

# Development of Environmental Love Theme Materials Learning in Description Text Learning for Seven Junior High School

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**Abstract**—Reading material development is an activity that designs innovative learning resources. Reading material is also usually equipped with various kinds of illustrations. Reading material developed with the right strategy will foster a creative effort to find the contents of the students' own reading. The development of reading material is very necessary for seventh grade students to build and strengthen their interest in reading and understanding the meaning of reading material. The development of environmental love-themed reading material in the form of hand-out in the description text material is needed to facilitate learning in the classroom. Handouts are teaching materials that contain a summary of material from several sources that are relevant to basic competencies ". The teacher needs to develop reading material that supports the learning of the description text. The development of reading materials on the theme of environmental love in the description text material was chosen based on students' awareness of the environment is still low.

**Keywords**—*development, reading material, description, love of the environment*

## I. INTRODUCTION

Reading material is also usually equipped with various kinds of illustrations. As stated by Muhammadi, et al (2018: 204) [1] in his research journal stated that "reading teaching material refers to the availability of reading texts. Reading material developed with the right strategy will foster a creative effort to find the contents of the students' own reading. Reading material development is an activity that designs innovative learning resources. Besides reading material is equipped with study guides for students, which contain: instructions, exercises, and assignments that students need to do, feedback, and glossary. Additional material in the form of study guidelines for students needs to be prepared by the teacher based on the objectives / competency standards, competency indicators, and syllabus. Sequential arrangement based on competency standards and indicators or learning objectives. After being arranged neatly, the teacher gives a divider page containing: meeting number, Learning Objectives (competence), short subject and description, reading material

loved by the environment, assignments, and other things that students need to know.

This is known based on the results of Maulida's research (2018: 20) [2], stating that the learning process by using reading material products that were developed turned out to facilitate students in understanding reading material, interesting, and more fun. Based on observations during the trial process also showed that students were so enthusiastic in learning by using reading products that were developed. Learning material can be easily understood by students. Reading community-specific environment is a daily activity carried out as a habit or even a need in addition to other basic needs such as eating and drinking. The environment is an educated environment such as scholars, government officials, big businessmen, teachers, journalists, students, writers, and so on. The purpose of reading is very diverse, depending on the situation and various conditions of the reader.

Handouts are teaching materials that contain a summary of material from various sources that are relevant to the basic competencies created by the teacher to guide and assist students in the learning process. Handouts are teaching materials that contain a summary of material from several sources relevant to basic competencies (Prastowo, 2015) [3]. According to the Ministry of National Education (2008) Handouts are teaching materials in the form of writing from some literature that is relevant to the material / KD prepared by teachers with the aim of enriching students' knowledge. Salirawati (2010) [4] said that handouts are brief teaching materials that are useful to guide and assist students in the learning process.

Character education is an ongoing process and never ends (never ending process). Lasted since humans existed and ended when humans were gone. Character education as an integrated process to prepare the nation's next generation, which is adapted to the future human needs, is rooted in the philosophical values and cultural values of the Indonesian nation. Education must foster philosophy and practice the overall character of this nation as a whole and in its entirety. The nation's character can become a nation's glue because the character contains cultural elements that were dug out of the nation. Character can be a characteristic of a nation.

Character education is urgently needed because of the moral degradation of the nation's children. In the modern era like today many problems that occur in people's lives such as the amount of environmental damage due to waste. Garbage is the residue from human daily activities and natural processes in the form of materials that can be decomposed (organic) or not decomposed (inorganic) by the soil. Waste that is not managed properly will cause unpleasant odors, become a source of disease, environmental pollution, and damage the beauty. In addition, soil contaminated by inorganic waste will damage its structure so that it becomes less fertile. Damaged soil structure can affect plant productivity.

