

DEVELOPING MATERIALS OF TEACHING LANGUAGES FOR GRADES 1 IN THE SUBJECTS OF NGADA LOCAL CULTURE USING TEMES OF ARTIFACTS, ANIMALS, AND PLANTS

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ABSTRACT

This study aims to produce multilingual teaching materials based on content and the local cultural context of the Ngada ethnicity on the themes of objects, animals, and plants around me that are by the characteristics of grade I primary school students, as well as to determine the quality of the product trial results for the development of multilingual teaching materials. The subjects of the trials in this study included class I teachers as content/material experts taken from SDI Rutosoro teachers, STKIP Citra Bakti lecturers as Indonesian language experts and book product design experts developed, SMP Citra Bakti teachers as English language experts, a figure author of the Bajawa regional language book as a regional linguist. Meanwhile, the object under study is the content and local cultural context of the Ngada ethnic group, which can be integrated with the first grade material on the themes of things, animals, and plants around me to be used as multilingual teaching materials based on content and the local cultural context of the Ngada ethnicity. This multilingual teaching material found on content and the local cultural context of the Ngada ethnic group was developed using the ADDIE model. The ADDIE model consists of five steps, namely: (1) analyze, (2) design, (3) development, (4) implementation, and (5) evaluation. The research results on the development of multilingual teaching materials based on content and the local cultural context of the Ngada ethnic group based on the results of expert trials are as follows. (1) The content/material expert trial was in a perfect category. The highest score was in the material's suitability with core competencies, essential competencies, (2) The test for Indonesian language experts was in the excellent category. The highest score was in the consistency of use terms, (3) The test of regional linguists is in the right type. The highest score is in sentence effectiveness and providing information, (4) The test of English language experts is in the excellent category. The highest score is in using the letters' shape and size consistently, (5) Experts in product design development trials are in an outstanding variety. The highest score is on the attractive aspects of the cover design, the completeness

of the components in each chapter of teaching materials, and the organization of learning activities designed to support culture-based learning. Based on these trials' results, it can be concluded that the multilingual teaching material that has been developed is suitable for use by grade I elementary school students.

Keywords: *Multilingual teaching materials, Themes, Content, and Context, Ngada Local Culture.*

1. INTRODUCTION

The reality that is happening today is that education in Indonesia is still experiencing many problems. The low quality of education is one of the difficulties encountered in education [1]. The low education rate can be influenced by ineffective teaching materials and learning processes and learning activities. From this, the teacher must create their own impressive contextual/real teaching materials and pay attention to the strategies of the teaching and learning process to create an effective and efficient situation related to the subject matter of the subject matter to be studied and pay attention to differences in the characteristics of students in learning activities.

The use of printed teaching materials has followed the 2013 curriculum changes, namely linking several subjects in one theme. However, the problem is that the printed teaching materials do not prioritize the local community's local cultural elements or the environment where the trainees live. This course can make it difficult for students to understand the material they should understand.

This local cultural element is suitable for inclusion in the learning process, especially students in elementary schools. Therefore, teachers need to develop multilingual printed teaching materials that are more attractive and contextual in nature and are directly related to the local community's culture. With the development of this multilingual printed teaching material, it can provide high use-value for students, teachers, and the community. Students can understand new knowledge from the material taught by the teacher in local languages and English. It can provide benefits for teachers, namely as a guidebook in learning in class and outside the classroom. The community's use provides a general description of the material being taught by students in three languages (multilingual). Learning should start from the environment closest to students, one of which is culture. Elvianti [2] states that culture is close to students' atmosphere, so it is hoped that it will be a driving force in improving student learning outcomes. The inculcation of local cultural values also triggers the importance of

education about culture applied in learning and is expressed in the textbook.

Multilingual is a person's ability to use three languages at the same time to communicate. The wording in question is Indonesian, English, and regional languages. Seeing the importance of language in communicating among human beings globally, language mastery is not limited only to the mother tongue / regional language or Indonesian but must adapt to global developments, where educators and students can use English, an international language or language. Trendsetters around the world [3]. Multilingualism can provide a new understanding for someone about the meaning of a new word or sentence. By implementing multilingualism during the learning process, students will better understand and know more about the material's content by using three languages at once. Learning through multilingual children will automatically improve their multitasking abilities, brain health, social development, abstract thinking, and focus better.

