

The Analysis of Requirements Developing Teaching Materials in Writing Folklore with Javanese Language Based on Local Wisdom

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This study aims to describe and analyze the requirement developing of teaching materials in writing folklore with javanese languagebased on local wisdom according to the perception of teachers and students of fourth grade elementary school. The research method used is R & D four-D models by Thiagarajan. The stages of research are define, design, development, and dissemination. The analysis is using qualitative analysis and quantitative analysis. The results showed that teachers and learners need teaching materials that are developed based on aspects of contents or materials, presentation aspects, linguistic aspects, and graphics aspects. (1) The developed teaching material consists of folklore material originating from the local area with the content of local wisdom in the form of Javanese values or ethics, (2) The teaching materials are equipped with the beginning, the contents, and the end with the systematic presentation of the material (3) The language used is a simple and communicative Javanese language; (4) A4-size teaching materials and complited with colored illustrations in accordance with the folklore theme.

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INTRODUCTION

The use of Javanese language in teaching materials is currently not effective. The source of the material in the lesson is still small. In the material of folklore, there has been no enrichment of folklore. The material of folklore has not yet come from the area of learners, so that the foreign learners with the existing story. This has an impact on the writing skills of students in writing Javanese folklore.

Teaching material is a supplement in learning. Teaching materials or learning materials outline consists of knowledge, skills and attitudes that learners should learn in order to achieve a predetermined standard of competence. The development of teaching materials aims to enable learners to understand the material or the content of learning. Abidin (2016) explains that teaching materials should be created and developed by teachers so that the teacher's habits of presenting material from a single material source can be avoided. The material in the teaching materials is also tailored to the learner's environment. So that learners can understand the material in real, because they are already familiar with the material which contained in teaching materials.

One of the materials that already exist in the environment of learners is folklore. Folklore as a whole is in part a collective culture, which is inherited from generation to generation in the form of oral and gestures, so that it remains sustainable from generation to generation (Purwadi, 2012). Folklore serves as an educator, solace, social protest, projection of buried desires, and as a watchdog of a valid value or norm. Musfiroh (2008) states that the values and norms in the story can be understood by the child because the symbolization of his values involves two things at once, the picture of events and conclusions drawn at the end of the story.

Javanese folklore gives the content of local wisdom values. Endraswara (2015) explains that the language and culture of Java in its use is difficult to separate. People who learn Javanese language automatically also learn about the culture. The material of folklore on learning the

Javanese language is given through the content of the values of local wisdom. It aims to make learners can learn culture as well as values or norms that exist.

A story contains values as a form of character education for the reader. The folklore of a regional character contains local values of local wisdom as well. Local wisdom can be integrated into learning because it has many advantages. Moendarjito (in Wibowo and Gunawan, 2015) states that local wisdom can be extracted character education because local wisdom has the following points, (1) that is able to survive outside cultures, (2) it has the ability to accommodate cultural elements (3) it has the ability to integrate elements of external culture into indigenous cultures, (4) it has the ability to control, and (5) it able to give direction to the development of culture.

Development of teaching materials to write folklore with local wisdom is adapted to the needs of learners and learning materials. Good teaching materials consist of material that is close to the learner. The material of folklore drawn from the area of learners is very close to the learners. Through folklore, the values of local wisdom are more easily understood by learners because there is a cause and effect story. The folktale that was originally spoken orally is a method for describing life lessons.

Based on these descriptions, as for the purpose of this study is to describe and analyze the needs of the development of teaching materials written in Javanese folklore Coastal *Wetan* charged local knowledge of Java as perceived by teachers and learners.

METHODS

This type of research is research and development (R & D). Samsudi (2006) explains that research and development is to produce certain products. This research will analysis the requirements of developing teaching materials of Javanese folklore with local wisdom of Coastal *Wetan* Java according to the perception of teachers and learners as a benchmark to produce the product in the form of teaching materials.

This study design using four-D models of Thiagarajan. There are four stages of the research, which is defining, designing, developing, and disseminating. *Defining* phase is done by interviews and focus group discussions with teachers and learners to know the initial conditions and the needs of the development of teaching materials. After doing the analysis, the next step is to determine the goal. At the *designing* stage, researcher made prototype instrument research and teaching materials were validated by three experts or specialists. Later in the *developing* stage, materials are tested in a limited and widely. The sample consisted of each of 30 students in grade IV at each school. The last phase is *disseminating*. The steps in this phase include final test the validity of teaching materials, packaging final teaching materials, and publication of results of research and development through the journal. Data analysis techniques used are qualitative and quantitative. Qualitative data analysis techniques in the form of data reduction, data presentation and conclusion.