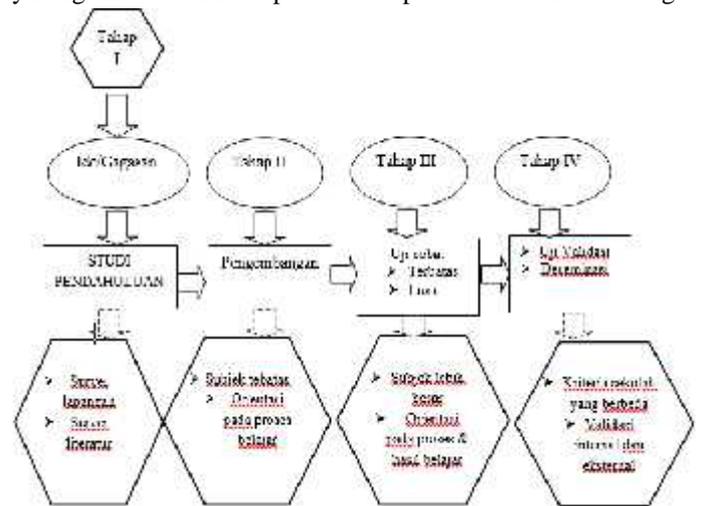
Suparno (2015: 29) [5] explains that character education is education that aims to help students experience, acquire, and possess the desired strong character. For example the value of honesty characters. This means that honesty character education is an attempt to help others so that the value of honesty belongs to them and becomes a part of their lives that affects all ways of thinking and acting in their lives. It's the same thing with environmental character education as it cares about the environment. This means an effort to help children so that their attitudes and actions always try to prevent damage to the surrounding natural environment and develop efforts to repair the natural damage that occurs. The character or attitude of caring for the environment needs to be instilled from childhood on children so that they grow into a person who cares and loves the surrounding environment. Finally, the goal of an environmental love character education is his hope that children become ambassadors for the school, home, and surrounding environment and make the attitude or character become his character in life wherever he is. The character of caring for the environment is not only theoretical but also requires concrete actions that bring good change to the lives of all people.

The development of reading materials on the theme of environmental love in the description text material was chosen based on students' awareness of the environment is still low. Based on the background of the problem above, it can be concluded that the researcher is interested in developing environmental love-themed reading material in the description text material that is used to support and facilitate the learning of description text with the theme of environmental love.

## II. RESEARCH METHODS

This type of research is research and development, namely the development of reading material to write description texts for junior high school grade VII. According to Sugiyono (2016: 297) [6], research and development methods are research methods used to produce certain products and test the effectiveness of these products. Tegeh et al (2014: 13) [7], states that development research is a research method that is powerful enough to improve learning practices, with the aim of

developing new products or improving existing products so that they can be accounted for. This research and development refers to the theory of reading material development proposed by Borg and Gall. The steps of development research according



to Borg and Gall can be seen in the following diagram:

Fig 1. The R & D of the chart of the procedure (Sanjaya 2014: 136)

The study was conducted at the Junior School Persiapan Negeri Madrasah Tsanawiyah. The research will be conducted from Juni to Juli 2019.

The subjects of the study were students of class VII Madrasah Tsanawiyah Preparation Negeri 4 Medan, totaling 32 students and 2 teachers in the field of Indonesian language studies. The object of this research is the development of reading material themed love environment in the description text material for grade VII students of junior high school.

This research is a type of research and development. This research method is used to produce certain products and test the effectiveness of these products. Sugiyono (2010: 407) [8] describes the method of research and development is a research method used to produce certain products and test the effectiveness of these products. Research and Development is a research method that intentionally, systematically, aims or is directed to find, formulate, improve, develop, produce, test the effectiveness of products, models, methods, or strategies, with procedures that are superior, effective, efficient, productive, and meaningful. In this study the handout learning will be developed that are suitable for students' needs. The final objective of this research is to develop a product that can be used, namely interactive learning media that will be evaluated based on the product quality aspects that are determined.

Product Design (Hand Out) themed Love the Environment in Learning Text Description can be seen in the following chart:

