Development of Short Story Teaching Materials Based on a Digital Magazine Containing Humanist Values for High School Students

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Article Info	Abstract
	Many teaching materials were found to be less relevant to the curriculum and students' needs. Other problems were also found, such as students' attitudes showing deviations. Deviations committed by students show a lack of humanist values within themselves. It is very important to apply humanist values to students. The application of humanist values can be given to students through short story material at school. In learning, it is necessary to develop digital magazine-based teaching materials containing humanist values because high school students are generation Z who are closely related to digital technology. The aim of this research is to describe needs, create designs, validate, conduct trials, and evaluate digital magazine-based short story teaching material products containing humanist values. The research method used in this research is the Research and Development (R&D) research method by Borg and Gall which has been adapted by Sugiyono, including 6 stages. The research subjects in this study were class The data collection techniques used were observation, interview, participatory and questionnaire techniques. The data analysis techniques used are qualitative descriptive analysis and statistical tests (T-Test). The research results include three things. First, short story teaching materials based on digital magazines containing humanist values are really needed by educators and students. Second, the development design consists of three parts, namely introduction, content and conclusion. Third, the trial results show that there is an increase in student learning outcomes. Thus, digital magazine-based short story teaching materials containing humanist values are effective in increasing students' understanding in learning short story material.

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INTRODUCTION

The discourse about the era of disruption of the industrial revolution 4.0 is a new challenge that must be faced together by all levels of society. Its role is to change the paradigm of thinking and acting for society to be able to survive. The scope of change is very broad, one of which is the realm of education. The realm of education is a realm that has an important role in the order of society. The realm of education must be able to change itself with the presence of renewal in learning. One of the reforms in the field of education can be realized from one of the most important components, namely teaching materials. Teaching materials are an important learning component in supporting learning activities at school. Teaching materials act as tools to help the learning process. Appropriate teaching materials are teaching materials that adapt to the curriculum and needs of students in an educational institution. Supported by Melindawati's statement (2016, p.

2), one of the important things to pay attention to in developing teaching materials is teaching materials that are in accordance with curriculum demands by considering the needs of students.

However, based on initial observations made, there are problems in the field, namely that there are still many teaching materials that are not in accordance with the curriculum and students' needs. The educational curriculum currently in effect and implemented in Indonesia is the Independent Curriculum. In the Independent Curriculum, apart from focusing on the realm of essential material and student competencies, it also focuses on the realm of character development. However, in reality, many teaching materials focus on the realm of knowledge and skills only, without any attitude content in them. Supported by the statement of Lestari, Ahmadi, & Rochmad (2021, p. 498), there is a problem in the form of limited availability of teaching materials that contain character education values. This lack of suitability of teaching materials is also found in

Indonesian language subjects, especially language learning. The teaching materials for language learning used at the high school level are still limited and cannot fully help students. Supported by Tarsinih's statement (2018, p. 70), teaching materials in high school are very lacking, because teachers usually only teach what is presented in the student's textbook. Judging from this, there is a need for alternative literary teaching materials that can support the learning process. Apart from that, Rahmawati & Rizki (2017, p. 81) also stated that the development of teaching materials needs to be carried out to adapt to students' learning needs. This statement supports that the existing and currently used teaching materials require updating to adapt to students' learning needs. This is also supported by the statement by Dewi & Fitria (2019, p. 84) that existing and currently used teaching materials require updating to adapt to the learning needs of the globalization era. Inappropriate teaching materials can certainly affect students' understanding.

In language learning, you can find a variety of learning materials, one of which is short stories. Short stories are Indonesian language material that is available at all levels of secondary school, both middle school and high school. Short stories are important material for students. However, learning short stories in class is still monotonous and boring. Students are bored with short story teaching materials that are less varied. The available short story teaching materials are also less varied. This makes it difficult to deliver short story material with teaching materials that are interesting and liked by students in the class. In the learning process, some students are less motivated to take part in learning short story material because they are bored with printed teaching materials with a more dominant text component. Short story learning will be maximized if the learning process can be conveyed in a more interesting way. In fact, short stories are a type of language material that has many benefits for students, apart from being entertaining, short stories are also educational. According to Pardede (2021, p. 34) short stories teach culture, including values,

principles, morality and common sense to their readers. Short stories can present stories that are relevant to students. These relevant stories certainly make students feel more familiar with the text they read. Supported by Al-Jarf's statement (2015, p. 5), short stories can also be accessed quickly and easily, they can be read anywhere, anytime, and as many times as students want. Short story material can be one of the learning materials in incorporating character education which is the focus of the attitude domain in the Merdeka Curriculum.

