

# The Improvement of Fiction Prose Study as a Teaching Material Based on Makassar Local Wisdom Integrated with Mobile Learning at FKIP Universitas Muhammadiyah Makassar

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**Abstract**—The purpose of this research was to produce the prototype of fiction prose study as the valid, effective, and practical teaching material based on Makassar local wisdom integrated with mobile learning. It applied research and development (R&D) by using Analyze, Design, Develop, Implement, Evaluation (ADDIE) method. The samples of this research were from the students of Indonesian Language and Literature Study Program, Faculty of Teacher Training and Education (FKIP) of Universitas Muhammadiyah Makassar. Technique of data collection included test, questionnaires, observations, interviews, and documentation. The data were analyzed by qualitative descriptive and descriptive statistics. The finding of this research was the fiction prose study as a valid teaching material based on Makassar local wisdom integrated with mobile learning reviewed from its contents, presentation, graphic, language, and technology source. It was proven from the result of preliminary field test which indicated the teaching material as in high validation category. Similarly, the results of main field test and operational field test showed the same category as well. In conclusion, the teaching material was effective to improve students' understanding related to the values of Makassar local wisdom along with their learning result. It was also a practical material referred to its implementation and management in learning process.

**Index Terms**—teaching material, mobile learning, and local wisdom

## I. INTRODUCTION

The essential of research and development in teaching material based on local wisdom referred to Indonesia's curriculum focusing on the educational development using local wisdom (Susanto, 2014). The fiction prose study is one of subjects in literatures department. It is regarded that literature is an appropriate tool in teaching culture. Literature can be used as a teaching tool, manual book, instructional book, or teaching material (Teeuw, 1984). A literary work is an attempt to record the contents of an author's soul (Sumardjo and Saini, 1994). Specifically, Pradopo (2011) suggested that literary work is a work of art which requires creativity and imagination. Besides, literature presents life which is mostly composed by social reality, although it is seemed to imitate nature and subjective world of men existence (Wellek and Warren, 1993). Related to the term of literature, Semi (1993) described it as a form or result of creative art with men and their existence as the objects and language as the medium. Also, Sumardjo and Saini (1994) explained that literature are personal expressions of experience, thought, feeling, ideas, spirit, and belief in the form of concrete description which evoke its own beauty through a language.

Pursuing this further, literature is an imaginative work. One of them is prose which defined as a series of a specific story based on author's imagination which becomes a complete story (Aminuddin, 2011). Even as an imaginative work, it does not come from empty space with no meaning. Literature comes from social life which brings message and philosophy of the society where it comes (Abrams, 1981). The forms of literary works which become focus of this research are novel and short story. Abrams (1981) explained that novel is an extended short story, and after being extended it is called as a romance. While Waluyo (1994) illustrated novel as a new art symbol adapted from facts and author's experiences. Additionally, the story line of a novel is something realistic and reasonable (Stanton, 2012).

In the same way, short story is a story which can be completed in one sitting, around one to two hours, something that is impossible for a novel (Jassin, 2008). In line with the statement above, short story is a narration (not an

argumentative analysis) or a fiction (unreal but may be found at any time and place) which relatively short (Sumarjo and Saini, 1994: 37).

There are three accessible ways in culture learning, that is through teaching material, method, and authentic assessment (Mulyana in Rukanah, 2017). National Center for Competency Based Training in Prastowo (2013) stated that teaching material is every item that helps lecturers or instructors in teaching and learning process. Equally important, teaching material is every tool used to help students in teaching and learning process (Kemendiknas, 2010). Similarly, Dick, Carey & Carey (2009) added that “teaching material is a systematic set of material or substance as a complete representation of competence by the students to achieve in learning process”. Juneau (Fitraningum, 2015) also stated that teaching material is a source used in teaching process based on printed or non-printed curriculum and published materials made by lecturers. On the other side, Opara and Oguzor (2011) asserted that teaching material is the learning source in the form of audio visual (software/hardware) used as a communication’s alternative in teaching and learning process.

Teaching material’s validity in development research includes content and construct validity as well. Akker (1999) clarified that validity refers to the level of intervention design based on the *state-of-the-art* knowledge and how various components of the intervention are linked to each (construct validity). He added that the practicality indicator refers to some level that users (other experts) consider the intervention as more applicable and preferable in normal condition. Moreover, the effectiveness of teaching material concerns about the level of experience and the results of regular intervention as aimed.

