

The Development of Multicultural Based Teaching Materials on the Observation Report Text for Senior High School Student

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Abstract— Teaching materials are an important part of the learning process. The purpose of this research to produce learning materials based on multicultural material observations report text. The research methods used is the development of a Research and Development (R D &) which refers to the model of the Borg and Gall. Data collection techniques in this study using observation, interviews and questionnaires to teachers, students and validators. Development of research results indicate that: the average rating of material and design validation is 90,32% on the criteria very well, response of teachers with an average of 87.50% on criteria very well, trials of individuals with average 79.62% on good criteria, small group testing with an average 84.25% on good criteria, limited field test with an average of 90.19% on the criteria very well. This proves that the development of learning materials-based multicultural viable, easy and effective use on observations report text learning for senior high school.

Keywords—*development of teaching materials; observation report text; multicultural based*

I. INTRODUCTION

Indonesia is a multicultural society developing in it many cultures. Each region has a culture of its own and ethnic customs, including students who are in school environment. Cultural diversity can trigger the emergence of conflict if not managed properly. One effort that can be done to reduce these conflicts is by entering into multicultural education materials.

Teaching materials are an important part of the learning process. The existence of teaching materials will help teachers in achieving learning objectives. Therefore it is very

important for teachers to have the competence to develop good teaching materials in accordance with the requirements and needs of students.^[1]

The multicultural situation can be found in North Sumatra has a fairly high level of heterogeneity both in the religion, tribe, culture, education, economy, and other aspects of culture. North Sumatra comprises several types of tribes. Including Batak Simalungun Batak, Toba, Mandailing, Malay, Pakpak, Nias and Java. Based on initial analysis showed that in the Indonesian Language learning at school is not yet associate and develop the material/concepts are taught with cultural diversity, or in other words tend to be focused on text books There has been. In the book does not contain topics or text close to the culture of the students at the school. The statement is supported by the results of research found that the books used in schools generally emphasize the discussion on a majority of cultures and ignoring minority cultures.^[2]

Multicultural education is a process of comprehensive school reform and basic education for all students. It challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism...that students, their communities, and teachers reflect. Multicultural education permeates schools' curriculum and instructional strategies as well as the interactions among teachers, students, and families and the very way that schools conceptualize the nature of teaching and learning.^[3] Multicultural education has several dimensions of Content Integration, The Knowledge Construction Process, an Equity Paedagogy dan Prejudice

Reduction.^[4] The dimension of content integration is identical to the teachers ability to develop teaching materials whose contents are integrated. One of them is integrated with culture.

One of the still elusive in senior high school is learning the text report of observation. That is because such material belongs to the latest for them. Reference books related to the material of the text report of the results of observations are still minimal. The texts are presented in text materials report observations tend to present examples of animals. There is no text to associate with one of the cultures that existed in Indonesia. Other causes are a lack of variation in materials used by teachers. During this time the teacher use only text books of the Kemendikbud be the source only as a handle for the students. Therefore necessary learning materials that can help students understand the teacher's explanation, can motivate students, attract the attention of students and improve student learning activities.

With respect to several things about the materials that had been presented earlier, it needs to be developed a multicultural based learning materials in an effort to preserve the culture. The development of learning materials-based multicultural is carried as an alternative to a companion module to enrich Indonesia language learning in Senior High School.

II. METHOD

This research is done in senior high school for grade X (SMA Negeri 1 Silinda). The methods used in this research is the development of methods (Research and Development/R&D). The research method is based on adaptations made Borg & Gall. This research uses three stages: (1) preliminary study stages, i.e. the study of literature and field studies (2) stages of development studies, starting from the analysis of materials, product design (Prototype) the development of learning materials to be learning materials multicultural-based; and (3) the evaluation phase in order to test the effectiveness of the implementation of the old materials (used currently) are compared with new materials (product researcher) and evaluation to test the feasibility of new materials.^[5]

Data collection techniques in this study using observation, interviews and questionnaires to teachers, students and validators. The data collection instrument is a questionnaire. Questionnaires used were questionnaire of material expert assessment, design expert assessment, teachers response and student response. The validation of teaching material analysis is done by using Likert Scale, summing score and validation value.^[6]

