

Good And True Development Of Indonesian Teaching Materials With Thematic Approach To Class X Students In Yapim Private Vocational School, Taruna Stabat

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Abstract: *The problem in this study is how the effectiveness of developing Indonesian language teaching materials is good and right by using a thematic approach to class X students of Private High Schools Yapim Taruna Stabat 2017/2018 Academic Year ?. The purpose of this study is to describe the effectiveness of developing good and true Indonesian language teaching materials using a thematic approach to class X students of Private High School Yapim Taruna Stabat 2017/2018 Academic Year. The subject of research on this teaching material is a validator. In addition, the subject of this study was a class X student of Yapim Taruna Stabat Private High School. The object of this research is good and correct Indonesian language teaching materials using a thematic approach to class X students of Private High School Yapim Taruna Stabat 2017/2018 Academic Year. The method used in the research is the Research & Development research method. The instruments used to collect data are questionnaires, tests and observations. The results of this study indicate that the development of Indonesian language teaching materials is good and right with a thematic approach effective in improving students' understanding of Indonesian language that is good and true, where the average value obtained by students before the development process is 14.6 in the category less, then after the development process of teaching materials and the implementation of teaching materials shows that the results of the average value of students is 26.33. Thus, the average level of understanding of Indonesian is good and right by the tenth grade students of Yapim Taruna Stabat Private High School after developing good and correct Indonesian language teaching materials with a thematic approach can be said to be high.*

Keywords: *teaching materials, Indonesian language are good and right, thematic approaches*

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I. Introduction

Indonesian has a very clear task as a legitimate unifying language. Indonesian can be used as a tool to express messages, desires, ideas and opinions. Language is a support for success in learning all fields of study and as a communication tool. Language learning is expected to help people to know themselves, their culture, and other people's culture. In addition, language learning can also help people to express ideas, feelings, participate in society, or even find and use the analytical and imaginative abilities that are in them.

Indonesian can be said to be good if the language consumed by the users of the language itself is in accordance with the linguistic situation it faces. But good Indonesian does not mean that the language is correct. The use of Indonesian language is not only limited to the good or not of a language but must also pay attention to whether or not the language is correct. The correct Indonesian language is the language used with regard to the rules that apply. So, the Indonesian language that is good and true is Indonesian which is used according to the situation of its use and at the same time in accordance with the applicable rules (Mustakim, 2009: 21).

One manifestation of the use of Indonesian can be seen when one student communicates with his friends or with the teacher. From the results of preliminary observations that researchers did at Yapim Taruna Stabat Private High School, it shows that there are still many students who do not know the Indonesian language well and correctly. This is influenced by the development of slang language and various modifications of foreign languages and the influence of regional languages, and the real Indonesian language begins to fade and be forgotten. Development of slang language and today is very worrying. Many young people do not know the use of Indonesian language that is good and right. The most obvious example can be seen in the school environment, where there are still many students who communicate with their teachers not paying attention to good and correct Indonesian language rules, for example the use of the phrase "can't be like that" and "like this". If viewed in terms of Indonesian language rules that are good and right, then the sentence is wrong, it should be "can't be like that" and "like this". In addition, other things related to Indonesian language are good and right,

there are still many students who do not know the correct use of capital letters, using the correct italics, using the correct punctuation points and commas. Therefore, teachers as educators must be able to guide their students to be able to use Indonesian language that is good and right.

The teacher is the person who is responsible for educating the lives of students, the teacher's social position is someone who is identical with those who have the duties and responsibilities to shape the character of the nation's generation. In the hands of the teacher, this nation's shoots formed an attitude and morality so as to be able to provide the best for the children of this country. Therefore, it is appropriate to say that because our teacher is smart, because our teacher is smart, because our teacher is brilliant, it is not appropriate if we forget the services and sacrifices of the teachers who have provided the best for their children (Asdiqoh, 2013: 17).