The formulation of the problems presented in this study are as follows: 1) Can multilingual teaching materials be produced based on content and the local ethnic context of Ngada's ethnic culture on the theme of objects, animals, and plants around me which are in line with the character of grade 1 elementary school students? 2) What is the quality of the product trial results for developing multilingual teaching materials based on content and local cultural contexts for the Ngada ethnic group on the theme of objects, animals, and plants around me for grade 1 elementary school students? The objectives of this development are as follows. 1) To produce multilingual teaching materials based on content and the local cultural context of the Ngada ethnicity on the theme of objects, animals, and plants around me that are by the characteristics of elementary school students in grade 1. 2) To determine the quality of the results of the content-based multilingual teaching materials development product trial and the Ngada ethnic local cultural context on the theme of objects, animals, and plants around me for grade 1 elementary school students.

Literature Review

According to Hamdani [4], teaching materials are teaching materials that are tools and / or texts needed by teachers to plan and study learning implementation. Wahyudi [5], the function of teaching materials, in general, can be seen as follows: (1) Guidelines for teachers who will direct all their activities in the learning process, as well as competency substances that should be taught to students (2) Guidelines for students who will direct all activities in the learning process, at the same time constitute the substance of the competence that should be learned or mastered. (3) Tool for evaluating the achievement or mastery of learning outcomes.

Multilingual teaching materials are a set of learning materials arranged coherently and systematically in three languages at once and displaying a complete figure of the competencies that students will be mastered by students in classroom learning activities that are packaged in the form of multilingual printed teaching materials. Multilingual is a term used to describe the state of using more than one language by individuals, groups, or communities (regional, national, national, and state). Multilingual teaching materials refer to depicting a speaker who speaks more than two languages, can be three languages, or four, even five languages at once. Multilingual is a society that has several languages. Such a community occurs because several ethnic groups participate in shaping culture so that from an ethnic perspective, it can be said to be a plural society.

According to Koentjaraningrat [6], culture is a whole system of ideas, actions, and human work in community life, which is made the property of humans by learning. In culture-based learning, culture becomes a medium for students to transform their observations into creative principles about nature. Thus, students do not just imitate or accept the information conveyed through culture-based learning, but students create meaning and understanding from the information they get. Likewise, culture-based learning is not just transferring or representing culture or cultural manifestations but using culture to make students able to create meaning, break through the boundaries of imagination, and creativity to achieve a deep understanding of the material or subject they are learning.

Sardjiyo and Panen [7]; argue that culture-based learning is a strategy for creating a learning environment and designing learning experiences that integrate culture. In culture-based learning, culture becomes a medium for students to transform their observations into creative principles about nature. Thus, students do not just imitate and / or accept the information conveyed through culture-

based learning, but students create meaning and understanding from the information they get.

Thematic learning as a learning model is one type/type of integrated learning model. The term thematic learning is a blended learning model using themes to link several subjects to provide meaningful experiences to students [8] integrated thematic learning characteristics as follows. 1) Student-Centered. 2) Provide direct expertise to children. 3) The separation of subject content is not very clear. 4) Presenting the concepts of different subject content. 5) Be flexible. 6) Learning outcomes develop according to student interests and needs. 7) Using the principle of learning while playing and having fun.

2. METHOD

The type of research in this research is development research. The development of this multilingual teaching material kit uses the ADDIE development model. The ADDIE model development procedure consists of five stages [9][10]. The explanation stage of the ADDIE development model that the researcher will apply is as follows. 1) Analyze (Analysis); The researcher's analysis stage included three important things, namely needs analysis, curriculum analysis, and analysis of the characteristics of grade 1 elementary school students. 2) Design, at this stage, teaching materials are designed to be developed by the previous analysis results. 3) Development (Development). The development stage is the stage of product realization. In this stage, the development of teaching materials is carried out according to the design. 4) Implementation (Implementation). The implementation stage is only up to expert validators who are recommended to assess the teaching material products that have been developed. 5) Evaluation (Evaluation). At this evaluation stage, the researcher made the final revision of the teaching materials developed based on the information obtained from the assessment instruments assessed by each validator/expert. The resulting product is multilingual teaching materials based on content and the local cultural context of the Ngada ethnic group on the theme of objects, animals, and plants around me for grade 1 SD. This product trial uses an instrument in the form of a compiled questionnaire. Content/material experts assessed the instrument in the form of a questionnaire on the appropriateness of the content of the teaching material, design experts on the feasibility of designing the teaching material products developed, linguists on the suitability of language use. The test subjects in this study included: (1) grade 1 elementary school teachers as content / material experts taken from SDI Rutosoro, (2) STKIP Citra Bakti lecturers as teaching material product

design experts and Indonesian language experts, (2) junior high school teachers Citra Bakti as an English linguist, (3) a prominent writer of a Bajawa regional language book as a regional linguist. The data obtained in this study are (1) data on the content of teaching materials in the themes of objects, animals, and plants around me, which can be integrated with the content and local cultural context of the Ngada ethnic group, (2) data on the characteristics of the Ngada ethnic local culture as content and context. On multilingual teaching materials on the theme of objects, animals, and plants around me, (3) data on the quality of these multilingual teaching materials will be seen from the content, presentation, language, and feasibility of use. The methods applied during the process of collecting data are 1) observation method. 2) interview method. 3) document recording method, the data collection instrument in this multilingual teaching material development research is in the form of a questionnaire based on the National Education Standards Agency (BSNP) assessment, including the content and graphic components.