RESULTS AND DISCUSSION

The requirements for the development of teaching materials to write Javanese folklore Coastal *Wetan* on the fourth grade results obtained from the analysis of the needs as perceived by both teachers and learners. The results show that both teachers and learners expect the teaching materials to be in accordance with the criteria of the feasibility of teaching materials that include (1) content/material aspects: material coverage, material content, material depth, and local wisdom value; (2) presentation aspect: presentation systematics, illustration presentation, presentation of material, presentation of local wisdom value, sample presentation, summary presentation, presentation of evaluation, and presentation of term; (3) linguistic and readability aspects: the language used is simple, straightforward and communicative; (4) aspects of graftity: presentation of title, cover, type of writing, illustration/ image, and color display.

The requirements for the development of teaching materials to write Javanese folklore with local wisdom of Coastal *Wetan* Java according to the perception of teachers and learners in accordance with the results of research from Mukhyati and Sriyati (2015). His research suggests that the development of teaching materials should follow the guidelines of developing teaching materials. The instructional materials development guide is then integrated with the material requirements of the teaching materials. The results of this study are in accordance with the results of this study using the guidance of development of teaching materials. Teaching materials are also developed based on development needs according to the teachers and learners perception. In line with these studies, Siska (2015) argued that the need for development of teaching materials according to the teachers and learners perceptions. One of them aims to produce the material content and form of teaching materials to be studied. Development needs to determine the depth of material, systematic presentation, the language used, as well as graphics teaching materials.

Material Aspects

The feasibility aspect of the content or material for the development of teaching materials to compose Javanese folklore based on an analysis of the need for such teaching materials includes several things. It is described in full as follows.

The results of questionnaires and Focus Group Discussions (FGDs) indicate that the materials in the teaching materials should be close to the learner so that learners can more easily to understand them. The material should be able to improve knowledge, attitudes and skills also. The subject matter of folklore should be enriched with various regional stories and values because the stories in the current textbook sometimes do not correspond with the region. The material of folklore needs to be improved because by listening to folklore, learners recounting and mentioning examples can foster creativity of learners. The material of folklore should come from the local area so that learners

can know the origin of the region that is adapted from every event that exists.

Table 1. Requirement Developing Teaching Material Material Aspects

Indicator	Requirement developing
The suitability of Javaness language teaching materials with curriculum 2013	Material improves attitude, knowledge, and skills
Forms development of teaching materials, materials folklore	The material of folklore with diverse regional stories and character values
Form of material development	Material, material samples, retelling, and local wisdom
The depth of teaching materials materials	Explanations, some examples and the values contained in the story
Origin of folklore material	Region or city itself
The content of folklore	Culture
The theme of folklore	The origin of a region, about an event that took place and about the kingdom
Loading the values of local wisdom	It is loaded in the text of the story and the inside of the teaching materials
The type of value that is loaded in the teaching materials	Social values, honesty value, religious values, cooperation value and etiquette value

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Teaching materials developed with folklore material is important to do, so that the preservation of folklore can be maintained. This is in accordance with research from Lukin (2008). The results of his research indicate that folklore must be collected, so folklore is not disappearing by the times. Similarly, Coastal *Wetan* folklore in Java must be observed and preserved so that people can learn about the history and local wisdom. Preparation of teaching materials to write folklore is taken from the folklore that exist in the area of Coastal *Wetan*

Java is used to enhance the cultural insights of learners and the planting of characters through the values of local wisdom.

In Folklore are contain values of local wisdom that can be used as a lesson for learners. In addition to introduce the culture of the archipelago to elementary school students through folklore, learners can also take advice or benefits of the folklore that is one of the implementation of character education. The values of local wisdom are essential to enhance the character of the learner. Bauto (2013) in his research showed that many values of local wisdom in every area needed in the development of teaching materials. It is intended to improve the knowledge, attitude, and skills of learners. Teaching materials that are loaded with local wisdom values can improve the inculcation of positive values for learners. The social function of folklore also trains the learner to get to know the culture of the archipelago as well as develop the creativity of learners in introducing the culture of the learners themselves (Tripungkasingtyas, 2015).

In line with this, Subiyantoro (2012) mentions that one of effort to preserve the culture as well as build the character of learners is used folklore. Folklore in accordance with the personality of learners is a member of the

community in a certain area or culture. Folktale is according to the stage of child development. Folklore that contains the values of local wisdom as an educative value can be used as a material to instill character education.