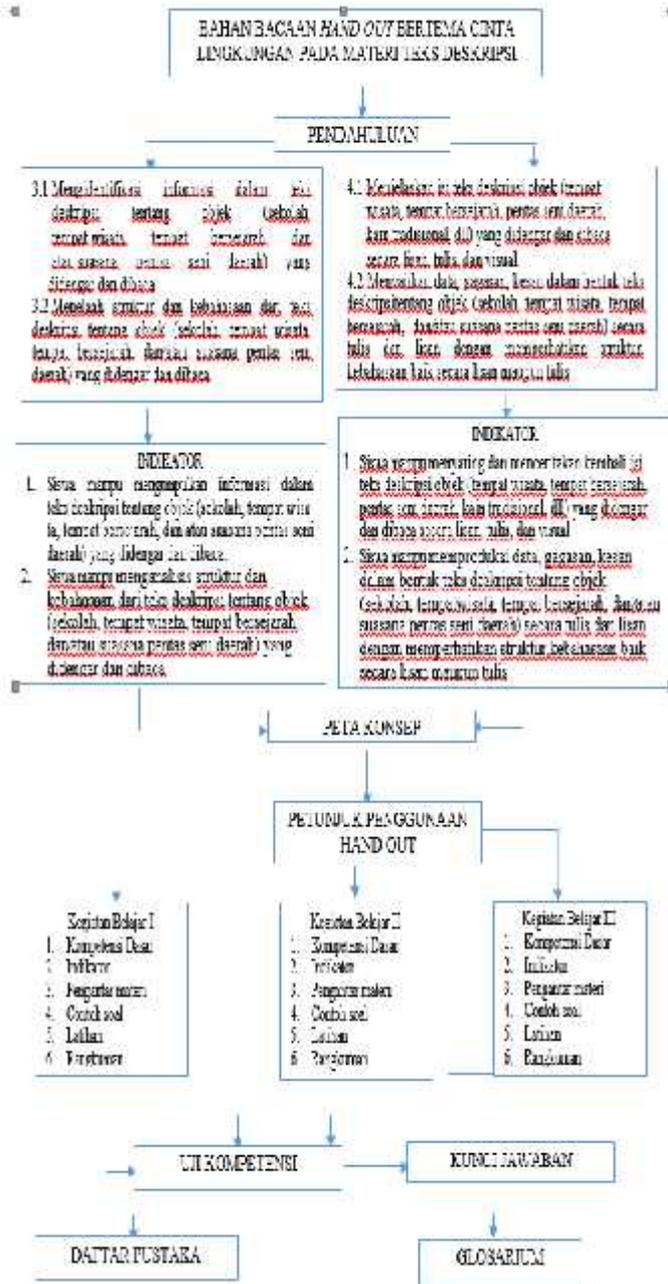


Fig II. Product design (Hard Out) themed love links on learning description text  
Instruments used in this study to collect data are grouped into 2 kinds, namely:

1. Instrument validation team of experts on learning materials reading description text-based troubleshooting methods.
  - a. The questionnaire validation sheet of the subject matter material
  - b. Questionnaire design validation master of the questionnaire

2. Instrument responses of students and teachers on teaching materials
  - a. Individual trial 3 people
  - b. Trial of small group of 9 people
  - c. Field trials are limited to 32 people
  - d. Response Indonesian teacher 2 people

The instrument lattice validation sheet by material experts and design experts can be seen in tables 3.1 and 3.2 below.

TABLE I. ANALYSIS OF THE INSTRUMENTS OF THE ANGKET FEASIBILITY, THE FEASIBILITY OF THE CONTENT, THE FEASIBILITY OF THE LANGUAGE, AND THE FEASIBILITY OF THE PRESENTATION BY THE EXPERTS

No.	Komponen Indikator Penilaian	Banyak Soal
<b>A. Kelayakan Isi</b>		
1	Kesesuaian materi dengan KI dan KD	3
2	Kekuatan materi	4
3	Kemutakhiran materi	2
4	Mendorong keingintahuan	2
<b>B. Kelayakan Penyajian</b>		
1	Teknik Penyajian	1
2	Pendukung Penyajian	6
3	Penyajian Pembelajaran	1
4	Koherensi dan Keruntutan Alur Berpikir	1
<b>C. Kelayakan Bahasa</b>		
1	Lugas	3
2	Komunikatif	1
3	Dialogis dan Interaktif	1
4	Kesesuaian dengan Perkembangan Peserta Didik	2
5	Kesesuaian dengan Kaidah Bahasa	2
<b>D. Aspek Penilaian tema Cinta Lingkungan</b>		7
<b>Jumlah</b>		<b>37</b>

Data analysis techniques conducted in this development study is this data collected through expert validation, questionnaire distributed to students. Assessment instruments for validations and individual trials, small groups and limited field groups are created in the likert scale that has been scored as in the table below.

TABLE II. CRITERIA ANSWERS INSTRUMENT VALIDATION ITEM WITH LIKERT SCALE

No.	Answer	Scor
1	Very Good	4
2	Good	3
3	Not Good	2
4	Poorly	1

(Sugiyono, 2016: 93)[6]

Then the data is analyzed descriptively quantitative, that is calculated percentage of indicator for each category on instructional material developed.

$$\% \text{ skor} = \frac{\text{number of indicators per category}}{\text{the number of indicators of all categories}} \times 100\%$$

Based on the calculation of the formula above, the figure is generated in percent. The classification of the score is then changed to classification in the form of percentage (Sugiyono, 2011: 118)[5], then interpreted with qualitative sentences.