In the learning process there are three aspects that must be conveyed by a teacher equally to students. These three aspects are cognitive, affective, and psychomotor aspects. The three substances of the subject matter must be balanced in a learning process in order to achieve maximum learning outcomes and be able to print the nation's children. With the development of competencies, it is expected that a teacher can increase his professionalism as a teaching force.

Good teachers are teachers who always try to create the best learning. To create the best learning a teacher must be very clever in designing or developing teaching materials that are in accordance with the interests and desires of students. Teaching materials are an important component in the curriculum. In the teaching material there are competency standards (SK) and basic competencies (KD) which are described in the learning implementation plan (RPP) used by teachers and students in the learning process. For teachers, developing teaching materials is one of the demands in pedagogic competence. The teaching materials used can be arranged and selected based on needs tailored to the environment, characteristics of students, and schools or madrasas. Thus, teachers are expected to develop their own teaching materials as a source of learning. For learning that aims to achieve competence in accordance with the 2013 Curriculum, the ability of teachers to develop appropriate teaching materials is needed. With the approach to complete learning (mastery learning) students are expected to be able to master the competencies as a whole in accordance with the speed of learning. For this reason, teaching materials should be arranged so that students are more active in learning activities to achieve competence. The teaching materials referred to in this study are limited to good and true Indonesian language teaching materials.

In addition, in the development of teaching materials should also be selected what approach can be used as a means to deliver teaching materials effectively. Therefore, researchers choose a thematic approach as one approach that can provide solutions so that students are able to use Indonesian language that is good and right. The thematic approach emphasizes learning that invites students to find and do their own learning experiences (learning by doing). This approach emphasizes that learning must be meaningful and in accordance with the needs and level of student development.

Based on this, the researcher is interested in conducting a study with the title: "Development of Good and Correct Indonesian Language Teaching Materials with a Thematic Approach to Class X Students of Yapim Private High School Stabat."

II. Method

The method used in this research is the Research & Development research method. According to Sugiyono (2015: 407), research and development methods are research methods used to produce certain products and test the effectiveness of these products. To be able to produce certain products, research is used in the form of needs analysis and to test the effectiveness of these products in order to function properly, research is needed to test the effectiveness of these products. According Sugiyono (2015: 298) there are 10 steps of research and development that can be used in educational research, namely:

1. Potential and problems. Potential is everything that when used will have added value, while the problem is a deviation between something that is expected with the reality that occurs. Problems that arise can be overcome through research and development research.
2. Collect information. Various information needs to be collected for specific product planning that is expected to overcome existing problems.
3. Product design. To produce a new product, the researcher makes a new work design whose final product is a new product design that has more complete characteristics. In the world of education, the products produced are expected to increase educational productivity. Educational products such as textbooks, modules, teaching methods, curriculum and others.
4. Design validation. Design validation is an activity process to assess a product design more effectively than the old one or not. Product validation is done by presenting an expert or someone who is an expert to assess a new design so that it can be known about its weaknesses and strengths.
5. Revised design. Weaknesses that have been known in the design validation stage are then tried to reduce these weaknesses by improving the design.

6. Product testing. In the field of education, product design can be directly tested after being validated and revised. Tests are carried out to obtain information whether the new method is more effective than the old method.
7. Product revision. To achieve the maximum value of a product, weaknesses and shortcomings need to be revised so that the convenience in using the product can increase at a higher level. After being revised, it needs to be tested again.
8. Test usage. After testing the product successfully, then the product in the form of a new work system is applied in real conditions for a broad environment.
9. Product revision. Product revisions are carried out if the use is in real conditions against deficiencies and weaknesses.
10. Mass product makers. Mass product manufacturing is done if the product that has been tested is declared effective and feasible to be produced in a problem.

