

# Development of Audio Visual Teaching Materials for Folk Songs Charged with Local Wisdom in Learning Poetry Texts for Class VIII Students of SMPN 14 Malang

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## ABSTRACT

The covid-19 pandemic era has an important influence on the learning process on students and teachers and as a form of educator transition in digital era learning. The use of online applications in learning activities helps teachers learn online / distance, but the progress found by some students sometimes do not pay maximum attention to learning or the use of conventional teaching materials is not well understood by students. So it is difficult for teachers to achieve learning competencies and monitor to the maximum. The need for creative and innovative teaching materials in order to create interesting and relevant learning for students. This study aims to produce audio-visual teaching materials for learning to write poetry with implementing the essence of the content of local wisdom and folk songs in it, teaching materials are presented in the form of audio-visual displays in their use, so that this teaching material produces decent learning for class VIII students. This study used a 4-D research model proposed by Thiagarajan. The description of the developed product includes: shape, content and appearance. The results of validation tests and field trials show that this product is very suitable for use in learning to write poetry to support creative and independent students.

## KEYWORDS

teaching materials; audio-visual; writing poems; folk songs

## INTRODUCTION

In the current era of the Covid-19 pandemic, learning is very unlikely to be carried out face-to-face or offline. Students' affective understanding is felt to be lacking, related to understanding the material in learning that is carried out online. Monitoring student activity during learning is not monitored by the teacher intensively, in contrast to learning that usually occurs in the classroom. The impact of online learning provides a potential for the use of the internet that has not been fully utilized, especially in the field of education, without the limits of time and space. In the sense of unlimited space and time here is an overview of teaching and learning activities by implementing learning that can be done anytime and anywhere. The negative impact that occurs is that in addition to the learning system being poorly monitored, the character education of students cannot be applied optimally and even slightly neglected. In accordance with this, the current conditions are very influential on teaching and learning activities, the solution is that learning must be carried out as creatively as possible with the limitations that occur today, with teacher innovations in the use of teaching materials and creations used in the use of learning teaching materials, in order to build student interest and motivation in learning activities in

the current pandemic era, thus in online learning the role of educators is very important to manage the course of learning in the classroom, in addition to utilizing online applications in learning such as Google Meet and Zoom. Based on the results of researchers' observations, educators at the junior high school level, especially in the era of the Covid-19 pandemic, currently educators deliver material with package books assisted by online applications with the lecture method and some students listen to the material through online applications, the problems found are sometimes students do not pay maximum attention to learning or due to interference with the signal network that is not good. So that it is difficult for teachers to achieve learning competencies and monitor to the maximum of student learning activities.

Based on the results of observations carried out by researchers, the teaching techniques carried out by the teacher are in accordance with the procedures for learning activities, but there are still problems found in the findings in the field, including (a) learning to write poetry texts has not been maximized, (b) students' interest and motivation to learn to learn to write poetry, (c) teachers use conventional teaching materials, and (d) the lack of teaching materials that are able to build student motivation and interest in learning. The need for essential action in developing teaching materials was put forward by (Zuriah, 2016) that, teachers need to move the field of special competence towards the development of creative and innovative teaching materials. This can happen in building knowledge and knowledge on producing and developing teaching materials. The next obstacle when in the field includes the lack of availability of teaching materials for learning to write poetry that suits the needs of teachers and students in the classroom.

In the Revised 2013 Curriculum, learning Indonesian consists of language learning and text-based literature learning. The two learnings are integrated with each other, especially literary learning which basically must be taught integratively with language (Warsiman, 2017). Literary learning includes learning to read, react, produce, and appreciate literary works (Ismawati, 2013). In reality, students do not like literature learning because educators have not made optimal use of existing learning teaching materials so that students feel bored. Learning teaching materials are learning tools that can send messages in the form of teaching materials from teachers to students (Alkharusi, 2014). As an intermediary in the learning process, there is a separate function that learning teaching materials have, namely to support the learning mechanism applied by educators in teaching and learning activities (Sudjana & Rivai, 2013).

The solution offered related to the analysis of the needs of teachers and students is, in the form of teaching materials that contain contemplation of songs used in learning activities, namely inspired by the basis of folk songs and packed with animative video display, then the songs and animations are combined into an audio-visual display that contains the theme of regional cultural studies and utilizes multimedia elements in its presentation, In addition to the essence of local wisdom in it, this audio-visual teaching material has several components of content, including poetry material, examples of poetry questions, and collections of folk songs and forms of teaching materials that are adjusted to the competency standards of class VIII students. Another reason is that in the current digital era, it is necessary to increase the locality of regional culture to the current younger generation by implementing learning noble values, especially in learning activities. In addition, the audio-visual teaching materials of folk songs charged with local wisdom are very helpful for educators to carry out teaching and learning activities optimally even without face to face.