### III. RESEARCH RESULT

Based on the formulation, objectives, results and discussion of teaching materials development research in the form of reading description text on learning proposed.

Based on the formulation, objectives, results and discussion of teaching materials development research in the form of reading description text on learning proposed. previously mentioned, it can be concluded discussion and research results as follows. At the beginning of the study will spread questionnaire needs analysis to 34 respondents, consisting of 32 students and 2 teachers.

Based on the data needs analysis by students obtained the following conclusions:

1. All teachers and students (100%) said they were familiar with the reading description text media based on problem solving.
2. All teachers and students (100%) stated that they do not use learning-based reading description text interactive media on learning in the learning process and never use the media.
3. All teachers and students (100%) stated needing reading description text interactive media on learning proposed..

The validation result from the material expert, in the form of scoring score on learning component of reading description text of interactive media on learning, can be known through the assessment done by the material expert from the quality aspect of the learning media which includes the quality of the content feasibility, feasibility of presentation, language feasibility, and feasibility interactive media on learning is rated "excellent" with the percentage of scores for validation scores from material experts is 95.08%.

The validation results of the design experts, in the form of scoring scores on the learning component of reading description text of interactive media on learning, can be known through the appraisal done by the design expert from the quality aspect of the learning media that the aspect of the feasibility of grading is considered "excellent" with the percentage of scores for the validation score from design expert is 86.96%.

The validation result from the material expert, in the form of scoring score on learning component of reading description text of interactive media on learning, can be known through the assessment done by the material expert from the quality aspect of the learning media which includes the quality of the content feasibility, feasibility of presentation, language feasibility, and feasibility based on method problem solving is rated "excellent" with the percentage of scores for validation scores from material experts is 95.08%.

The validation results of the design experts, in the form of scoring scores on the learning component of reading description text of interactive media on learning, can be known through the appraisal done by the design experts from the quality aspect of the learning media that the aspect of the feasibility of the grading is considered "excellent" with the percentage of scores for the validation score from design expert is 86.96%.

Very good quality individual test (94,76%), very good small group test (97,64%) and last assessment of field test with excellent quality (96,20%), result of effectively test to student studying using learning based interactive is indicated by the results of data processing obtained value "t", then matched with the table at a significant level of 5% = 1.66. This proves that  $t \text{ count} < t \text{ table}$  is  $1.66 < 4.07$ . Thus, it is concluded that the development of instructional materials in the form of learning medias on reading description text learning is very feasible, easy and effective to used on learning text explanation in high school class XI.

### IV. CONCLUSION

Instrumental in the learning process. The development of teaching materials needs to be done in an effort to improve learning outcomes and establish the material based on the context of the situation in the school. Teaching materials have a very important position in learning, namely as a representation of the teacher's explanation in front of the class. Factors that cause the learning material explanation text conducted by teachers in the classroom is still less interesting and monotonous is the teacher still using conventional materials that are oriented on the results of students, not on the learning process so that students are only given theories of writing and forced to understand the material, while still there are students who have not understood about the material of reading description text and its concept. The accuracy of teachers in choosing, applying and developing teaching materials used in reading description text materials greatly affect the learning process, but in this case the teacher is still not quite right.

Based on the theory, the development of teaching materials in the form of reading description text with interactive media is needed to support students in improving knowledge in reading description text material. This media is also needed to support the progress of student learning outcomes in reading description text material. The media is also developed with interactive media, this method will serve as the color and characteristic of the media developed and make the media increasingly attract students' attention. The development of this learning media is a programmable development in a systematic sequence and meets the characteristics to support students in learning. The last test subject of two Indonesian subject matter experts, two design instructional experts, three students for individual testing, nine students for small group test and thirty-two students for field test. Data about the quality of this development product were collected by questionnaire with the result of the research showed that the experimental material was very good (95,08%), the test of the excellent category learning to design expert (86,96%), the excellent quality individual test (94,76%), very good small group test (97,64%) and last assessment of field test with very good quality (96,20%), result of effectively test to student learning to use problem-based learning media is shown with result of data processing obtained value "t", then matched with table at significant level 5% = 1.66. This proves that  $t \text{ count} < t \text{ table}$  is  $1.66 < 4.07$ . Thus, it was concluded that the development of teaching materials in the form on learning description text of class VII junior high school.

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