

## Feasibility Research of Teaching Materials of Appreciation Study of Fiction Prose Based on Makassar Local Wisdom

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### ABSTRACT

The purpose of this study is to create teaching materials for the study of prose fiction based on Makassar local wisdom that are appropriate or valid for students of the Indonesian Language and Literature Education Study Program at the Muhammadiyah University of Makassar. This type of research is research and development or Research and Development (R&D) using the ADDIE model (Analyze, Design, Develop, Implement, Evaluation). The subjects of this study were two experts (experts) who assessed the teaching materials. Data collection techniques include test techniques, questionnaires, observations, interviews, and documentation. The data analysis technique used descriptive qualitative analysis techniques and descriptive statistics. Based on the results of this study, it was found that teaching materials for the study of prose fiction based on Makassar local wisdom were feasible or valid in terms of the elements of teaching materials (4.32) or with a very decent category, presentation elements (4.07) or with appropriate categories, graphic elements (4.33) or with a very decent category, and linguistic elements (4.19) or with a decent category.

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## 1. INTRODUCTION

Research on the feasibility of teaching materials in this study is included in the domain of developing teaching materials in general to present quality teaching materials in learning, especially in learning the study of prose fiction in an academic environment that really requires the presence of teaching material products as needed and in harmony with wisdom values. local.

Students and lecturers have an interest in accessing appropriate teaching materials. For students, teaching materials are expected to be easy to understand and can contribute to their knowledge in learning. As for lecturers, teaching materials are expected to be interesting, although simple, and able to facilitate the provision of teaching materials that are able to stimulate the intellect and character of their students. This kind of product design for teaching materials, especially fiction prose learning, can be done by combining national standard materials with Makassar local wisdom values.

The combination of these teaching materials is at least driven by anxiety over the reality of student violence on every campus which shows character damage college student. So, Makassar local wisdom such as *siri* and other wisdom terms related to honesty, intelligence, propriety, determination, and hard work are very important to be harmonized in learning prose fiction.

Local wisdom is able to be an element of restoring positive character that is cracked and able to become an element of human adhesive value because the strength of human nobility can be found in the value system of local wisdom. Mitchell (2003) explain this aspect of wisdom related to noble values in the form of traditions, proverbs and life mottos that contain knowledge of the relationship between humans and the natural environment.

Tang (2007) explains nicely that Makassar people have very strong personality traits and have prestige and desire to compete to the stage of high social position in position and wealth. From this explanation, it can be understood that a strong personality shows identity and a desire as a competitor shows a positive business ethic. Combining the value base of local wisdom into fiction prose learning will reach Makassar's literary heritage orally and in writing. Literary works such as *surek*, *pau-pau*, *galigo*, *tolok* and *elong* can be an important element in initiating teaching materials for the appreciation of prose fiction. Thus, it can be understood that teaching materials based on Makassar local wisdom will be an important means of transmitting noble values in the form of traditions, proverbs, and positive life mottos that characterize human character and can strengthen students' personality.

A proper teaching material must have validity. Related to this, Akker (1999) suggests validity as a reference for the design level of intervention forms based on aspects of knowledge or state of the art and various components of interrelated interventions or also known as construct validity. Validity according to Kusaeri dan Supranato (2012) understood as a process that refers to aspects of accuracy, meaningfulness and usefulness of a conclusion that is constructed from the interpretation of certain test scores.

This research focuses on the feasibility aspect of teaching materials for the study of appreciation of prose fiction based on local wisdom of FKIP Unismuh Makassar students to be validated by validators who have expertise in the appropriate field or material experts and media experts. The validator will provide suggestions on efforts to complete the teaching materials completely. In other words, being able to provide a new space in the form of teaching materials in terms of literature for teachers.

As far as the search that has been carried out, research on the feasibility of teaching materials has been carried out by several researchers such as Yulistiawan dan Setyaningsih (2019) which discusses the feasibility of the novel *Anak Rantau* by Ahmad Fuadi as teaching material for literary appreciation for high school. In research conducted by Yulistiawan dan Setyaningsih (2019) only focusing on the novel *Anak Rantau* worthy of being used as teaching material for literary appreciation for high school. Further other research by Desmiarty, S., Agus, T., dan Susetyo (2009) which discusses the development of literary teaching materials based on newspaper literature. In this research, it only focuses on the development of literary teaching materials. Different from research Yulistiawan dan Setyaningsih (2009) which focuses on novels that are used as teaching materials.