Research from Igba, Nwachinemerem & Loretta (2016) reveals that folklore can be used to instill courtesy, moral virtue and moral values to learners in Ohaukwu local government region of Ebonyi country. Folklore should be used in teaching students how to adapt and respect their parents in villages and folklore should be part of the educational curriculum of learners. The results show that folklore also teaches learners to adapt and respect their parents.

It is also in accordance with Parmini's research (2015). Parmini conducted research by studying the existence of folklore in Bali. The results of his research indicate that there is a change in the attitude of learners after learning and understanding the folklore along with the value contained in it. In addition, learners to know what stories are there in the area. Based on the research can be proved that the material

folklore that is charged with the values of local wisdom can strengthen the character of learners and can introduce the existing of regional culture.

Based on the description, it can be seen that the teaching materials must be in accordance with the 2013 curriculum, which can improve attitudes, knowledge and skills. The story material on the teaching materials along with the values of local wisdom and presented complete with the way learners learn the material folklore. The material of folklore comes from the region itself to make it easier for the learners to understand.

Aspect of Presentation

An aspect of presentation in the development of teaching materials is an important aspect and should be considered with the teaching materials can meet the criteria specified. The result of requirement analysis on the development of teaching materials to write Javanese folklore with local wisdom of Coastal *Wetan* Java in grade IV SD is as follows.

Table 2. Requirement Developing of Presentation Materials Aspects of Presentation

Indicator	Requirement developing
Completeness of teaching materials according to the curriculum 2013	Core Competence, Primary Competence, Indicator, and learning objectives
Stages of material in teaching materials	Explanations, examples, summaries, questions
Number of examples of folklore in teaching materials	Two
Type of motivation or values on teaching materials	Advice in Java
Number of practice questions	Twice
Completeness of teaching materials	The beginning, the contents and the end
The beginning of the teaching materials	Preface, instructions on using instructional materials, and table of contents
Presentation of material content	Concept maps, materials and questions
Completeness of the contents of teaching materials	Illustrations, local wisdom values and summaries
Completeness of the end of the teaching materials	Glossary and bibliography

Based on table 2, it can be concluded several things as follows. First, teachers and learners want the development of teaching materials that present core competence, primary competence, indicators and learning objectives at the beginning of the material. It can make learners easier to know the material learned and the required of learning material must be

achieved after learning the material. Second, the learning stages that the teacher wants are material explanations, material examples, summaries, and questions. Third, the number of examples of folklore presented on teaching materials are two stories for each region. Because the material for class IV is still simple so, the story presented is not too much. Fourth, teachers and learners choose

to load values on teaching materials in the form of ethics in Java and advice in Java. Fifth, teachers and learners want the completeness of teaching materials consisting of the beginning, the contents and the end. The beginning of the teaching materials consists of introductory words, instruction manuals, and table of contents. The content of the teaching materials consists of concept maps, materials, material samples, and questions. The content of the teaching materials is also equipped with illustrations, local wisdom values and summaries. The final section of the teaching materials consists of a glossary, bibliography and about the author.

Presentation in teaching materials is very important because as guides learners when

learning. Subali, Sopyan, and Ellianawati (2015) mentioned that the systematical or sequence of material presentation when learning can improve the quality of learning. Presentation of folklore material with the values of local wisdom can enhance the positive character of learners.

Aspects of Language

Based on the results of the needs analysis of language aspects of the development of teaching materials to write Javanese folklore loaded local wisdom Coastal *Wetan* Java to grade IV elementary school according to teacher perception, obtained the following results.

Table 3. Requirement Developing Teaching Material Aspects of Linguistic

Indicator	Requirement developing
Variety of Javanese language used	Ngoko and Krama
The embodiment of language	Easy to understand, interesting and communicative
Illustrations on story text material	Colorful and show local wisdom

Teachers and learners want the use of the Javanese language of *Ngoko* and *Krama* variety in teaching materials. The embodiment of the language is easy to understand, interesting and communicative. The desired teaching materials are equipped with colorful illustrations and shows local wisdom. Based on the results of questionnaires and FGDs with teachers and learners obtained the results of the use of *Ngoko* varieties of Javanese for materials and examples of folklore that will later be converted into folklore speakers of *Krama* language by learners. Illustrations that support the language desired simple and colorful images that show local wisdom. Images adjusted to the stage of development and needs of learners.