## RESEARCH METHODS

This research uses the research and development design of the 4-D model proposed by Thiagarajan in (Jasmadi, 2008). The 4-D Model is one of several models of research and development of learning teaching materials. The 4-D research and development model includes four stages, namely: (1) the stage of defining and the process of superimposing learning objectives, (2) designing learning teaching materials and compiling and developing designs (appearance and content) of learning teaching materials developed, (3) developing teaching materials with the results of validating learning teaching materials developed to material experts, media experts, and practitioners, and (4) product dissemination by utilizing and maintaining teaching materials developed learning.

The data in this study consists of qualitative data in the form of (1) interview results of teachers and grade eight students of SMPN 14 Malang on the focus of needs analysis, (2) observation sheets used to observe empirical facts in the field in teaching activities, and (3) questionnaires for assessing comments of material experts, media experts, practitioners, and students on the focus of utilizing and validating teaching materials, which is used to obtain numerical data in the form of percentages and assessment scores, as well as verbal data in the form of responses (suggestions or comments). Numerical data in the form of scores from the assessment of teaching materials are obtained from the calculation of the percentage of scores on questionnaires filled out by material experts, media experts, practitioners, and students. Numerical data is used to determine the percentage of the feasibility score and the effectiveness of the product. Data sources in this study include: (1) material experts, (2) media experts, (3) teaching material experts, (4) practitioners, and (5) students.

The data collection instruments used in this study were interview guidelines, observations and questionnaires. Interview guidelines are used to find out the initial conditions in the field and assess students' needs for the learning of poetry texts in interviews with practitioners. Questionnaires are used to determine the level of media eligibility from assessments carried out by material experts, media experts, practitioners, and students. The overall percentage results on the questionnaire are used to determine the eligibility qualifications of the media and its follow-up.

Observation techniques are used to observe the learning process of writing poetry texts while utilizing audio-visual teaching materials for folk songs charged with local wisdom in learning to write poetry. Observation techniques aim to find out the activities of students and teachers while using teaching materials in learning to write poetry texts. The instrument used in the observation technique is the observation sheet of learning activities to write poetry texts. The distribution of questionnaires is carried out to determine the level of feasibility and effectiveness of the teaching materials developed. In this study, questionnaires were used which were distributed to experts, practitioners, and students.

Data analysis techniques are carried out qualitatively and quantitatively. Qualitative analysis was carried out to analyze verbal data obtained from the results of interviews with practitioners and comments on questionnaires filled out by experts, practitioners, and students. The analysis was carried out by: (1) collecting qualitative data in the form of oral and written from the results of interviews and comments of experts, practitioners, and students, (2) transcribing oral data from interview results, (3) analyzing and classifying data obtained based on aspects of assessment, and (4) reflecting and concluding the results of qualitative data analysis as a reference basis for product improvement and improvement. Quantitative analysis was carried out to analyze numerical data obtained from the media assessment questionnaire. Numerical data are analyzed using a simple statistical formula to find out the percentage of each assessment as well as the overall score of the questionnaire

shared. The results of numerical data analysis are classified based on product feasibility assessment criteria and then concluded to determine product follow-up.

## **RESULTS AND DISCUSSION**

**Product description**, the product produced in this study is audio-visual teaching materials for folk songs charged with local wisdom in learning to write poetry texts of class VIII students. The learning materials developed are in the form of audio videos of learning to write poetry along with animative local wisdom content that can be integrated through each student's device and displayed through the classroom LCD, with the following specifications. (1) the form of teaching materials; (2) the content of teaching materials; and (3) the display of teaching materials. The form presented in the teaching materials in the form of video and audio formats, the first step in the preparation of teaching materials begins in (1) planning and hatching animations, at that stage the researcher designs the form of animation using applications from SuperMe, The application is easily integrated with devices and easy use, then the use of the application is used to design an animative figure who acts as a narrator in the audio-visual teaching material of folk songs charged with local wisdom, (2) the stage of determining the series of contents of the teaching material, after designing an example of animation on the content of the teaching material, the next step is to compile the content component in the audio-visual teaching material in the form of (a) determining the 2D image as a display cultural background themes in teaching material videos (b) determining folk songs as background music, (c) determining the relevance of poetry materials that have cultural relations, and (3) compiling video and audio displays, after determining and compiling the content on teaching materials, then moving on to the stage of editing teaching materials in the process of editing teaching materials, reviewing the use of the VN Video Editor application used for video trimming, sound background adjustment/settings, and font filling in the audio video editing process, in this step focuses on the process of combining and synchronizing audio formats and 2D images on the overall display of audio-visual teaching materials for folk songs charged with local wisdom.

