with an average of 82.08% in very good criteria.

3. The use of teaching materials based on media literacy on short story text material is more effective than textbooks used by students. This is evidenced by better student learning outcomes, namely the use of textbooks (pretest) 71.18% with enough categories and the use of material based on media literacy (posttest) 81.6% with very good categories.

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