

Economics Teaching Materials Short Story Text For Class XI Students of SMA Negeri 1 Palimanan, Cirebon District

Yati¹, Zuhri Saputra Hutabarat^{2*}

¹Universitas Nahdlatul Ulama Cirebon

²Universitas Batanghari Jambi

*Correspondence: zuhri2saputra1hutabarat9@gmail.com

Abstrak. Penelitian ini bertujuan untuk merancang bahan ajar ekonomi teks cerita pendek dan bagaimana hasil implementasi bahan ajar ekonomi teks cerita pendek untuk siswa kelas XI SMA Negeri 1 Palimanan. Metode penelitian ini adalah menggunakan penelitian kualitatif dengan metode deskriptif analitik. Lokasi penelitian dilakukan di SMA Negeri 1 Palimanan Kabupaten Cirebon. Hasil penelitian menunjukkan bahwa berdasarkan implementasi bahan ajar teks cerita pendek untuk siswa kelas XI SMA Negeri 1 Palimanan yakni hasil angket respons siswa menunjukkan respon cukup memuaskan artinya siswa dapat menerima dengan baik bahan ajar cerita pendek, rata-rata siswa cukup baik dalam memahami isi dari bahan ajar tersebut dan dapat membantu bahan ajar dalam kegiatan belajar mengajar di kelas khususnya pada materi cerita pendek. Siswa berharap bahan ajar yang dibuat sesuai dengan kebutuhan siswa seperti ini dapat terus dikembangkan untuk menunjang materi pembelajaran. Siswa merasa tertarik dan mudah memahami materi karena tersusun rapih dan ilustrasi sampul depan buku disesuaikan dengan warna-warna yang membuat siswa berminat untuk membacanya, penggunaan warna pada bahan ajar sangat penting dimaksudkan agar peserta didik pada saat membaca materi atau tugas tidak bosan dan ingin mengerjakan bahan ajar tersebut. Bahasa yang digunakan pada buku teks sesuai dengan tingkat keterbacaan siswa SMA dan dari segi ilustrasi dan gambar dalam bahan ajar sangatlah membantu minat baca siswa. Bahan ajar yang disajikan memudahkan siswa dalam memahami materi karena disesuaikan dengan kurikulum sehingga memudahkan kegiatan pembelajaran khususnya materi teks cerita pendek.

Kata kunci: bahan ajar ekonomi, teks cerita pendek

Abstract. This study aims to design short story text economics teaching materials and how the results of the implementation of short story text economics teaching materials for class XI students of SMA Negeri 1 Palimanan. This research method is to use qualitative research with analytic descriptive method. The research location was carried out at SMA Negeri 1 Palimanan, Cirebon Regency. The results showed that based on the implementation of short story text teaching materials for class XI students of SMA Negeri 1 Palimanan, namely the results of the student response questionnaire showed a satisfactory response, meaning that students could well accept short story teaching materials, on average students were quite good at understanding the contents of the material. teaching materials and can help teaching materials in teaching and learning activities in class, especially in short story material. Students hope that teaching materials that are made according to the needs of students like this can continue to be developed to support learning materials. Students feel interested and easily understand the material because it is neatly arranged and the front cover illustrations of the books are adjusted to the colors that make students interested in reading them, the use of color in teaching materials is very important so that students when reading material or assignments do not get bored and want to work on the material. teach it. The language used in textbooks is in accordance with the readability level of high school students and in terms of illustrations and pictures in teaching materials it really helps students' interest in reading. The teaching materials presented make it easier for students to understand the material because it is adapted to the curriculum so that it facilitates learning activities, especially short story text material.

Keywords: Economics Teaching Materials, Short Story Texts

INTRODUCTION

According to the Ministry of National Education (Abidin, 2014) Teaching materials or learning materials (instructional materials) in general consist of knowledge, skills, and attitudes that students must learn in order to achieve predetermined competency standards. In detail, the types of learning materials consist of

knowledge (facts, concepts, principles, procedures), skills, and attitudes or values. agrees with Merrill (Sanjaya, 2008), which states that teaching materials are learning materials which are divided into four types, namely: facts; draft; procedure; and principles.