The presentation of the developed audio-visual content contains basic competencies, learning objectives, materials, and exercises. The basic competencies contained in this teaching material are the basic competencies of KD 3.8 examining the building elements of poetry texts (struggle, environment, social conditions, culture and others) that are heard or read and KD 4.8 presents ideas, feelings, opinions in the form of poetry texts in writing / orally by paying attention to the building elements of poetry. The learning objectives of the two KDs are as follows. (1) studying the poems that are read or listened to, (2) after the process of presenting emotional elements through poetry by paying attention to the building elements of the poem, students can: (a) design the text of the poem in writing by paying attention to the building elements of the poem, (b) choosing themes, diction, majas, and mandates that are in accordance with the process of writing poetry, (c) developing poems with a complete form by paying attention to the building elements of poetry, and (d) editing the poem taking into account the constructive elements of the poem. The material in this audio-visual teaching material is presented per KD with the following details. (1) the material contained in KD 3.8, namely: analyzing an example of a folk song entitled "Lir-Ilir" by paying attention to the building elements of poetry in the form of, (a) elements of theme, (b) elements of rhyme, (c) elements of diction, (d) elements of imaginary, (e) elements of tone, (f) elements of mandate and (g) elements of feelings. (2) the material contained in KD 4.8 is as follows: (a) Presentation of examples of folk songs "Caping Gunung", and (b), steps for writing poems, along with the process of selecting

themes, diction, rhymes, majas, images and mandates. The exercises in this teaching material contain independent and group exercises arranged according to KD 3.8 and 4.8.

The developed audio-visual teaching material display has several display menus including the appearance of the title page menu, the appearance of the main menu, and the display of the developer's identity. The following is explained the display of content on the audio-visual teaching material development product, including (1) the appearance of the title page presented, the presentation of the title in the form of "Fun to Learn to Write Poetry" by raising the background of the local wisdom display equipped with (a) traditional dances and (b) traditional houses (2) the main menu containing several sub-sub-menu views, which contains (a) Basic competencies, (b) poetry material, (c) sample questions, and (d) animative choice sets folk songs, and (3) the identity of the developer, contain a brief biodata of the developer of audio-visual teaching materials for folk songs charged with local wisdom. The display of audio-visual teaching materials developed using alphaki typeface with size 10 used in the content and size 14 lolipo typeface used in the title of teaching materials. The composition of the image display used in this teaching material uses the display of 2D animated images packed with contemporary forms, which are suitable for use in the learning development of VIII junior high school students, The selection of animated images gives the impression of enthusiasm and arouses motivation in learning. The audio-visual teaching materials developed can be integrated with gadgets (smartphones), laptops, LCD projectors, and smart TVs. The appearance and material in the teaching materials are designed using the VN Video Editor program which produces a form of teaching materials in video format. The file size of this video is 800 MB, so before using this teaching material in learning educators must ensure that the student's device is not in a state of full memory. The large size of this teaching material is due to the length of the duration of the video and the animative questioning of folk songs. The use of audio-visual teaching materials can be accessed by streaming or offline (download) with the Google Drive Link link shared, so that students can run videos flexibly.

**Product Test Results**, the feasibility test of audio-visual teaching materials for locally charged folk songs in learning to write poetry is carried out to determine the assessment of material experts, media experts, practitioners, and students. The feasibility test is carried out based on several aspects of the assessment, namely: (1) the suitability of the material, (2) the completeness of the material, (3) the use of the language of the teaching material, and (4) the appearance of the teaching material. The implementation of the product test is carried out through two stages, namely: (1) the first stage, the learning teaching materials that have been completed according to the design are handed over to material experts, teaching material experts, media experts, and practitioners. Then the experts conduct an assessment of the media developed based on the assessment aspects on the questionnaire that was shared. Experts comment or advise on the developed teaching materials and explain which parts need to be improved. (2) the second stage, the revised teaching materials based on comments and suggestions from experts and practitioners are tested in learning to write poetry in class VIII of SMPN 14 Malang. Teachers and students carry out learning by utilizing the developed teaching materials, namely audio-visual performances of folk songs charged with local wisdom. As learning progresses, researchers observe students' responses to the audio-visual teaching materials developed. Then the researcher recorded what were the students' responses to the use of audio-visual teaching materials. Researchers' notes form the basis for evaluation to determine the follow-up of audio-visual teaching materials.