Apart from the many studies regarding the feasibility of teaching materials or related teaching materials. Research related to the Feasibility of Study Materials for Appreciating Fiction Prose Based on Makassar Local Wisdom has never been carried out by other research. Apart from research that focuses on Makassar local wisdom. Therefore, researchers are interested in researching the feasibility of teaching materials for the appreciation of prose fiction based on Makassar local wisdom so that in the future further researchers are also interested in developing literary teaching materials based on local wisdom. Thus, these teaching materials are widely used by teaching staff, educators, teachers, and lecturers.

## 2. METHODS

This type of research is research and development or Research and Development (R&D) using the ADDIE model (Analyze, Design, Develop, Implement, Evaluation). The subjects of this study were students of the Faculty of Teacher Training and Education (FKIP) Study Program of Indonesian Language and Literature Education. Data collection techniques include test techniques, questionnaires, observations, interviews, and documentation. The data analysis technique used descriptive qualitative analysis techniques and descriptive statistics.

More specifically, the feasibility test of teaching materials uses assessment data from material experts and media experts. The data of expert revision comments and suggestions will be used descriptively to revise the product. Meanwhile, quantitative data from each validator will be accumulated to determine the final mean of valid references or not teaching materials.

First, calculate the average validation results from all validators for all criteria with the formula used by Nurdin (Anshari dan Saleh, 2013: 34), that is  $\overline{K_i} = \frac{\sum_{j=1}^n V_{ij}}{n}$ , with  $\overline{K_i}$  = rerata criteria to i;  $V_{ij}$  = result score assessment of the criteria for i by validator ke j; n = number of validators

Second, calculate the average of each aspect with the formula:  $\overline{A_i} = \frac{\sum_{j=1}^n \overline{K_{ij}}}{n}$  that is  $\overline{A_i}$  = rerata aspect to I;  $\overline{K_{ij}}$  = rerata for the aspect of i criteria to j, and n = the number of criteria in the aspect of i.

Third, calculate the total average ( $\overline{X}$ ) with the formula:  $\overline{X} = \frac{\sum_{i=1}^n \overline{A_i}}{n}$ , that is  $\overline{X}$  = Rerata total;  $\overline{A_i}$  = rerata aspect to I; n = many aspects.

The next step is the quantitative data of the product feasibility assessment score is converted to a set five scale (Suliyanto, 2011) as follows:

Score Conversion on a Scale of Five		
Score	Quantitative Interval	Qualitative Description
5	$X < \bar{X} + 1,80 S_{bi}$	Very Valid
4	$\bar{X} - 0,60 S_{bi} < X \leq \bar{X} + 0,60 S_{bi}$	Valid
3	$\bar{X} - 0,60 S_{bi} < X \leq \bar{X} + 0,60 S_{bi}$	Quite Valid
2	$\bar{X} - 1,80 S_{bi} < X \leq \bar{X} - 0,60 S_{bi}$	Not Valid
1	$X \leq \bar{X} - 1,80 S_{bi}$	Invalid

### Description

$$\begin{aligned} \bar{X} &= \text{Rerata ideal} \\ &= \frac{1}{2} (\text{Skor mak} + \text{skor min}) \\ S_{bi} &= \text{simpang baku ideal} \\ &= \frac{1}{6} (\text{skor mak} - \text{skor min}) \\ X &= \text{Skor aktual} \end{aligned}$$

The conversion of data into qualitative data in this development is applied as follows:

$$\text{Skor Mak} = 5$$

$$\text{Skor Min} = 1$$

$$\begin{aligned} &= \frac{1}{2} (5 + 1) \\ &= 3 \end{aligned}$$

$$S_{bi} = \frac{1}{6} (5 - 1)$$

$$= 0,6$$

**Guidelines for Converting Quantitative Data to Qualitative Data**

	<b>Quantitative</b>	<b>Qualitative</b>
Skala 5	$= X > 3 + (1,8 \times 0,67)$ $= X > 3 + 1,206$ $= X > 4,206$	Very Valid
Skala 4	$= 3 + (0,6 \times 0,67) < X \leq 4,206$ $= 3 + 0,402 < X \leq 4,206$ $= 3,402 < X \leq 4,206$	Valid
Skala 3	$= 3 - 0,402 < X \leq 3,402$ $= 2,598 < X \leq 3,402$	Quite Valid
Skala 2	$= 3 - (1,8 \times 0,67) < X \leq 2,598$ $= 3 - 1,206 < X \leq 2,598$ $= 1,794 < X \leq 2,598$	Not Valid
Skala 1	$= X \leq 1,794$	Invalid