This is also a solution to unrest at school, namely that there are many irregularities that indicate the character of students is not good enough. There are various deviations made by students due to poor character. This shows that the character development aspect of learning has not been fully absorbed by students. Reporting from kompas.com, various deviant behaviors were found by students, some of the deviations that were reported were brawls between students which were triggered by challenging each other on social media, to news of students daring to injure their peers. Apart from the reported deviations, there is still a lot of deviant behavior carried out by students, such as bullying, discrimination, racism, insulting remarks and insults. Based on the various deviations committed by students, the main solution to reduce the deviations that occur is to realize character education so that character values are formed in students. Therefore, character education is one of the things that is absolutely mandatory to implement (Betawi, 2018, p. 738; Retnawati, 2018, p. 1; Bates, 2019, p. 695; Saptatiningsih, 2019, p. 1; Sarosa, 2019, p. 1; Buckhin, 2020, p. 1; Muhtar, 2021, p. 1190; Suri, 2021, p. 271; Fitriyah, 2022, p. 7; Taja, 2021, p. 133).

Schools have an important role in implementing character education values in students (Husen, et al., 2022, p. 225). Supported by Hidayati, et al (2022, p. 170) applying good character values is certainly beneficial for students. One of the values that can be instilled in students in this era of disruption is humanist values. Humanist values are the value of mutual respect for fellow humans. Humanist values aim to revive a sense of humanity, create better healthy relationships, and can reach a point where humans are the most important object compared to other objects. Supported by Sugiharto's statement (2008, p. 12) the formation of human character is very important in educational activities. Character education in the form of humanist values is really needed to be taught and instilled in students. The concept of character values education, one of which is humanist values, plays a role in learning the elements that make humans human (Ayten & Polater, 2021, p. 74). Humanist values can be instilled in students through the learning process at school. School is a place for students to carry out the learning process. Therefore, schools are the most effective institutions for forming the character of students. This learning of humanist values can of course be given to students through learning at school, one of which is through learning in Indonesian language subjects. As explained later, Indonesian also plays a role as a source of knowledge in which humanist values can be integrated through learning materials. This is supported by Rahmawati's statement (2017, p. 161) that Indonesian has become the language of knowledge. Based on this statement, the humanist values taught to students can certainly be conveyed well through studying literature in Indonesian language subjects. Indonesian language subjects are a scientific field that has an important role, both at school and in everyday life. The relevance of short stories to the values contained in them can be found in class XI material in the Merdeka Curriculum.

This shows that the domain of attitudes, one of the focuses of which is the character of students, is of course very important. As previously discussed, this is in accordance with concerns in the field where there are many deviations that indicate the character of students is not good enough. One step to overcome deviations from humanist values by students can be done using short story material. Short story material can be a good means of inserting

character values to overcome problems that often occur in students today. Through the stories told in short stories, humanist values will be very easy to find because the plot of the short story is a simple plot. Choosing short stories is the right choice because short stories are mandatory material at high school level. At this level, it is known that teenage students often deviate from humanist values and really need direction. Students can be directed and guided well through short story teaching materials containing good humanist values.

The teaching materials currently used need to be updated, keeping up with current developments. Currently, students are familiar with devices in their learning process. Based on these facts, educators can use alternative teaching materials that can be accessed and used online via devices. This can be done by creating teaching materials in the form of digital-based magazines. Students will be more interested in reading material in magazine form, because the presentation of the material is fun and is also equipped with supporting pictures. Magazines have several benefits, namely information, education and persuasion. Magazines can provide new knowledge to their readers, can guide readers in knowing and understanding something, and also persuade readers to follow the wishes of the contents of the magazine. Then, magazines packaged in digital form are certainly easier to access and use, especially for students in the learning process in the current era. Magazines are not only limited to print media containing photo illustrations and articles, but magazines also have a good effect on learning for people who read them.

These various reasons underlie the need to develop digital magazine-based teaching materials containing humanist values which are used for short story learning materials. This alternative teaching material is intended for high school level students because short stories are mandatory material at that level. The development of alternative teaching materials is intended for

class XI SMA. The existence of alternative digital magazine-based teaching materials can certainly support short story learning at the high school level. Through short stories, especially those containing humanist values, it is hoped that students will be able to understand the short story material taught well and also be able to absorb the humanist values contained therein, and students can become better individuals.