The language used in teaching materials is the Javanese language. In addition to improving the skills of Javanese speakers, the teaching materials are expected to increase the awareness of learners to love and preserve the Javanese language as a Javanese culture. This is consistent with research from Rohmadi and Saddhono (2013) which suggests that the development of teaching materials and the mastery of culturally

charged materials with the promotion of language, arts, culture and dance from different regions to accommodate all regional and national cultural assets will be able to develop and promote the existence Indonesia in the international arena. In addition, it is important to have awareness and to improve the professionalism of teachers and lecturers as a pillar of good language model in the realm of primary, secondary, and high education. The suitability of the results of this study with the research lies in the development of teaching materials aimed at improving the skills of Javanese language and the insights of Javanese culture. Efforts to develop the language and culture of Java and Indonesia will continuously inspire Indonesians to be proud of Indonesian and Javanese culture in national and international societies.

In line with the research, Saputra (2013) in his research revealed that local content education can enhance cultural values in Indonesian society. This education is provided in accordance with local knowledge in every region of Indonesia, not just Javanese culture. There is

conformity of the results of this study with the results of this study, namely the importance of development of teaching materials local content education. The writing material of Javanese folklore is one of the basic competencies that must be mastered by learners in Javanese language subjects, whereas Javanese language is the local content curriculum of Central Java.

The Aspect of Graphics

The development of teaching materials to write Javanese folklore with local wisdom of Coastal *Wetan* Java must also pay attention to the aspects of graphics. The result of requirement analysis of development of teaching materials on aspects of graphics according to teacher perception is as follows.

Table 4. Requirement Developing Teaching Material the Aspect of Graphics

Indicator	Requirement developing
The location of the title of the teaching materials	Adjust the location of the illustration
Color of cover of teaching materials	Colorful
Illustrations for teaching materials	Picture according to local culture
Size of teaching materials	A4
Type of teaching material paper	100 gr
The typeface for the cover material	Customize the illustrations
The font type for the content of the teaching materials	Candara and customize the illustrations
The size of the letter for the cover of the instructional material	18pt or adjusting illustration
The size of the letters for the parts of the teaching materials	12pt
Staining and drawing	Colored suit the needs of the layout and illustrations

FGD analysis results for aspects of graphics are as follows. First, the illustrations for the cover and the content of the teaching materials reflect the local culture or local wisdom in accordance with the stage of development of learners. Second, the location of the title of the teaching material is adjusted with the illustration. The font and font size are also tailored to the illustrations with due regard to clear readability. Third, the size of teaching materials is A4 with the type of paper HVS A4 100 grams. Fourth, the typeface and letter size in the content section of the teaching materials adjust the needs with clear requirements of legibility and foster the interest of learners to read it. Fifth, the coloring of writing and drawing is in accordance with the needs.

Teaching materials that pack the graphics well can facilitate learners in using teaching materials. Febriani (2012) mentioned that the teaching materials should be in accordance with the needs of learners. Teaching materials with attractive displays that come with colored illustrations help learners understand the material. The physical appearance of teaching

materials is made to give learners comfort in using teaching materials. Kurniawati, Wahyuni, and Putra (2016) also mentioned that teaching materials with attractive appearance can improve affective, cognitive, and psychomotor abilities. Components on the important aspects of graphics that display illustrations or images tailored to the needs of learners. The number of illustrations, color illustrations, and theme illustrations are tailored to the characteristics of the learner. Learners at the primary school level prefer a teaching material that uses more illustrations. It can make learners have curiosity and can imagine in accordance with the illustration. Illustrations are tailored to the physical appearance of teaching materials. It is the type of paper used. Good paper can produce clear images. This makes learners comfortable when reading the teaching materials.

Based on the description, it can be concluded that aspects of graphics is an important aspect in the preparation of teaching materials. The development of a product must have its own attractiveness so that consumers are interested in

the products developed. In this case, the product development of teaching materials written in Javanese folklore charged local knowledge compiled Java Coastal *Wetan* as attractive as possible in accordance with the characteristics and needs of learners. Harmonization of colors and illustrations, as well as the physical appearance of teaching materials are things to watch out for. Good teaching materials are teaching materials that in terms of appearance or the graphics well too.

CONCLUSION

Instructional materials written in Javanese folklore Coastal *Wetan* charged local knowledge of Java is the teaching materials developed based on the needs of the teaching materials development as perceived by learners and teachers. Development of teaching materials based on components of the compilers of teaching materials, namely the material aspects, aspects of presentation, linguistic aspects, and aspects of graphics. The result of the analysis of the need for the development of teaching materials to write Javanese folklore with local wisdom of Coastal *Wetan* Java according to the perception of teachers and learners become a reference for developing teaching materials.

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