Based on the calculations above, the conversion of quantitative data to qualitative data on a scale of five can be simplified as follows;

**Guidelines for Converting Quantitative Data to Qualitative Data (Arikunto, 2002)**

<b>Interval Score</b>	<b>Score</b>	<b>Description</b>
$X > 4,20$	5	very valid
$3,40 < X \leq 4,20$	4	Valid
$2,59 < X \leq 3,40$	3	quite valid
$1,79 < X \leq 2,59$	2	not Valid
$X \leq 1,79$	1	invalid

The results of the research provided by material and media experts are then used as the basis for revising the material developed. The revision of the draft was made based on comments and opinions from material experts, and students. This revision aims to improve the quality of the teaching materials developed.

### 3. FINDINGS AND DISCUSSION

The feasibility of these teaching materials is shown by the validation results from two experts who assess the teaching material materials, the systematic presentation of teaching materials, the graphic layout of the teaching materials, and the language used. Each aspect is declared feasible if the average total assessment of the experts is in the decent or very feasible category. The results of expert validation are described as follows:

## 1. Feasibility of Teaching Materials

The results of the validation of teaching materials show that the average aspect of the suitability of the material with Competency Standards (SK) and Basic Competencies (KD) is only 3.00 with a fairly valid category. This means that the teaching materials are not suitable for use. More details of the validation results are described in table 1. below.

**Table 1. Results of Validation of Teaching Materials (Stage 1)**

Aspek	Quantitative		Qualitative	
	Rerata Validator		Description	
	I	II		Rerata Aspek
Conformity of Material with SK and KD	3.00	3.00	3.00	Not Valid
Material Accuracy	3,50	3.00	3,25	Not Valid
Material Update	3.00	3.00	3.00	Not Valid
Encourage Curiosity	2.50	2.00	2.50	Invalid
<b>Rerata Total</b>	2,94	2.75	2,85	<b>Not Valid</b>

According to the two experts, the inadequacy of this aspect is caused by the material used in the teaching materials outside of the SK and KD that have been set. In addition, the use of examples in teaching materials is considered inaccurate because these examples do not support the background material, resulting in inequality. This is considered to make it difficult for students to understand the material. The average aspect of the accuracy of the material is 3.25 with a fairly valid category so that this aspect is also considered not suitable for teaching materials and requires improvement. The weakness in this aspect lies in the clarity of the reference material used. According to the two experts, good material in teaching materials must be clearly stated regarding the source of the reference material.

The next aspect that is considered not feasible is the up-to-date material. The average of this aspect is only 3.00 with a fairly valid category. According to the two experts, the up-to-date material is caused by the use of materials that are not from the latest references. In this case, researchers are still using the materials used in several studies last year. According to experts, teaching materials will be better if they use more up-to-date and reliable teaching materials. As for the aspect of encouraging curiosity, the average of this aspect is 2.50 with a less valid category and declared not feasible. According to the two experts, the thing that causes this aspect to be inappropriate is the intertwining of materials that do not support each other and display examples that are not relevant to the material.

The average total aspect of teaching materials is 2.85 with a fairly valid category but does not meet the specified requirements so that it requires serious improvement. After reading and analyzing the results of the examination of stage 1 teaching materials, the researchers made improvements or revisions related to things that were considered weak by the experts. The results of the improvement or revision of phase 1 teaching materials gave birth to the second revised teaching material which was then tested for feasibility by the same two experts in the phase 1 feasibility test. The results of the validation of phase 2 teaching materials are as shown in the following table:

**Table 2. Results of Validation of Teaching Materials (Phase 2)**

Aspect	Quantitative			Qualitative
	Rerata Validator		Rerata	Description
	I	II	Aspek	
Conformity of Material with SK and KD	4,00	4,00	4,00	Valid
Material Accuracy	4,00	4,00	4,25	Very Valid
Material Update	4,60	4,50	4,50	Very Valid
Encourage Curiosity	4,50	4,50	4,50	Very Valid
<b>Rerata Total</b>	4,28	4,25	4,32	<b>Very Valid</b>

Table 2 above shows that the results of the improvement or revision of stage 2 teaching materials have been declared feasible. Experts assessed that the revised teaching materials were developed in accordance with the SK and KD so that the average of this aspect was 4.00 with a valid category. As for the part of the material that is considered weak by the two experts, it is enough with small improvements so that the conclusion is that this aspect is feasible to use in learning. For the aspect of the accuracy of the material, both things rate most of the material as expected. Although there is a small part of the material that should be revised, it is considered valid by both experts with an aspect average of 4.25.

A level better than the two aspects above, the aspect of material updating and encouraging curiosity was considered very valid by both experts. The average aspect of material recency is 4.50 with a very valid category. while the aspect of encouraging curiosity is 4.50 with a very valid category. the average total material aspect is 4.32 with a very valid category.

## 2. Feasibility of Systematic Presentation of Teaching Materials

The results of the systematic assessment of the presentation of teaching materials by the two experts showed the results of the validation of teaching materials for the systematic elements of the presentation of teaching materials. There are four aspects that are assessed for validity, namely aspects of presentation techniques, presentation support, learning presentations, and coherence and coherence in the flow of thought. The results of the validation of this aspect are described as follows.

**Table 3. Results of Systematic Validation of Teaching Material Presentation (Stage 1)**

Aspect	Quantitative			Qualitative
	Rerata Validator		Rerata	Description
	I	II	Aspek	
Presentation Technique	2,00	2,00	2,00	Not Valid
Presentation Support	2,50	2,00	2,25	Not Valid
Learning Presentation	3,00	3,00	3,00	Quite valid
Coherence and coherence in the flow of thought	2,50	2,00	2,25	Not Valid
<b>Rerata Total</b>	2,50	2,25	2,37	<b>Not Valid</b>

The average presentation technique aspect is 2.00 or less valid. both experts considered that the systematics of teaching materials was not systematic and did not show consistency of presentation so that it needed serious improvement. Furthermore, the average of the supporting aspects of the presentation is 2.25 or less valid. According to the two experts, teaching materials have many weaknesses in the quality of the questions and the intensity of the sample questions in each learning activity. Another thing that is considered weak is the incomplete parts of the teaching materials according to the 2006 National Education Standards Agency, namely the final evaluation of learning, summaries, glossaries, indexes, and incomplete bibliography.

The presentation of learning in teaching materials was also considered inadequate by the two experts. The average aspect of this one is 3.00 with a fairly valid category. However, according to the two experts, this aspect is weak in the way researchers develop teaching materials which provide little space for student involvement in the learning process. Meanwhile, in the aspect of coherence and coherence in the flow of thought, the average of this aspect is 2.25 or less valid. according to the two experts, this aspect is weak in terms of the linkage and meaningfulness between learning activities and learning sub-activities. Similar to the material aspect of teaching materials, after checking the validity, the researcher re-reads and analyzes the wishes of the experts regarding the parts of the teaching materials that must be revised in order to get better results. After revision, the teaching materials were again validated by the two experts with results as shown in the following table:

**Table 4. Results of Systematic Validation of Teaching Material Presentation (Phase 2)**

Aspect	Quantitative		Rerata Aspect	Qualitative
	Rerata Validator I	Rerata Validator II		Description
Presentation Technique	4,00	4,50	4,25	Very Valid
Presentation Support	4,00	4,00	4,00	Valid
Learning Presentation	4,00	4,00	4,00	Valid
Coherence and coherence in the flow of thought	4,00	4,00	4,00	Valid
<b>Rerata Total</b>	4,00	4,13	4,07	<b>Valid</b>

Table 4 above shows the results of the validation of stage 2 teaching materials after the revision of stage 1. The table proves that the teaching materials have been declared feasible or valid. The total average of the technical aspects of the presentation of teaching materials is 4.25 with a very valid category, although there are still a few that need to be improved, but both experts commented that the teaching materials were valid and could be used without significant improvement. The average of the supporting aspects of the presentation is 4.00 with a valid category. This aspect is the same as the assessment of the presentation technique aspect. There is still a small part that needs to be improved, but both experts commented that the teaching materials are feasible and can be used without significant improvements. For aspects of the presentation of learning and aspects of coherence and coherence of the flow of thought, it was also declared valid based on the results of the validation with an average of 4.00 for each aspect. There are also parts that must be improved on both aspects, but it is not something that has a big influence so that the teaching materials are declared valid by the experts.