METHODOLOGY

The research method used in this research is the Research and Development (R&D) research method by Borg and Gall which has been adapted by Sugiyono, including stages (1) on (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) initial trials. The research subjects in this study were class The data collection techniques used were observation, interview, participatory and questionnaire techniques. The feasibility test of teaching materials was carried out by three experts in their fields, namely the teaching material expert validator, the literary material (short story) expert validator, and the digital expert validator. The data analysis techniques used are qualitative descriptive analysis and statistical tests (T-Test).

RESULTS AND DISCUSSION

The results of this research and discussion include needs analysis, design, product development of teaching materials, and implementation of teaching materials. The results and discussion will be presented as follows.

Analysis of the Need for Short Story Teaching Materials Based on Digital Magazines Containing Humanist Values

The first stage in developing short story teaching materials based on digital magazines containing humanist values is the needs analysis stage. Analysis of teaching material needs was obtained from the results of observations, interviews and student needs questionnaires.

Participatory interviews were conducted with Indonesian language subject teachers at three schools in Semarang City, namely SMAN 5 Semarang, SMAN 12 Semarang, and SMA Islam Al Azhar 14 Semarang.

The results of the teacher needs analysis carried out through direct interviews revealed three important points related to the development of digital Indonesian language teaching materials. First, regarding the aspect of short story material, the teachers stated that there was a need to strengthen short story material to support learning. Second, the teachers stated that digital teaching materials could support learning to make learning activities easier. Third, the teachers stated that the content of humanist values could be formulated in learning Indonesian with short story material.

A semi-open student needs questionnaire was distributed online to 95 students in the three schools. The results of the analysis of students' needs show that in the aspect of short story material, students think that short story material is not easy. In the aspect of teaching materials, students stated that they were not satisfied with using existing teaching materials. In the digital magazine aspect, students stated that they preferred and were motivated to use teaching materials in digital form, especially short story material, but had never used teaching materials in the form of digital magazines. on the digital magazine aspect .In the aspect of humanist values, students think that the application of humanist values can be useful in everyday life and is related to learning short story material.

Design for Development of Short Story Teaching Materials Based on Digital Magazines Containing Humanist Values

Digital magazine-based short story teaching material products containing humanist values were developed based on a needs analysis carried out previously. Digital magazine-based short story teaching materials containing humanist values for high school students consist of three parts, namely 1) introduction, 2) content, and 3) conclusion. These parts can be explained as follows.

1) Introduction to Teaching Materials

The introductory part of teaching materials consists of (1) title page or book cover, (2) foreword, (3) table of contents, (4) learning outcomes, and (5) learning objectives. The title page or book cover consists of the components of the book title, book material, target book users, and illustration images.

(1) The title page or book cover consists of the components of the book title, book material, target book users, and illustration images.

(2) The foreword contains an introductory sentence addressed to the reader.

(3) The table of contents page contains a list of the book's contents starting from the introduction, contents, conclusion, and page numbers.

(4) Learning outcomes contain CP that must be achieved in the learning process.

(5) Learning objectives contain the objectives that must be achieved in the learning process. This component can be seen in the following image

2) Teaching Material Contents Section

The contents of this prototype consist of (1) short story material, (2) humanist values, (3) examples of short stories containing humanist values, (4) short story analysis (5) formative tests.

(1) The short story material page contains the definition of short stories, short story structure, intrinsic and extrinsic elements of short stories, linguistic characteristics of short stories.

(2) The humanist values page contains explanations regarding the types of humanist values.

(3) The example page for short stories containing humanist values contains a collection of short stories which contain humanist values.

(4) The short story analysis page contains an analysis of the humanist value content contained in the short story.

(5) The formative test page contains questions to determine students' understanding and abilities after using digital magazine-based short story teaching materials containing humanist values. These components can be seen in the following image.

3) Final Part

The concluding section is the final part of the teaching material which contains an encouragement page, author biodata, and bibliography.

(1) The encouragement page contains encouraging sentences so that students remain enthusiastic in learning.

(2) The author's biodata page contains a brief introduction of the author to readers.

(3) The bibliography page contains a collection of literature that is cited and used as a reference in preparing teaching materials. These components can be seen in the following image.

<center>(1)   (2)   (3)</center>

Implementation of Digital Magazine-Based Short Story Teaching Material Products Containing Humanist Values

Implementation includes stages of trial activities limited to class XI high school students. The trial was carried out using the One-Group Pretest-Posttest Design quasi-experimental method to determine the effectiveness of using digital magazine-based short story teaching materials containing humanist values in learning Indonesian with short story material in class XI SMA. The statistical data test used is the T-Test which aims to analyze data from trial results of teaching material products and determine the percentage increase in student learning outcomes after using teaching material products. The data used in statistical tests were obtained from a series of pretests and posttests of class XI students at SMAN 5 Semarang and SMAN 12 Semarang with a sample size of 35 students each in each school.