From the results of expert and practitioner tests that have been carried out, a percentage of the feasibility score of audio-visual teaching materials is obtained based on each aspect



of the assessment. The validator aspect of the material obtained a score of 2.50 which includes aspects of material completeness and aspects of language use in teaching materials. The media validator aspect obtained a score of 2.56 which includes aspects of graphicity and presentation. The validator aspect of teaching materials obtained a score of 2.75 in terms of the indicators of the form of teaching materials. The practitioner aspect of the score obtained is 2.73 from the display indicators, material content, and language usage. Meanwhile, the results of the trial in students obtained a percentage of 2.8.

**Tabel 1.** The feasibility graph table is presented as follows

No	Validation Results	Score
1.	Poetry Material Expert Validator	2,50
2.	Expert Validator of teaching materials	2,75
3.	Media Expert Validators	2,56
4.	Practitioners	2,73
5.	Students	2,8

In addition to the numerical data above, verbal data were also obtained in the form of comments or suggestions from material experts, media experts, practitioners, and students on the developed media. Suggestions from material experts, namely: (1) include more detailed and focused KD goals, (2) reduce poetry material that is too definitive, (3) replace examples of poetry text problems with youth poetry, (4) pay attention to majas material by means of poetry rhetoric, and (5) display the use of folk songs in the material of the process of writing poems. Suggestions from media experts, namely: (1) the arrangement of the text beyond the board area, (2) the graphic composition needs to be arranged more prosposianally, and (3) adjust the size of the character animation on the audio-visual teaching material. Suggestions from teaching material experts, namely (1) improving character animations and providing variations in character attributes, (2) utilizing examples of folk song arrays in the presentation of poetry materials, (3) eliminating less standard sentences in audio-visual teaching materials, (4) replacing stereo audio sounds to mono, and (5) adjust the intensity of the background volume on the teaching materials. Advice from practitioners, namely the need to add a few sample quizzes to the display of teaching materials that are used as material reinforcement in students' poetry writing learning activities. Suggestions from students, namely to improve the size and format of the text on the poetry material contained in the audio-visual teaching materials.

**Product Revisions.** based on the test results of experts, practitioners, and students, verbal data in the form of comments or suggestions as a reference for revising the product was also obtained. Based on the advice of the material expert, namely in the material submenu section, and the training submenu need to be revised. Follow-ups to the advice of the material expert, namely: (1) revisions were made to the material menu section which included: (a) utilizing examples of folk songs in the poetry material; (b) replacing the poem; (c) add examples of material to aspects of majas.

Based on the advice of media experts, namely on the appearance of the content needs to be revised. Follow-ups to these suggestions include: (1) revising the arrangement of the text beyond the board area, (2) arranging the graphic components contained in the teaching materials, and (3) reducing the size of the narrator's graphic animation figures. Furthermore, there are expert suggestions for teaching materials that are material for revision, namely in the content display section, and the audio display needs to be revised, follow-up to these suggestions, namely: (1) adding variations in the attributes of animative narrator figures, (2) utilizing examples of folk song arrays in the presentation of poetry material, (3) reducing less standard sentences in the display of teaching materials content,

and (4) converting stereo audio forms into mono. Meanwhile, practitioners give advice to add sample quizzes to the poetry material. This is followed up by giving several quizzes in a specific section of the poetry material, based on the results of field trials students providing suggestions for improve the text size along with the text format. The suggestion was followed up by improving the size and text format of audio-visual teaching materials.



**Figure 1.** Here's an audio-visual display of folk songs filled with local wisdom.

### **Discussion**

This research produced a product, namely audio-visual teaching materials for folk songs charged with local wisdom in learning to write poetry texts for grade VIII students of SMPN 14 Malang. Learning to write poetry by utilizing animative audio video shows charged with local wisdom of writing poems can strengthen students' learning motivation. Given, today's students are more interested in learning that utilizes technology than conventional learning. This is in line with the statement that, the use of technology in learning poetry texts is one of the ways educators can carry out learning with material that is considered difficult by students. In addition, students are more interested in learning by utilizing technology than learning in the conventional way (Setawan, 2017), The audio-visual teaching materials produced by this study contain poetry material, a collection of exercises about poetry and a selection of folk song collections. Audio-visual teaching materials are packed with a 2D animative cartoon display along with exposure to poetry material that is presented in a complex manner, in order to build students' interest in learning and make it easier for students to understand the material that has been presented. This is in line with Dewi (2016) video is the right learning medium for skill-oriented learning such as learning poetry declamation. The products developed in this study will be studied based on several aspects of each product. The application of poetry demonstrations will be studied based on three aspects, namely: (1) the content of audio-visual learning (2)

the appearance of learning audio-visual learning, and (3) the feasibility of teaching materials.