### 3. Feasibility of Graphics Teaching Materials

The results of the assessment of the validity of the teaching material elements of the graphic system showed that the two validators assessed that the aspect of the size of the teaching material had been declared valid. According to the validator, this teaching material is very effective and efficient in its use because its base is used on a mobile phone so that it can be used anywhere. The results of the validation of this aspect are described below.

**Table 5. Results of Graphical Validation of Teaching Materials (Phase 1)**

Aspect	Quantitative			Qualitative
	Rerata Validator		Rerata	Description
	I	II	Aspek	
Size of Printed Teaching Materials (optional)	4,00	4,00	4,00	Valid
Cover Design	2,00	3,00	2,50	Not Valid
Teaching material content design	3,00	2,00	2,50	Not Valid
<b>Rerata Total</b>	3,00	3,00	3,00	<b>Quite Valid</b>

The average size of this aspect of teaching materials is 4.00 with a valid category. However, it is different from other aspects that are still considered inadequate, namely the cover design and the design of the content of teaching materials. According to the two validators, the cover design of teaching materials is unattractive, abstract, and even tends not to give a meaningful impression when used. In addition, there were no variations or artistic games from the pictures or writings on the covers of teaching materials. The average cover design aspect is 2.50 or less feasible.

Specifically on the design aspect of the content of teaching materials, the two experts considered that there were still many errors in the typography of the material, the use of spaces, asymmetrical placement of titles and subtitles, and the use of image illustrations that were incoherent or inconsistent with the material. Illustrations of the contents of teaching materials have not been able to give a special meaning to the delivery of local wisdom values contained in teaching materials. In fact, according to the two experts, the presentation of material in teaching materials tends to make it difficult for users to understand teaching materials. The average total graphic aspect of stage 1 teaching materials is 3.00 or the category is quite valid. However, it has not been declared eligible.

The results of the validation are re-read and analyzed by the researcher before making revisions or improvements in accordance with the wishes of the validator. However, specifically on the aspect of the size of teaching materials, researchers no longer make revisions because they have been declared feasible. Then, according to the comments of the two experts, this aspect is in accordance with the wishes of the users of teaching materials which are essentially in accordance with the development of science and technology. The results of the second stage of validation are as shown in the following table:

**Table 6.** Results of Validation of Teaching Material Graphics (Phase 2)

Aspect	Quantitative			Qualitative
	Rerata Validator		Rerata Aspek	Description
	I	II		
Size of Printed Teaching Materials (optional)	4,00	4,00	4,00	Valid
Cover Design	5,00	4,50	4,75	Very Valid
Teaching material content design	4,00	4,50	4,25	Very Valid
<b>Rerata Total</b>	4,33	4,33	4,33	<b>Very Valid</b>

Table 6 above shows the results of the validation of elements of the graphic layout of teaching materials, all of which have been declared to meet the eligibility requirements. Although there are some small parts that must be considered and corrected, they are not significant errors according to the two experts. It has been stated previously that the aspect of the size of the teaching material has been declared valid before so that in the second stage the validator no longer assesses this aspect. The average cover design aspect is 4.75 or with a very valid category. It means, the cover of teaching materials has been designed as well as possible so as to give birth to a cover that is attractive, unique, and beautiful to the eye because of the artistic impression that is displayed with a variety of but matched colors. The average design content of teaching materials is 4.25 or with a very valid category. However, according to the two experts, the criteria that must be considered are the use of spaces and the numbering system.