The developing teaching material based on mobile learning uses *EPUB* application which can be accessed through *android* mobile phone with the assistance of *Ideal Group Leader*. Ally (2009) defined that mobile learning delivers electronic material on a computing mobile device to be more accessible. Equally, Traxler (2007) has written, “...therefore, mobile learning is not only about ‘mobile device’ or ‘learning’ matter as previously understood, but it is a part of a concept of new dynamism in society.” The research about mobile learning and its reflection must stimulate multidisciplinary and interdisciplinary thinking and educational methods (El-Hussein, 2010). The expectation of learning effectiveness by implementing technology is aligned with the statement uttered by Vocoula and Sharples (2009) that in this era of advanced technology, mobile learning (M-learning) is a potential opportunity to improve the quality of learning.

## II. RESEARCH METHOD

This research was a research and development (R&D) design. It adapted Molenda’s (2008) design or known as ADDIE which includes five stages, that is analyzing, designing, developing, implementing, and evaluating. By observing its field test, this research was classified as pre-experimental design with pre-test and post-test. Though the data collection indicated that it applied mixed method design as well.

The research was conducted at Universitas Muhammadiyah Makassar located in Jalan Sultan Alauddin No. 259, Makassar City, South Sulawesi Province, Indonesia. It was held on fourth semester (odd semester) of 2016-2017 Academic Year. Also, the samples of this research were 142 students in fourth semester of Indonesian Language Education and Literatures study program. Specifically, six samples were placed in preliminary field test, twelve samples in main field test and twenty four samples in operational field test. One hundred samples who were taught by specific materials divided into three classes. The instruments of this research and development included: (a) questionnaire sheets of content/material validity assessment; (b) learning result test; (c) observation sheets of learning implementation and material management; (d) questionnaire of lecturers’ and students’ response; (e) interviews; and (f) documentation. The analysis of quantitative data used descriptive statistical technique which covered final score, criteria average, aspect average, and total average. For the qualitative data, it was analyzed by using qualitative descriptive technique.

## III. RESULTS AND ANALYSIS

### a. Description of Material Validity

#### 1. Description of teaching material validity

TABLE 1  
VALIDATION RESULTS OF TEACHING MATERIAL (FIRST AND SECOND PROTOTYPE)

Aspect	First Test Average Score	Description	Second Test Average Score	Description
Material Compatibility of Standard Competence (SK) and Basic Competence (KD)	3.00	Fair	4.00	Valid
Material Accuracy	3,25	Fair	4,25	High Validity
Material Renewal	3.00	Fair	4.50	High Validity
Engaging Curiosity	2.50	Poor	4.50	High Validity
<b>Total Average Score</b>	<b>2,85</b>	<b>Fair</b>	<b>4,32</b>	<b>High Validity</b>

Table 1 above showed the validation results of teaching material of first and second prototype. Total average score of the first prototype’s validation was 2,85 (fair) and the second prototype’s validation was 4,32 (high validity).

2. Description of material presentation validity

TABLE 2  
VALIDATION RESULTS OF SYSTEMATIC MATERIAL PRESENTATION (FIRST AND SECOND PROTOTYPE)

Aspect	First Test Average Score	Description	Second Test Average Score	Description
Presentation Technique	2,00	Poor	4,25	High Validity
Presentation Supplement	2,25	Poor	4,00	Valid
Material Presentation	2,88	Fair	4,00	Valid
Coherence and Cohesion of Conceptual Thinking	2,25	Poor	4,00	Valid
<b>Total Average Score</b>	<b>2,35</b>	<b>Poor</b>	<b>4,07</b>	<b>Valid</b>

Table 2 above showed the validation results of presentation systematic elements in the first and second prototype. The total average score of the first prototype’s validation was 2,35 (poor) and the second prototype’s validation was 4,07 (valid).

3. Description of teaching material’s graphic validity

TABLE 3  
VALIDATION RESULTS OF TEACHING MATERIAL’S GRAPHIC (FIRST AND SECOND PROTOTYPE)

Aspect	First Test Average Score	Description	Second Test Average Score	Description
Size of Printed Material (optional)	4,00	Valid	4,00	Valid
Cover Design	2,50	Poor	4,75	High Validity
Content/Material Design	2,50	Poor	4,25	High Validity
<b>Total Average Score</b>	<b>3,00</b>	<b>Fair</b>	<b>4,33</b>	<b>High Validity</b>

Table 3 above showed the validation results from the experts relating the graphic structures of the first and second prototype. The total average score of graphic structure in the first prototype’s validation was 3,00 or categorized as fair and the second prototype’s validation was 4,33 which in high validity category.