Teaching materials or teaching materials are learning support tools that are focused on

material based on facts, concepts, procedures and principles. The teaching materials are adapted to basic competencies based on the ongoing curriculum. So that the teaching materials developed can be in accordance with the learning needs of students. In contrast to Sanjaya, (2008) teaching materials are the most important part of a learning process that is used by teachers both outside the classroom and in the classroom. In line with the opinion of Sanjaya (2008) said that teaching materials are a set of achieve goals.

The teaching materials presented are in the form of curriculum program content. In accordance with the contents of the curriculum, the teaching materials created must be developed based on facts, concepts, principles, procedures and generalizations that are specifically designed to facilitate learning activities. That way the teaching materials developed will be able to meet the needs of teaching and learning activities. A good teaching material also has some special characteristics. If these characteristics are followed, what is taught will become meaningful input. These characteristics were stated by Abidin (2014) several main aspects of teaching materials that must be considered, namely material aspects, presentation aspects, and linguistic aspects. Models and forms of teaching materials according to Kurniasih and Berlin (2014) are in the form of modules, textbooks, and handouts. These types of teaching materials have their respective roles, such as a book written by an author or teacher which contains his thoughts adapted to the curriculum.

Short story text is a prose fiction literary work that is told briefly. The stories presented in short stories focus on only one incident and these events often contain significant life values. Short story according to Dalman (2014) is a fictional or fictional story that has a main character whose story content is very short and concise so that it forms a problem with a single plot. Meanwhile, according to Kosasih (2014) short story is a fictional story or narrative genre. Its existence is more in the interests of giving pleasure to its readers. A short story often contains lessons or values that we can learn from the behavior of the

information that students must absorb through fun learning. Fun learning is really needed because it supports the effectiveness of learning, both in the classroom and outside the classroom. Another opinion was also expressed by Hidayat (2013) stating that the content of curriculum programs or teaching materials is everything that is offered to students as a learning guide in learning activities to achieve goals. Teaching materials are some of the materials offered to students in teaching and learning activities to

characters. This is because short stories are inseparable from religious, cultural, social, or moral values.

Short story is a fictional story or narrative genre story whose form is short. A short story focuses on a problem with a single plot and often contains lessons or values that can be learned for the readers. In line with the opinion put forward by Aprilianti and Sugiarto (2014) that short stories are not just short (brief) stories. Short story is a work of fiction that has characteristics that distinguish it from other forms of prose fiction. Short story text according to Dalman (2014) is a fictional or fictional story that has a main character whose story content is very short and concise so that it forms a problem with a single plot. Meanwhile, Kosasih (2014) explains that short stories are stories that according to their form are short. The size of the short length of a story is relative. However, in general, short stories are stories that can be read in about ten minutes or half an hour. The word count is 500-5000 words.

METHODS

The research method used in this study is a type of qualitative research with analytic descriptive method. The research location was carried out at SMA Negeri 1 Palimanan, Cirebon Regency. Data collection was carried out by means of observation, in-depth interviews, questionnaires and implementing the teaching materials. Data analysis was carried out by describing, reducing, selecting and concluding. The subjects of this study were expert validators, teachers and students.

Table 1
Teaching Materials Validity Criteria

No	Validity Criteria	Validity Level
1	85,01% - 100,00%	Very valid, or usable without revision
2	70,01% - 85,00%	Valid enough, or can be used but needs minor revision

3	50,01% - 70,00%	Invalid, it is recommended not to use it because it needs major revisions
4	01,00% - 50,00%	Invalid, or may not be used

Source: Akbar (2013)

Determine the value (%) of the effectiveness criteria using the following formula.

$$Validasi = \frac{TS_e}{TS_h} \times 100\% = \dots \%$$

Information : TS_e : Total empirical score (value of expert weighing validity test results); and TS_h : Maximum total score (expected expert weighing validity test results)

RESULTS

The results showed that based on the implementation of short story text teaching materials for class XI students of SMA Negeri 1 Palimanan, namely the results of the student response questionnaire showed a satisfactory response, meaning that students could well accept short story teaching materials, on average students were quite good at understanding the contents of the material. teaching materials and can help teaching materials in teaching and learning activities in class, especially in short

story material. Students hope that teaching materials that are made according to the needs of students like this can continue to be developed to support learning materials. Students feel interested and easily understand the material because it is neatly arranged and the front cover illustrations of the books are adjusted to the colors that make students interested in reading them, the use of color in teaching materials is very important so that students when reading material or assignments do not get bored and want to work on the material. teach it. The language used in textbooks is in accordance with the readability level of high school students and in terms of illustrations and pictures in teaching materials it really helps students' interest in reading. The teaching materials presented make it easier for students to understand the material because it is adapted to the curriculum so that it facilitates learning activities, especially short story text material.