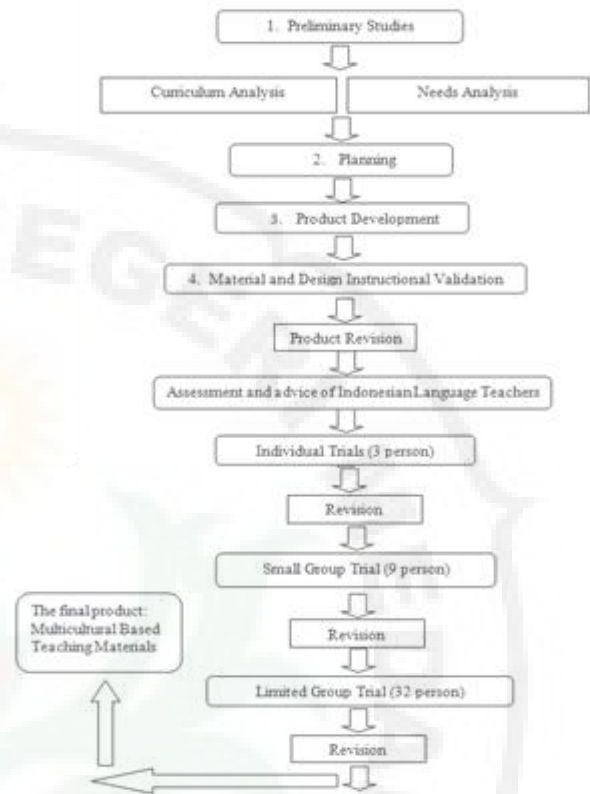


Figure 1. Development Flow Borg & Gall

III. RESULTS

A. The development of learning materials

The front cover contains the title of the module, the author's identity, the identity of the supervisor and the subject matter. The cover of the module is also equipped with 2 logos, i.e. logos graduate school of the State University of Medan (Unimed) and 2013 Curriculum logo. The front cover of the module is also equipped with a range of images that represent the culture particularly Sumatera Utara (Mandailing, Karo, Malay, Simalungun, Batak Toba and Pakpak).



Figure 2. Front Cover and Back Cover

Learning activity contains the title of the activity, the basic competence (KD) and indicators of learning. It is aimed to let the students know the basic competencies and indicators that will be achieved in the process of learning by using this module. In this module there are 3 learning activities designed 2 times for each learning activity.



Figure 3. Module Learning Activities

The summary is displayed at the end of the learning activity. This summary contains the essence of the material presented in the activity of one to three activities. This summary helps students understand the material quickly.



Figure 4. Summary

A matter of practice located at the end of the learning activity after the summary. This question aimed to see the student's mastery to the materials presented. The question exercise made in the form of multiple choice test which consists of 20 questions.



Figure 5. Exercise

Answer keys are located after a matter of practice. This answer key starts from one to three activities as well as a matter of practice. Answer keys can be used by students to measure mastery of the material that has been studied.



Figure 6. Answer Key

Glossary aims to make it easier for students to understand the vocabulary is difficult. Module-based multicultural is certainly a lot to use vocabulary related to culture. So that students understand the meaning of the vocabulary. Therefore, if students find difficult vocabulary can directly see the glossary.



Figure 7. Glossary

B. Eligibility-based Multicultural Materials

Table 1. The results of the Validation by an expert

No	Aspects that are Assessed	The average Percentage (%)	Criteria
1	Eligibility Of The Contents Aspects	90,62	Very Decent
2	Presentation Aspect	90,90	Very Decent
3	Linguistic Aspects	89,58	Very Decent
4	Design aspects	89,58	Very Decent
Validation Modules In General		90,32	Very Decent

Based on the above table it can be concluded that the whole multicultural-based module developed is in a very valid category with a total percentage of 90.32%. Aspects of feasibility with an average of 90.62%, presentation aspect 90.90%, language aspect 89.58% and 89.58% aspect of kegrafikan. Based on the assessment of material experts and design experts, it can be concluded that the multicultural based teaching materials on the text of the report of observation results designed for high school students categorized very valid and feasible to be used in text learning reports of observations. This can be seen from the validation questionnaire given to 4 expert lecturers. Thus, teaching materials can already be piloted to students to see the practicality and effectiveness of the modules that have been developed.