4. Description of language validity in teaching material

TABLE 4  
VALIDATION RESULTS OF LANGUAGE USED IN TEACHING MATERIAL (FIRST AND SECOND PROTOTYPE)

Aspect	First Test Average Score	Description	Second Test Average Score	Description
Directness	3,13	Fair	4,13	Valid
Communicativeness	3,25	Fair	4,50	High Validity
Dialogic interaction	2,88	Fair	3,88	Valid
Compatible with students’ development	3,25	Fair	4,25	High Validity
Compatible with grammar	3,00	Fair	4,00	Valid
The use of terms, symbols, and icons	2,88	Fair	4,38	High Validity
<b>Total Average Score</b>	<b>3,06</b>	<b>Fair</b>	<b>4,19</b>	<b>Valid</b>

Table 4 above showed the validation results of language used in teaching material in the first and second prototype. The total average score in first prototype’s validation was 3,06 (fair) and the second prototype’s validation was 4,19 or in valid category.

5. Description of technology/media validity in teaching material

TABLE 5  
VALIDATION RESULTS OF TECHNOLOGY/MEDIA USED IN TEACHING MATERIAL (FIRST AND SECOND PROTOTYPE)

Aspect	First Test Average Score	Description	Second Test Average Score	Description
Visual Communication Design	3,00	Fair	4,25	High Validity
Software Utilization	3,00	Fair	4,13	Valid
<b>Total Average Score</b>	<b>3,00</b>	<b>Fair</b>	<b>4,19</b>	<b>Valid</b>

Table 5 above showed the validation results of technology/media used in teaching material in the first and second prototype. The total average score in first prototype’s validation was 3,00 (fair) and the second prototype’s validation was 4,19 (valid).

6. Description of syllabus and lesson plan validity

TABLE 6  
VALIDATION RESULTS OF THE SYLLABUS

Aspect	Validator’s Average Score		Total Aspect	Description
	I	II		
Content Review	4,25	4,25	4,25	High Validity
Language	4,00	4,25	4,13	Valid
Time Allocation	4,00	4,00	4,00	Valid
Source Reliability	4,50	4,25	4,38	High Validity
Soft Skill	4,00	4,00	4,00	Valid
<b>Total Average Score</b>	<b>4,12</b>	<b>4,25</b>	<b>4,15</b>	<b>Valid</b>

Table 6 above showed the validation results of the syllabus used. The total average score of the syllabus was 4,15 or in valid category.

TABLE 7  
VALIDATION RESULTS OF THE LESSON PLAN

Aspect	Validator's Average Score		Total Aspect Score	Description
	I	II		
Objectives Formulation	5,00	4,50	4,75	High Validity
Content Review	4,00	4,00	4,00	Valid
Language	4,00	4,00	4,00	Valid
Clarity of Learning Steps	4,50	4,25	4,38	High Validity
Assessment/Evaluation	4,00	4,00	4,00	Valid
<b>Total Average Score</b>	4,30	4,15	4,23	<b>High Validity</b>

Table 7 above showed the validation results of the lesson plan. The total average score of the lesson plan was 4,23 or in high validity category.

#### 7. Description of material validity based on field tests result

After the material and its supporting tools were validated by the experts, the next steps would be preliminary field test, main field test, and operational field test.

TABLE 8  
SAMPLES' RESPONSES IN FIELD TESTS

Field Test Group	Σ Sample	Total Average Score	Description
Preliminary Field Test	6	3,75	Good
Main Field Test	12	4,38	Very Good
Operational Field Test	24	4,88	Very Good

Table 8 above showed the results of samples' responses in preliminary field test was in good category with total average score of 3,75, while the main field test was in very good category with total average score of 4,38. The results of samples' response of operational field was in very good category with total average score of 4,88.

Other responses for supporting the validity were obtained from model lecturer. Here is the following table below involving model lecturers' responses:

TABLE 9  
MODEL LECTURERS' RESPONSES IN FIELD TESTS

Model Lecturer	Σ Lecturer	Total Average Score	Description
Preliminary Field Test	1	4,25	Very Good
Main Field Test	1	4,25	Very Good
Operational Field Test	1	4,50	Very Good

Table 9 above showed the results of model lecturers' responses in the preliminary field test as in very good category with total average score of 4,25. A similar result in the main field test with total average score of 4,25 or in very good category and in the operational field test with total average score of 4,50 which also categorized as very good.