**Description of the audio-visual content of learning.** The content of the material discussed in the audio-visual teaching materials is the text material of KD 3.8 and 4.8 poems. Based on the results of the initial research study, in addition to the impact of the pandemic that occurred, this aspect of the material has a high enough level of difficulty so that students' desire to learn is low because they find it difficult. In addition, sometimes teachers use conventional teaching materials so that students get bored easily. This agrees with (Setyawan, 2017) which explains that in reality, students find it difficult to understand the text material of the poem because educators have not found an effective way to apply in the implementation of learning. Audio visual teaching materials for folk songs charged with local wisdom of this poem are the solution to this problem because in this teaching material is contained material complete with a fun presentation pattern so that students' boredom is resolved. The pattern of presenting the material in this teaching material, presented animative impressions with local content, and the material is presented briefly, concisely but clearly so that the material presented can be understood by students easily. After the material is presented, there are exercises that must be done to determine the level of students' understanding of the material. Furthermore, there is a choice of animative folk songs contained in the teaching materials in the process of writing poetry, this is aimed at the form of visualization presented to foster the creative and imaginative attitudes of students, Based on the results of the study, students felt happy to learn to write poems using implemented teaching materials, this can be seen in the results of observations of student responses and comments on questionnaires filled in by students

**Description of the learning audio visual display.** the audio visual display of learning developed in this study is designed to be as attractive as possible to strengthen students' desire to learn and attention. Therefore, audio-visual display is one of several important aspects in the development of learning teaching materials. This agrees with (Rofiq, 2019) which explains that, the attractiveness of media displays is one of the main things in the development of audio-visual-based learning teaching materials. Based on the results of the study, students feel happy to learn to use this audio-visual teaching material because of its attractive appearance and relevance to student development. The display of audio-visual teaching materials for this poem includes: (1) the start menu, (2) the main menu, and (3) the identity of the developer. Students can learn to see the material and do practice questions through audio visual impressions.

**Description of the feasibility of learning teaching materials.** Based on the results of the study, audio-visual teaching materials for folk songs charged with local wisdom are very feasible to be implemented in learning with several revisions. This agrees with (Putro, 2014) which explains that, learning teaching materials are categorized as good and very feasible to be implemented if they get an average score between 2.71 – 3.00. This opinion can be proven through the average score of all the values obtained. The feasibility assessment of audio-visual teaching materials is based on the percentage of validation test results by experts, practitioners, and field trials, namely: (1) validation test results from material experts get a percentage of 2.50 scores, (2) validation test results from media experts get a percentage score of 2.56, (3) validation test results from teaching materials experts get a percentage of 2.75 scores, (4) validation test results from practitioners based on material aspects and the media gets a percentage score of 2.73, and (5) the results of the field trial got a percentage score of 2.8. All of these scores received an average of 2.73 From the data, researchers concluded that, the learning audio-visual teaching materials developed in this research were effective and feasible to be implemented in learning.



## CONCLUSION

This development research produced a product in the form of audio visual teaching materials for folk songs charged with local wisdom in learning to write poetry. Poetry learning teaching materials are designed for learning to write poetry texts of class VIII. The teaching materials developed contain poetry materials, examples of practice questions, and a collection of folk songs. This teaching material contains material impressions and examples of utilizing elements of local wisdom in concrete discussion of the material, so as to build students' interest in learning and form an understanding of the material being taught. The use of audio-visual charged with local wisdom in learning to write poetry can encourage students to learn actively and independently so that they do not depend on the presence and explanation of the teacher. Furthermore, based on the results of expert and practitioner validation tests, it can be concluded that the product is feasible to implement with some revisions in the content and audio-visual display section. After the product was revised, field trials were carried out by utilizing the product in learning to write poetry. Based on the results of field trials, the product is feasible to implement with a slight revision to the use of the duration of folk songs.

Based on the conclusions above, so that audio-visual teaching materials containing local wisdom in learning to write poetry can be optimally utilized, researchers provide several suggestions for use as follows. Suggestions for the use of the products developed are: (1) products can be used in learning KD 3.8 and 4.8 poetry texts, (2) products can not only be used in the classroom, (3) products can be utilized with or without the guidance of educators directly, and (4) products can be used to stream online or offline. Based on the utilization suggestions used in this study, there are several product maintenance suggestions that educators can do, namely: (1) improving the quality of the learning media for writing poems developed, (2) improving the features in the audio-visual teaching materials for the developed learning folk songs, (3) improving or revising the available learning materials or practice questions.

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