III. Result

- a. With an average yield of 4.03 in the "good" category, Indonesian language teaching materials that are good and right with thematic approaches are ready to be used and implemented for students. In accordance with the conclusion of the validator, the material can already be used with revisions according to suggestions.
- b. With an average yield of 4.46 with the category "Very Good", the Indonesian language teaching materials that are good and right with thematic approaches are ready to be used and implemented for students. In accordance with the conclusion of the teacher's validation in the field of study, the material can already be used with revisions according to suggestions.
- c. Based on the table above, it can be seen that the average rating of all aspects 1, 2, 3 and 4 got an average score of 4.62 with the category "very good".
- d. Based on the results of calculations that the researchers have done, it shows that the average score of Indonesian language understanding is good and right obtained by students before the development of Indonesian language teaching materials is good and right with thematic approach that is equal to 14.6. Thus, the average level of understanding of grade X students of Yapim Taruna Stabat Private High School before the development of teaching materials can be said to be lacking.
- e. Furthermore, after the development of Indonesian language teaching materials that are good and right with thematic approaches and the implementation of teaching materials, shows that the results of the average score of Indonesian language understanding that is good and true obtained by the students is equal to 26.33. Thus, the average level of understanding of Indonesian is good and right by the tenth grade students of Yapim Taruna Stabat Private High School after developing good and correct Indonesian language teaching materials with a thematic approach can be said to be high.
- f. From these results, it can be seen that Indonesian language teaching materials are good and true with a thematic approach effective in learning Indonesian language that is good and right in class X Private High School Yapim Taruna Stabat, where before the development process was in the less category and then increased to high after the process of developing teaching materials in class X Private High School Yapim Taruna Stabat.
- g. The results of this study are relevant to the previous research conducted by Agustingsih (2015) with the title: "Development of Thematic Learning Models Based on Scientific Approaches Refers to 2013 Curriculum for High School Elementary Classes". The results of this study conclude that the developed learning tools already have good quality and are suitable for use. This is based on the results of the assessment by 2 validators indicating that the quality of the syllabus, lesson plans and textbooks of students with material models using thematic learning with scientific approaches have good model quality and are suitable for use as learning tools. Based on the results of the development of learning tools, it shows that the quality of learning devices in the thematic learning model based on the scientific approach developed is good and has fulfilled the feasibility as a learning tool in high grade elementary schools and is effective in supporting learning.
- h. Thus, the results of this study can be concluded that through the development of thematic approaches can improve students' understanding of Indonesian language that is good and true, this is also supported by the results of previous studies which stated that thematic approaches are effective in supporting classroom learning.

IV. Conclusion

- a. Design the development of Indonesian language teaching materials that are good and true with a thematic approach to class X students of Private High School Yapim Taruna Stabat begins with the distribution of needs analysis questionnaires. Based on the final result of the calculation, it can be seen that the student's perception questionnaire about Indonesian Language is good and true, which is included in the high category. Then proceed with the spread of Indonesian language tests that are good and right, after the calculation process is obtained the value of the Indonesian Language test is good and true students are in the less category. The results of the analysis of Indonesian language tests that are good and true are not in harmony with the results of high-class questionnaires. Based on this, the researchers develop Indonesian language teaching materials that are good and right with thematic approaches.
- b. Results of validation of the development of Indonesian Language teaching materials that are good and right with a thematic approach to class X Private High School Yapim Taruna Stabat shows that on the aspect of content feasibility obtained an average score of 4.14 with good category. Then in the aspect of feasibility of the presentation of the material obtained the average score of validation is 3.8 with good category, on the aspect of language feasibility obtained the average score of validation is 4 with good category and on the aspect of gratification feasibility obtained the average score of validation is 4.2 in good category. So that overall the average validation is 4.03 with good categories.
- c. The effectiveness of the design results of the development of Indonesian language teaching materials that are good and correct with a thematic approach to class X Private High School Yapim Taruna Stabat where before the development process is in the less category and then increased to high after the development of Indonesian language teaching materials that are good and right with a thematic approach in class X Yapim Taruna Stabat Private High School.

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