The following is a recapitulation of statistical tests (T-Test) at SMAN 5 Semarang and SMAN 12 Semarang.

1. T-test analysis at SMAN 5 Semarang

Descriptive Statistics

	N	Minimu m	Maximu m	Mean	Std. Deviation	Variance
PreTes SMAN 5	30	20.00	100.00	79.0000	19.71346	388.621
PostTes SMAN 5	30	60.00	100.00	88.6667	10.74255	115.402
Valid N (listwise)	30					

Based on the descriptive statistics table, it shows the average pre-test score with the highest score of 100 and the lowest score of 20, with an average pre-test score of 79. Then, the average post-test score with the highest score of 100 and the lowest score of 60, with an average post-test score of 88.67. It can be concluded that the post-test scores of class XI students at SMAN 5 Semarang have increased after using short story teaching materials based on digital magazines containing humanist values.

2. T-test analysis at SMAN 12 Semarang

Descriptive Statistics

	N	Minimu m	Maximu m	Mean	Std. Deviation	Variance
PreTes SMA 12	30	50.00	100.00	82.0000	13.49329	182.069
PostTes SMA 12	30	30.00	100.00	84.6667	14.07696	198.161
Valid N (listwise)	30					

Based on the descriptive statistics table, it shows the average pre-test score with the highest score of 100 and the lowest score of 50, with an average pre-test score of 82. Then, the average

post-test score with the highest score of 100 and the lowest score of 30, with an average post-test score of 84.67. It can be concluded that the post-test scores of class XI students at SMAN 12 Semarang have increased after using short story teaching materials based on digital magazines containing humanist values.

Discussion

A needs analysis carried out at three schools in Semarang City, namely SMAN 5 Semarang, SMAN 12 Semarang, and Al Azhar 14 Islamic High School Semarang, showed that students and educators really need short story teaching materials based on digital magazines containing humanist values. Teaching materials in digital form are really needed to adapt to the needs of students in the current 4.0 era.

Digital magazine-based short story teaching materials containing humanist values were successfully developed using Canva Design and Heyzine software with the principle of developing substantive and appearance aspects. This digital based short story teaching material product containing humanist values is available at the link https://tinyurl.com/MajalahDigitalCeritaPendek1. Educators and students can easily access digital-based short story teaching materials containing humanist values on their respective devices/smartphones or laptops. This is supported by previous research by Dungy (2018) which stated that the use of digital teaching materials is flexible so that it makes it easier for students in learning activities.

The results of the validation and trial of digital-based short story teaching material products containing humanist values show that the teaching material is very suitable for use in teaching Indonesian for Class XI high school short story material. The results of product trials show that digital-based short story teaching materials containing humanist values can be well received by students and certainly provide benefits. This is evident from the posttest results of students at SMAN 5 Semarang and SMAN 12 Semarang who experienced an increase in the knowledge aspect when learning short story

material with the help of digital-based short story teaching materials containing humanist values. The results of this trial are in line with what was expressed by Anggraeni, Sulton, Sulthoni (2019) and Lestari, Syahidah, & Kartikasari (2020) that the results of trials of digital teaching material products were proven to improve student learning outcomes and show enthusiasm and creativity in short story content. character education values (humanist values). Also supported by Rina's statement (2020, p. 107) Digital comic media is effective in increasing students' character values in the learning process. Teaching materials containing humanist values are very important because they play a role in the psychological development of students. Therefore, short story teaching materials based on digital magazines containing humanist values have good benefits for students and educators in schools.

CONCLUSION

Conclusions from the results of this research include five things. First, digital magazine- based short story teaching materials containing humanist values are really needed by educators and students in learning short stories in Indonesian subjects. Second, the design of digital magazine- based short story teaching materials containing humanist values contains several parts, namely: 1) introduction, consisting of cover, foreword, table of contents, CP and TP; 2) content, consisting of short story material, examples of short stories containing humanist values, analysis of short stories containing humanist values, practice questions, and formative tests; 3) completion, consisting of the author's profile and bibliography. Third, validation of short story teaching materials based on digital magazines containing humanist values by expert validators resulted in suitable results for use in learning short story material in Indonesian language subjects. Fourth, the results of trials in two schools show that digital magazine-based short story teaching materials containing humanist values can improve students' understanding and learning outcomes

in learning short story material in Indonesian subjects. Fifth, evaluation of digital magazine-based short story teaching materials containing humanist values can be followed up with short story literacy activities containing humanist values and synchronous feedback is needed to support learning activities.

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