Table 2
Validation Test Questionnaire Results Short Story Text Teaching Materials for Class XI High School Students

No	Indicators/aspects to be validated	Score			
A	Aspects of Content / Material	1	2	3	4
1	The material is relevant to the competencies students will master				√
2	Suitability of material with KI and KD				
3	Tasks relevant to the competencies to be mastered				
4	Examples of explanations relevant to the competencies that must be mastered				
B	Aspects of Material Presentation				
5	The suitability of the title with the material				
6	Conformity between the material presented with KD in the curriculum				√
7	The suitability of material reviews is stated explicitly				√
8	Tahapan penyajian materi berdasarkan pokok-pokok materi				
9	The suitability of the practice questions with the material presented				
10	Suitability of questions with the level of understanding of students				
C	Linguistic Aspect				
11	The language presented uses communicative language				
12	The suitability of the word choice with the level of student understanding				
13	Appropriate use of good and correct Indonesian rules				
14	Appropriateness of the use of language with the cognitive level of students				√
15	The use of language with the readability level of students				
D	Graphic Aspects				
16	Attractive title and cover design				
17	Suitability of illustrations, pictures and photos with the material				
18	Selection of color composition on the cover and layout of the book				
19	The accuracy of the use of fonts, types and sizes				√
20	The suitability of the size and thickness of the book				√
Total Score					70

Information: Tse = total empirical score (value of competency test results that have been achieved); TSh = maximum total score (competency test results to be expected); Validation = $\left(\frac{70}{80}\right) \times 100\% = 87,5\%$

Source: processed data

Table 3
Validation Data Analysis Results 1

No	Indicators	Validation criteria	Validation level
1.	Aspects of content/material	93,75%	Very valid, or usable without revision
2.	Aspects of presentation of the material	87,50%	Very valid, or usable without revision
3.	Linguistic aspect	80,00%	Valid enough, or can be used but needs minor revision
4.	Graphical aspect	90,00%	Very valid, or usable without revision

Source: processed data

From the results of the calculation above, it can be said that the Teaching Material is very suitable for use in the Teaching and Learning Activity process because it is very valid, or can be used without revision.

Table 4
Results of the Validation Test Questionnaire of Short Story Text Teaching Materials for Class XI High School Students

No	Indicators/aspects to be validated	Score			
A	Aspects of Content / Material	1	2	3	4
1	The material is relevant to the competencies students will master				√
2	Suitability of material with KI and KD				√
3	Tasks relevant to the competencies to be mastered			√	
4	Examples of explanations relevant to the competencies that must be mastered				√
B	Aspects of Material Presentation				
5	The suitability of the title with the material				√
6	Conformity between the material presented with KD in the curriculum				√
7	The suitability of material reviews is stated explicitly				√
8	Tahapan penyajian materi berdasarkan pokok-pokok materi			√	
9	The suitability of the practice questions with the material presented				√
10	Suitability of questions with the level of understanding of students				√
C	Linguistic Aspect				
11	The language presented uses communicative language				√
12	The suitability of the word choice with the level of student understanding				√
13	Appropriate use of good and correct Indonesian rules			√	
14	Appropriateness of the use of language with the cognitive level of students				√
15	The use of language with the readability level of students				√
D	Graphic Aspects				
16	Attractive title and cover design				√
17	Suitability of illustrations, pictures and photos with the material				√
18	Selection of color composition on the cover and layout of the book				√
19	The accuracy of the use of fonts, types and sizes				√
20	The suitability of the size and thickness of the book				√
Total Score				77	

Information: Tse = the total empirical score of the competency test results that have been achieved; TSh = maximum total score (competency test results to be expected); Validation = $\frac{77}{80} \times 100\% = 96,25\%$