#### 4. Language Feasibility of Teaching Materials

The results of the validation of the feasibility of the language used in the teaching materials of Appreciation Study of Prose Fiction based on Makassar local wisdom are integrated with mobile learning. In accordance with the provisions set by the National Education Standards Agency (BSNP 2006) that standardized teaching materials or materials in the use of standard Indonesian language are in accordance with PUEBI (General Guidelines for Indonesian Spelling). However, the emphasis for researchers is how to create communicative teaching materials for their users according to the results of the analysis of student needs and characteristics. The results of the validation of the two experts are as shown in the following table:

**Table 7.** Results of Language Validation of Teaching Materials (Stage 1)

Aspect	Quantitative			Qualitative
	Rerata Validator		Rerata Aspek	Description
	I	II		
Straightforward	3,00	3,25	3,13	Quite Valid
Communicative	3,50	3,00	3,25	Quite Valid
Dialogic And Interactive	2,75	3,00	2,88	Quite Valid
Suitability With The Development Of Students	3,50	3,00	3,25	Quite Valid

<b>Rerata Total</b>	3,08	3,04	<b>3,06</b>	Quite Valid
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The table above shows that the straightforwardness of language has not been declared valid with an aspect average of 3.13 or a fairly valid category. The two validators considered that what made the language in teaching materials not straightforward was the large number of uses of concepts which were essentially the same but displayed in their entirety. Teaching materials also do not meet the requirements of a communicative language. There are still sentences with incorrect structures or foreign terms that have not been translated into Indonesian. The average communicative aspect of language is 3.25 or with a fairly valid category.

As characteristic of digital or mobile teaching materials, the language must be dialogical so that it creates an interactive impression. This is what is considered weak by the two validators so that this aspect is declared not feasible with an aspect average of 2.88 or in a fairly valid category. Furthermore, another requirement for good teaching materials in terms of the language aspect is in accordance with the characteristics of the language development of the target user. For this aspect, the researcher has conducted a preliminary needs analysis. However, the results of the analysis have not led researchers to the right conclusions regarding the appropriate language used in teaching materials for target students. Thus, the validation results are declared not feasible with an aspect average of 3.25 or with a fairly valid category.

Not much different from the aspects described above, the aspect of the suitability of the language of teaching materials with the PUEBI rules is still considered not feasible. There are a lot of errors found by validators regarding the use of punctuation marks, letters, spaces, quotes, and so on. The average language suitability aspect with PUEBI rules is 3.00 or with a fairly valid category. Finally, the aspect that also encountered many errors in the first stage of the validation test was the use of terms, symbols, and icons. As previously stated, there are many terms that are used but do not get the equivalent meaning in Indonesian. As previously stated, after the feasibility assessment has been carried out, the next step of work carried out by the researcher (in this case as the developer) is to make improvements by carefully reading and analyzing the results of the two validators' assessments. The results of the validation of phase 2 teaching materials after repairs have been made as follows:

**Table 8.** Results of Language Validation of Teaching Materials (Phase 2)

Aspect	Quantitative			Qualitative
	Rerata Validator I	Rerata Validator II	Rerata Aspect	Description
Straightforward	4,25	4,00	4,13	Valid
Communicative	4,50	4,50	4,50	Very Valid
Dialogic And Interactive	3,75	4,00	3,88	Valid
Suitability With The Development Of Students	4,50	4,00	4,25	Very Valid
Conformity With Language Rules	3,50	4,50	4,00	Valid
Use Of Terms, Symbols And Icons	4,75	4,00	4,38	Very Valid

<b>Rerata Total</b>	4,21	4,17	4,19	<b>Valid</b>
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Table 8 above shows the results of the validation of the linguistic aspects of stage 2 teaching materials. There are no more linguistic aspects that are considered invalid. It's just that, there are still a small part that escapes the observation and attention of researchers so that the two validators again provide suggestions to correct the small part that is considered wrong. However, the final conclusion is that the teaching materials have been declared feasible with minor improvements.

#### 4. CONCLUSION

Based on the description of the feasibility of the teaching materials above, this research can be concluded as follows.

The Makassar Local Wisdom Based Prose Fiction Appreciation Teaching Material is appropriate to use because it has been tested for feasibility through expert tests and trials. The average material element is 4.32 or in a very appropriate category, the average presentation element is 4.07 or in a decent category, the average graphic aspect is 4.33 or in a very decent category, and the language aspect average is 4.19 or in a decent category. So that the use of teaching materials for the study of appreciation of prose fiction based on Makassar local wisdom is feasible to use. Furthermore, this research can be further developed for various studies related to literary teaching materials.

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