The data that has been collected from the results of this study were analyzed descriptively as follows: 1) Data on the quality of multilingual teaching materials from expert reviews were analyzed descriptively to analyze data from material expert reviews, learning design experts, and linguists. This data analysis technique was carried out by grouping information from qualitative data in the form of suggestions, criticism, input, and responses contained in the questionnaire. 2) Data regarding the quality of multilingual teaching materials containing local culture results from product trials were analyzed by converting scores obtained from questionnaire sheets. Changing the results of the assessment of each expert, starting from a qualitative form to a quantitative form using a scale of 5 as follows: score 1 Very Poor (SK), score 2 Poor (K), score 3 Enough (C), score 4 Good (B), and a score of 5 Very Good (SB). The product developed is said to have a fair degree of validity or quality if the minimum validity criteria achieved are right.

3. RESULTS AND DISCUSSION

3.1 Results

The development of teaching material products developed uses the ADDIE development model [13].

1. Analyze Stage

At this stage of the analysis, one of the subsections was analyzed by the researcher in the curriculum analysis. The curriculum is designed with attention to the curriculum's characteristics that are currently being implemented in schools as it is today. Then the

researchers conducted a needs analysis. Based on the interview results, it was also found that the types of teaching materials used in schools were printed teaching materials provided by the government and were the result of a publisher. After the problem is analyzed and the solution is found, the next step is that the researcher analyzes the mapping of necessary competencies in each sub-theme and essential competencies in each lesson that can achieve learning objectives. The vital competencies analyzed by the researcher were the critical first-class competencies on the theme "Objects, Animals and Plants Around Me."

2. Design Stage

The design or design stage in compiling this teaching material begins by determining the main things needed in teaching materials, such as mapping the Basic Competencies in each sub-theme and learning, teaching material frameworks, and collecting reference materials used in the development of teaching materials. Researchers also collected pictures related to teaching materials to be included in the developed teaching materials.

3. Development Stage

The development stage is the product realization stage. The researcher develops multilingual teaching material products through several stages, namely: (1) developing Indonesian language products. Researchers compiled the Indonesian language book by including content-based teaching materials and the local cultural context of the Ngada ethnic group, which were equipped with pictures as explanatory components of the teaching materials, captions, and image sources. At this development stage, the researcher developed teaching materials based on the teacher's book guide and student book theme 7 for elementary school students in grade 1 revision of 2017. (2) creating regional languages At this stage, the researcher translates the Indonesian language book that has been compiled and translated into the Bajawa regional language. (3) developing English products. At this stage, the researcher translates Indonesian language teaching materials that have been compiled and translated into English. The development of multilingual teaching materials based on content and the local cultural context of the Ngada ethnic group are as follows. (1) The title page (Cover) is a display of a multilingual thematic book that has been developed, both front and back cover views. (2) The preface contains the writer's gratitude to God Almighty for all His blessings and guidance to the author during the writer's time. (3) This is a straightforward designed guide for multilingual

teaching materials and aims to convey to teachers and students the components listed in the teaching material's content. (4) The contents are made to make it easier for people who read or product users to open each sub-theme and page they will study. (5) The sub-theme is made to provide an initial picture in the form of images and write such as "Living and Inanimate Things Around Me" to study all the materials listed in the sub-theme. (6) The necessary competencies mapped in multilingual teaching materials based on content and the local cultural context of the Ngada ethnic group are theme 7, namely "Objects, Animals, and Plants around Me" for grade 1 elementary school students. The mapping of KD sub-theme 1 in this multilingual teaching material includes some subjects that focus on learning, such as Indonesian, SBdP, PPKn, and Mathematics. (7) The material in this multilingual teaching material is subject matter 7, namely "Objects, Animals, and Plants around Me" for grade I elementary school students combined with the content and local cultural context of the Ngada ethnicity. (8) The bibliography contains a list of references and sources that help complete the development of this multilingual teaching material.

Also, at this development stage, the finished teaching materials are validated by expert lecturers and teachers.