Source: processed data

Table 5
Validation Data Analysis Results

No	Indicators	Validation criteria	Validation level
1.	Aspects of content/material	93,75%	Very valid, or usable without revision
2.	Aspects of presentation of the material	95,83%	Very valid, or usable without revision
3.	Linguistic aspect	95,00%	Valid enough, or can be used but needs minor revision
4.	Graphical aspect	100,00%	Very valid, or usable without revision

Source: processed data

From the results of the calculation above, it can be said that the Teaching Material is very suitable for use in the Teaching and Learning Activity process because it is very valid, or can be used without revision. However,

there was a suggestion from expert observers 2 Jimat Susilo, M.Pd. namely: (1) there is writing of the same chapters and sub-chapters, (2) there is a presentation of sub-topics that must be adapted to the subject matter.

Table 6
Results of the Teacher Validation Test Questionnaire

No	Indicators	Score			
A	Aspects of Content / Material	1	2	3	4
1	The material is relevant to the competencies students will master				√
2	Suitability of material with KI and KD				
3	Tasks relevant to the competencies to be mastered				
4	Examples of explanations relevant to the competencies that must be mastered				√
B	Aspects of Material Presentation				
5	The suitability of the title with the material				√
6	Conformity between the material presented with KD in the curriculum				√
7	The suitability of material reviews is stated explicitly				√
8	Tahapan penyajian materi berdasarkan pokok-pokok materi				√
9	The suitability of the practice questions with the material presented				
10	Suitability of questions with the level of understanding of students				
C	Linguistic Aspect				
11	The language presented uses communicative language				√
12	The suitability of the word choice with the level of student understanding				√
13	Appropriate use of good and correct Indonesian rules				
14	Appropriateness of the use of language with the cognitive level of students				
15	The use of language with the readability level of students				
D	Graphic Aspects				
16	Attractive title and cover design				
17	Suitability of illustrations, pictures and photos with the material				
18	Selection of color composition on the cover and layout of the book				√
19	The accuracy of the use of fonts, types and sizes				√
20	The suitability of the size and thickness of the book				√
Total Score		79			

Information: Tse = total empirical score (value of competency test results that have been achieved);

TSh = maximum total score (competency test results to be expected); Validation = $\frac{79}{80} \times 100\% = 98,5\%$

Source: processed data

Table 6
Results of Teacher Validation Data Analysis

No	Indicators	Validation criteria	Validation level
1.	Aspects of content / material	100,00%	Very valid, or usable without revision
2.	Aspects of presentation of the material	100,00%	Very valid, or usable without revision

3.	Linguistic aspect	95,00%	Valid enough, or can be used but needs minor revision
4.	Graphical aspect	100,00%	Very valid, or usable without revision

Source: processed data

From the results of the calculation above, it can be said that the Teaching Material is very suitable for use in the Teaching and Learning Activity process because it is very valid, or can be used without revision.

Table 7
Results of the Teacher Validation Test Questionnaire

No	Indicators	Score			
A	Aspects of Content / Material	1	2	3	4
1	The material is relevant to the competencies students will master			√	
2	Suitability of material with KI and KD				
3	Tasks relevant to the competencies to be mastered				
4	Examples of explanations relevant to the competencies that must be mastered				
B	Aspects of Material Presentation				
5	The suitability of the title with the material				
6	Conformity between the material presented with KD in the curriculum				
7	The suitability of material reviews is stated explicitly				
8	Tahapan penyajian materi berdasarkan pokok-pokok materi				
9	The suitability of the practice questions with the material presented				
10	Suitability of questions with the level of understanding of students				
C	Linguistic Aspect				
11	The language presented uses communicative language				
12	The suitability of the word choice with the level of student understanding				
13	Appropriate use of good and correct Indonesian rules				
14	Appropriateness of the use of language with the cognitive level of students			√	
15	The use of language with the readability level of students			√	
D	Graphic Aspects				
16	Attractive title and cover design				
17	Suitability of illustrations, pictures and photos with the material				
18	Selection of color composition on the cover and layout of the book				√
19	The accuracy of the use of fonts, types and sizes				
20	The suitability of the size and thickness of the book				
Total Skor				65	

Information: Tse = the total empirical score of the competency test results that have been achieved;
TSh = maximum total score (competency test results to be expected); Validation = $\frac{65}{80} \times 100\% = 81,25\%$

Source: processed data

Table 8
Results of Expert Teacher Validation Data Analysis 4 Short Story Teaching Materials for Class XI High School Students

No	Indicators	Validation criteria	Validation level
1.	Aspects of content / material	81,25%	Very valid, or usable without revision
2.	Aspects of presentation of the material	79,16%	Very valid, or usable without revision
3.	Linguistic aspect	75,00%	Valid enough, or can be used but needs minor revision
4.	Graphical aspect	90,00%	Very valid, or usable without revision

Source: processed data

From the results of the calculation above, it can be said that the Teaching Material is very suitable for use in the Teaching and Learning Activity process because it is valid enough, or can be used but needs minor revision.