#### b. Description of Material Effectiveness

In the preliminary field test, there were no students who answered the questions perfectly. The lowest score was 23 with only 14 correct answers (sample number 66), while the highest score was 85 with 51 correct answers (sample number 35). By large, only 22 students (22%) passed the test. The results proved that the students' basic ability in the pre-test were pretty poor. Nevertheless, after the treatment given, the test result of *sample number 23* had a significant increase by obtaining 68 scores with 41 correct answers. The result cannot make the student pass the test yet, but at least it gave an increase of 27%. Related to that, the lowest score in post-test was from sample number 66 with total score 38 and 23 correct answers. The highest score was from sample number 35 with total score of 100 and 60 correct answers. In other words, there were 76 students or 76% who passed the test after learning the developing teaching material with an average increase of 54%.

Moreover, the test results of students' knowledge and understanding about Makassar's local wisdom showed that they were able to find the right values of local wisdom in a piece of literary work with 91% complete percentage. On the other hand, 9% students failed to meet the completeness criteria because they could not understand and relate the values with real life.

#### c. Description of Learning Implementation and Management

##### 1. Description in teaching material implementation

The total students in Class Implementation I were 34 students. The results of teaching material implementation are presented on the following table:

TABLE 10  
LEARNING IMPLEMENTATION OF CLASS IMPLEMENTATION 1, 2, AND 3

No.	Aspect	Average Score of Class 1	Description	Average Score of Class 2	Description	Average Score of Class 3	Description
1	Lecturer's style in outlining learning objectives	4,50	Very Good	4,50	Very Good	5,00	Very Good
2	Guiding students	4,00	Good	4,50	Very Good	4,50	Very Good
3	Skill in directing the groups	4,00	Good	4,00	Good	4,50	Very Good
4	Mastering the material concept	4,50	Very Good	4,50	Very Good	4,50	Very Good
5	Giving motivation to students to learn	4,50	Very Good	4,50	Very Good	5,00	Very Good
6	Lecturer's ability in monitoring groups' activities	4,00	Good	4,50	Very Good	4,50	Very Good
7	Satisfaction related to method used by lecturer	4,00	Good/Satisfied	4,00	Good/Satisfied	4,00	Good/Satisfied
8	Giving examples	4,50	Very Good	4,50	Very Good	4,50	Very Good
9	Using learning media	4,50	Very Good	4,50	Very Good	5,00	Very Good
10	Variation of learning method	4,00	Good	4,50	Very Good	4,50	Very Good
<b>Total Average Score</b>		<b>4,25</b>	<b>Very Good</b>	<b>4,40</b>	<b>Very Good</b>	<b>4,60</b>	<b>Very Good</b>

Table 10 showed the observation result of the learning program in Class Implementation 1, 2, and 3. The total average score for learning program in Class Implementation 1 was 4,25 , in Class Implementation 2 was 4,40 , and in Class Implementation 3 was 4,60.

2. Description in teaching material management

TABLE 11  
MANAGEMENT OF TEACHING MATERIAL IN CLASS IMPLEMENTATION 1, 2, AND 3

No.	Aspect	Average Score of Class 1	Description	Average Score of Class 2	Description	Average Score of Class 3	Description
1	Convenience	4,00	Practical	4,50	Very practical	4,50	Very practical
2	Interconnection between material and learning activity	4,00	Practical	4,50	Very practical	4,50	Very practical
3	Teaching material as the main source of learning	4,50	Very practical	5,00	Very practical	5,00	Very practical
4	Teaching material as the source of tasks and exercises	4,50	Very practical	5,00	Very practical	5,00	Very practical
5	Teaching material as the source of values concept	4,00	Practical	4,00	Practical	4,50	Very practical
<b>Total Average Score</b>		<b>4,20</b>	<b>Very Practical</b>	<b>4,60</b>	<b>Very Practical</b>	<b>4,70</b>	<b>Very Practical</b>

Table 11 above showed the observation result of the teaching material management in learning process on Class Implementation 1, 2, and 3. The total average score for teaching material management in Class Implementation 1 was 4, 20, Class Implementation 2 was 4, 60, and Class Implementation 3 was 4,70. In sum, the three classes were categorized as very practical.

IV. DISCUSSION CONCLUSION

Through this research and development, the problems had been resolved. By seeing the results of preliminary field test, main field test, and operational field test, the students had given positive responses to the teaching material. The sample students regarded the developing teaching material as the latest material. It was also interesting, easy-comprehended, and free-downloaded with positive effect on learning. It was proven by comparing 100 students' learning result before and after applying material with the percentage of 54%. There were only 22% students who passed the pre-test and then turned into 76% students in the post-test. Furthermore, the material was able to invest the values of Makassar local wisdom to the students for its implementation in learning process.