4. Implementation Stage

At this implementation stage, researchers conducted product trials to develop multilingual teaching materials based on content and the local cultural context of the Ngada ethnic group against content/material experts, linguists, and teaching material design experts.

5. Evaluation Stage

The evaluation stage is the stage that the researcher takes to revise any other development stages.

Analyze Stage Revision

Researchers analyzed the basic competence of grade 1 elementary school on the theme "Things, Animals, and Plants Around Me". After studying KD, the researcher made revisions based on supervisor comments I and II. The result of the modification is to create a regional song based on the sound of the SBdP basic competence.

Revised Design Stage

Researchers compiled a draft of teaching materials. Researchers collected draft multilingual teaching materials based on the content and the local cultural context of the Ngada ethnic group. Based on the results

of the analysis carried out at the previous stage. Comments and suggestions from supervisors I and II in this stage, namely the pictures in the teaching materials developed, must be contextual so that students can understand the subject matter well.

Revised Development Stage

This stage's revision is more about the first trial of product development to several validators/experts. The results of the revision of multilingual teaching material products based on comments/input and suggestions from each validator/expert can be seen in the following explanation. (1) Correction of the Content / Material Expert Trial Results The assessment given by content/material experts on multilingual teaching material products developed at this stage; namely, content/material experts emphasize the material's conformity with core competencies and essential competencies. (2) Revision of Linguist Testing Results. The assessment given by linguists to multilingual teaching material products is as follows: (1) correction of the Indonesian language expert's trial results. The evaluations provided by Indonesian language experts are the use of capital letters, colors in writing, and word fragments in sentences, inappropriate use of punctuation marks, writing sentences that are easy to understand by 1st-grade elementary school students, (2) revision of linguist test results. Area. Namely, the Bajawa regional language's incorrect writing accuracy and the importance of using punctuation marks found in several words of the Bajawa regional language, (3) revision of the English language expert's test results. Assessment of the English test results is the use of words and sentences that are not by grammar. (3) Revision of the Results of Experts in Design of Teaching Materials. The assessment given by learning design experts to multilingual teaching material products developed at this stage, namely, teaching material design experts commenting that the placement of images or tables must be symmetrical. Providing material and examples always begins with a concrete story case.

3.2 Discussion

Based on the description of the research results above, the table of recapitulation of product trial results from each expert is described in the following table.

Table 1. Data on the results of product trials developed from each expert

No	Expert	Total score	Average score	Criteria
1	Content / material expert	85	4.72	Very Good

2	Indonesian language expert	76	4.75	Very Good
3	Local linguist	45	3.75	Good
4	English linguist	58	4.46	Very Good
5	Design expert of teaching materials	47	4.27	Very Good

Plants Around Me' were developed in the excellent category and matched the characteristics of grade 1 elementary school students in Ngada districts especially the Bajawa area. Also, the multilingual teaching materials developed are suitable for schools in the Bajawa area, Ngada district, specifically in grade 1 of elementary school.

This study's results are in line with the results of research conducted by Laksana DNL, et al [11] on "The Development of Thematic Teaching Materials for Class IV Elementary Schools Based on Local Wisdom of the Ngada Community". The questionnaire sheet's research results prove that the teaching materials developed by Laksana DNL, et al. [11] are in the excellent category and can be used by schools in the Ngada district, especially the Bajawa area for grade IV elementary school students. Research conducted by Laksana DNL [11], with the title 'Content and Local Cultural Context of Ngada as Thematic Teaching Materials in Elementary Schools ". The results of the data analysis showed that the content and local cultural context of Ngada as thematic teaching materials in elementary schools received the criteria of "very good". They were suitable for use by schools in the Ngada district. Research conducted by Damayanti W [12], about 'Analysis of Multilingual Use of Elementary School Children in Gang Siti Mardiah Cibaduyut Bandung (Sociolinguistic Studies) ". The results obtained are that currently, many people speak more than one language. This proves that people in Indonesia generally use language a lot to communicate in particular and in the world.

Based on the data obtained from the above trials, it has answered the formulation of the problem in this study, namely (1) The researcher succeeded in developing multilingual printed teaching materials based on content and local ethnic, cultural contexts of the Ngada ethnicity on the theme of things, animals, and plants around me and the teaching materials that were developed. By the characteristics of grade 1 elementary school students in Ngada Regency, especially the Bajawa area, because the teaching materials developed were based on content and the local cultural context of the Ngada ethnicity, (2) the researcher succeeded in developing multilingual teaching materials by obtaining perfect product trial results validation criteria.

4. CONCLUSION

Based on the results of research and discussion, it was concluded that multilingual printed teaching materials based on content and the local cultural context of the Ngada ethnic group on the theme 'Objects, Animals and

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