CONCLUSION

Based on the results of the research and discussion of data analysis of short story teaching materials and their implementation in class XI high school students, it can be concluded as follows.

1. The design of teaching materials in the form of short story textbooks that the author made based on the steps of writing textbooks according to Kurniasih and Sani (2014) which became the basis and reference in making short story teaching materials for class XI high school students, namely as follows: a) part of the book cover ; b) opening section; c) core part; d) introduction; e) chapter writing; f) originality of writing; g) numbering; h) closing section; i) bibliography.
2. The results of the implementation of short story teaching materials for class XI high school students which were held at SMAN 1 Palimanan, namely in class XI IPS 1. The short story textbook was implemented in the learning activities of short story text material and conducted interviews with Indonesian language subject teachers namely Tri Yuniar, S.S., M.Pd. and conducted interviews with 2 students namely Picky Astuti (XI MIPA 4) and Putri Wulan Agustina (XI IPS1) the purpose of the interview was to get a response to the textbook. Based on the results of the student response questionnaire, the results were quite satisfactory. Students were able to accept short story teaching materials well for Class XI SMA students. short story. Students hope that teaching materials that are made according to the needs of students like this can continue to be developed to support learning materials. Then based on the results of interviews with the teacher, the teacher feels that the teaching material is interesting and makes it easier for students when used in class learning because there is an attraction on the cover, or the stimuli that exist in the teaching material contained in pictures or illustrations, the color of the teaching material and the appropriate arrangement of pictures or letters can be said to be interesting. Based on the results of interviews the teacher said that the teaching materials presented made it easier for students to understand the material because it was adapted to the 2013 revised edition of the 2017 curriculum so that it facilitated learning activities, especially short story text material.

Meanwhile, based on the results of interviews with students, students feel interested and easily understand the material because it is neatly arranged and the front cover illustrations of the books are adjusted to the colors that make students interested in reading them, the use of color in teaching materials is very important so that students when reading the material or the assignment is not bored and wants to work on the teaching material. The commitment comes from pictures and bright colors so that students feel interested in reading the teaching material. The second question the students felt was deeper because the systematics or neat arrangement was added with bright colors so that the material was understood more quickly by the students. The three questions in terms of the language used in textbooks are in accordance with the readability level of high school students and in terms of illustrations and pictures in teaching materials really help students' reading interest.

REFERENCES

- Akbar, S. 2010. Model Pembelajaran Nilai dan Karakter Berbasis Nilai-nilai Kehidupan di Sekolah Dasar. *Jurnal Ilmu Pendidikan*, 17(1), 46-54
- Aprilianti, Nur Faida Fitri dan Bambang Sugiarto. 2014. *Penerapan Model Pembelajaran Induktif Untuk Melatih Keterampilan Metakognitif Siswa Pada Materi Larutan Penyangga*. Surabaya: Universitas Negeri Suarabaya
- Abidin. 2014. *Desain Sistem Pembelajaran dalam Konteks Kurikulum 2013*. Bandung: Refika Aditama.
- Dalman, H., 2014. *Keterampilan Menulis*. Jakarta: PT. Raja Grafindo Persada
- Hidayat, Sholeh. 2013. *Pengembangan Kurikulum Baru*. Bandung: PT. Remaja Rosdakarya.
- Kosasih, E., 2003, *Bimbingan Pemantapan Bahasa Indonesia*, Bumi Aksara
- Kurniasih Imas dan Berlin Sani, 2014. *Teknik dan Cara Mudah Memuat Penelitian Tindakan Kelas*, Jakarta: Kata Pena.
- Sanjaya, Winna. 2008, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana Prenada Media Group.