C. The response of Indonesian Language Teachers towards learning materials-based Multicultural

Table 2.

Indonesian Language Teacher Response Data Against Learning Materials

No	Indicator	Score average (%)	Criteria
1	The appearance of the module as a whole draws	87,50%	Very Good
2	The module carried usage guidelines clearly	87,50%	Very Good
3	The language used in the module easy to understand	87,50%	Very Good
4	The presentation of the material in modules arranged in a systematic	87,50%	Very Good
5	Material in accordance with the objective of learning module	75%	Good
6	The use of the image in the module clear	87,50%	Very Good
7	Learning activities to stimulate critical thinking ability	87,50%	Very Good
8	The types of activities in the module vary	75%	Good
9	The latest information in the module in accordance with the development of science and technology	87,50%	Very Good
10	The use of symbols in accordance with the existing rules	75%	Good
11	The module helps students understand the learning material of the text report observations	75%	Good
12	Different modules of learning materials is usually	100%	Very Good
13	Modules can be studied independently by students	100%	Very Good
14	Module train students enrich students' knowledge	87,50%	Very Good
15	Modules simplify teachers evaluate student	100%	Very Good
16	The module makes it easy for students in delivering his opinion in the form of oral or writing	100%	Very Good
17	The module makes it easy for	87,50%	Very Good

	students in the concluding report text materials results obeservasi		
The Total average score		87,50%	Very Good

Results of the Indonesia language teacher response against multicultural-based materials for the learning of text reports observations have total percentage average 87.50% criteria very well. This means that the learning materials-based multicultural is able to meet the demands of learning needs text reports the results of observation that will be taught to the senior high school student.

D. Trial Products

Table 3

Percentage of Assessment Indicator of Trial Evaluation Module

No	Assessment Indicator	Average Score		
		Individual 1	Small Group	Group Limited
1	Material	82,40	83,64	90,36
2	Language	77,78	87,03	91,92
3	Interest	76,39	83,74	89,06
Average Amount		79,62	84,25	90,19

The table describes the average percentage results against multicultural-based modules. Individual trials on the material aspect showed percentages with an average of 82.40%, language with an average of 77.78% and an average interest of 76.39%. The average percentage of all individual trials was 79.62% with "good" criteria. This means that the developed multicultural modules are in line with the needs of the students.

Small group trial on material aspect showed percentage with mean 83,64%, language with average 87,03% and average interest 83,74%. The average percentage of all individual trials is 84.25% with "good" criteria. This means that the developed multicultural module needs to be slightly revised so that the content of the module is better understood by the students so that it can be followed by a limited field group trial.

Group trials limited to the material aspect showed percentages with an average of 90.36%, a language with an average of 91.92% and an average interest of 89.06%. The average percentage of all individual trials is 90.19% with "very good" criteria. This means that the multicultural developed modules are very well developed and there are no problems to be fixed. So no revision is needed at this stage and the module is ready to be tested for its effectiveness.

Tabel 4

The percentage of Test Score Gains against a multicultural Based Materials

No	Trial Products	The average Percentage (%)	Criteria
1	Individual	79,62	Good
2	Small Group	84,25	Good
3	Group Limited	89,58	Very Good

In accordance with the Borg & Gall Research and Development Flow the trials conducted on the students include 3 stages: individual trials (3 students), small group trials (9 students) and limited field trials (32 students).^[5] In individual trials obtained an average score of 79.62% with good category. At this stage there is some writing that needs to be improved. In the small group trial obtained an average of 84.25 with good category. Then a limited field trial obtained an average of 90.19 with very good category. Based on these data, it can be concluded that multicultural-based teaching materials can be used by teachers and students in terms of ease of use, timeliness, and attractiveness.

IV. CONCLUSION

Multicultural learning materials based on observation results report text material for Senior High School (SMA Negeri 1 Silinda) eligible and qualified to use. The eligibility validation results seen from the experts the material and design experts. The response of teachers towards learning materials including the criteria very well. So it can be said-

based multicultural materials are practical and already meets the needs of learning text reports the results of the observation.

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