In this research and development, standardized teaching material by the experts had been produced with valid material, presentation systematical, graphic structure, language pattern, and technology/media source. It is clear that the field tests result of the teaching material showed a significant validity.

The results of this research and development was similar with the research findings by Batari (2014), Rukayah (2013), and Warpala, Subagia, and Suastra (2010) in the production of valid, practical, and effective teaching material through series of systematic process. Teaching material of prose fiction study was supporting by Makassar local wisdom such as honesty (known as *malampusuk* in Makassar and *lempu* in Buginese), appropriateness (known as *assiratang* in Makassar and *asitinajang* in Buginese), persistence (known as *tantang ri kontutojeng* in Makassar and *getteng* in Buginese), work hard (known as *reso* in Makassar), intellectualism (known as *caradek* in Makassar and *acca* in Buginese), and pride (known as *siri* in Makassar) (Rahim, 1985). The other values such as faith, piety,

courage, and discipline were the students' interpretation in real culture of Makassar local wisdom. As stated by Warpala, Subagia, and Suastra (2010), the research was intended to assert those values and became an effort of introducing and preventing *luhung* (noble values) from the globalization's attack.

In its relation with moral education, it is true as Abidin (2012) stated that values or moral are quite effective in teaching culture. The development of teaching material based on local wisdom referred to Indonesia's curriculum focusing on the educational development using local wisdom (Susanto, 2014). This breakthrough aimed to raise people's awareness in developing education based on local culture and its potentials. By this research and development, the researcher concluded that the education of cultural values becomes more effective through literature. Because it is a social dimension framed with beautiful language and strong cultural background (Moody, 1971). As we know, the main function of man of letters is to make people realize the meaning of daily life and to reflect things around to be more conceptual and real from the existing (Wellek & Warren, 1990).

One purpose of this material development was to deepen students' understanding and their ability in criticizing and reviewing literature using various approaches or complex methods. There were several advantages of this fiction prose study as a teaching material based on *m-learning* such as: (a) accessible; (b) applicable; (c) dynamic; and (d) effective in improving students' learning results. These were similar with the statement from El-Hussein (2010).

Based on previous descriptions of teaching material validity, effectiveness, and practicality, it can be concluded that:

1. The teaching material is appropriate because its validity had been proven through experts and field tests. The average score of the material was 4,32 (high validity), 4,07 for its material presentation (valid), 4,33 for graphic aspect (high validity), 4,19 for language aspect (valid), and 4,19 for the total average score of technology/media (valid). While the average score obtained in the preliminary field test was 3,75 (valid), 4,38 in main field test (high validity), and 4,38 in the operational field test (high validity).

2. The teaching material was effective in improving students' learning result and their understanding of Makassar local wisdom. The test result showed that there was a significant increase where in the pre-test only 22% students who passed and turned into 76% in the post-test. Furthermore, the result test showed that there were 91% students able to find values of local wisdom and connect it with real life condition.

3. The assessment of material implementation proved its high validity by seeing the average scores of learning program evaluation in Class Implementation 1 with the score of 4,25, Class Implementation 2 with the score of 4,40, and Class Implementation 3 with the score of 4,60. Next, the teaching material management which was fully implemented and proven as very practical with the following total averages scores: Class Implementation 1 with the score of 4,20, Class Implementation 2 with the score of 4,60, and Class Implementation 3 with the score of 4,50.

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Journals that have been written: the culture values that contained in the poem of Makassar 2013, the improvement of the ability to appreciate fairy tales through Cooperative Teaching method type Team assisted Individualization on students grade five at SDN Mangasa Gowa 2013, the improvement of the skill writing drama text through poem transformation method on 9 years students at SMP Unismuh Makassar 2013.

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His job now as a lecture at Islamic State University of Makassar in Art and Humaniora Faculty. Beside that he is outstanding Lecture in several public and private colleges (example supervisor s3).

His complete name and titles are **Dr. Sukri Syamsuri, M.Hum.** in addition he has a lot of organization and appreciations like, 1. Exemplary Student of the Republic of Indonesia in 1993, 2. The Former Chairman of Central Association of Student Wajo 1995-1998, 3. The Chairman of the Alumni Association of State SPG Wajo Sengkang Year 2011-2016, 4. The Chairman of the Association of Private Education institutions Education Workforce region IX Sulawesi Indonesia Year 201-2014, 5. The Deputy Secretary of the Association of Indonesia Pembina Branch South Sulawesi. 6. The Chief Executive Teacher Certification Rayon 146 South Sulawesi Mastery of Education and in 2008—2012 2013-2017.