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Pantun Text Digital Teaching Materials Oriented on the Character of Honesty and Creative Learning for Students of Class Vii Junior High School

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Abstract: This study aims to obtain the development of digital pantun text teaching materials oriented towards honest characters and creative learning for class VII junior high school students so that this teaching material can be an alternative that can be used for rhyme learning in class. This digital pantun teaching material adopts student learning needs that are all digital with an orientation towards strengthening aspects of honesty and creative learning. Researchers use the Canva application to create digital pantun text teaching materials. The research method used is the development research method with the ADDIE model steps (Analyze, Design, Develop, Implement, and Evaluate) which are analyzed using descriptive-qualitative data techniques. Beginning with analyzing the 2013 curriculum related to core competencies and basic competencies in Indonesian language lessons regarding People's Poetry (rhyme) then analyzing pantun texts sourced from a book entitled Anthology of Old Archipelago Poetry Contains Advice written by Siti Zahra Yundiafi et al published by the Language Center of the Department Jakarta National Education in 2002. For the next stage the digital pantun text teaching materials were validated by 2 experts (materials and media), and 4 practitioners from high school teachers (MTs, MA,). Based on the results of validation by experts and educational practitioners, they obtained an average score of 84% with a very decent category in terms of content, presentation, language and graphic feasibility. Pantun text digital teaching materials were tested on 30 MTs students by giving pre-test and post-test. The results of this implementation show that there are differences between before the experiment and after the experiment so that it can be concluded that digital pantun text teaching materials are suitable for use in school learning.

Keywords: Honest, Creative, Folk Poetry, Rhymes, Digital Teaching Materials

1. Introduction

Learning is a deliberate effort made between teachers and students by using learning resources in an environment in an effort to acquire knowledge, skills and in order to instill positive character values in students. Hernawan (2013: 9) explains learning is a transactional communication process that is reciprocal, between teachers and students, as well as between students and other students to achieve the goals that have been set [6]. In essence, communication activities that take place between teachers and students in learning activities are closely related to student learning resources, namely subject matter packaged in the form of certain teaching materials, so the availability of teaching materials

becomes an important element in learning activities. Mulyasa (2006: 96) states that teaching materials are a part of teaching resources that contain learning messages, both specific and general in nature that can be used for learning purposes [13]. The effectiveness of learning activities can be achieved if the teacher is able to arrange and design teaching materials properly. Hamdani (2011: 122) explains that students and teachers can be helped in learning something with teaching materials such as providing a choice of teaching materials, facilitating teachers in carrying out the learning process, and making the learning process more interesting [5].

In general, teaching materials used by teachers in learning activities can be in the form of print and non-print. With the rapid pace of today's technology, teaching materials are

changing in different forms, namely teaching materials in digital form. Mascita (2021: 384) explains that digital teaching materials are made by integrating digital technology in their preparation so that they can be studied through digital devices such as smartphones, laptops and computers [11]. Teaching materials are divided into 4 types, namely: 1) printed teaching materials, namely printed materials can be displayed in various forms such as handouts, books, student activity sheets, brochures, leaflets, wallcharts, photos (pictures) and models (models). 2) listening teaching materials (audio) namely listening teaching materials (audio) can be in the form of cassettes, radio, vinyl records and audio compact disks. 3) audio-visual teaching materials, namely audio-visual teaching materials which can be in the form of video compact disks and films. 4) interactive teaching materials, namely teaching materials resulting from a combination of media [10]. With varied teaching materials it provides many opportunities for teachers to choose the right teaching materials so that in the end student learning outcomes increase. Learning Indonesian about pantun literature in junior high schools refers to KD (3.13) Identifying information (message, rhyme, and choice of words) from folk poetry (rhymes, verses, and forms of local folk poetry) that are read and heard in pairs with KD (4.13) Summarize the contents of folk poetry (rhymes, poetry, and forms of local folk poetry) presented in written form. Furthermore, KD (3.14) Examines the structure and language of folk poetry (rhymes, verses, and forms of local folk poetry) which are read and heard in pairs with KD (4.14) Expressing ideas, feelings, messages in the form of poetry. Pantun is a national cultural heritage literature which is full of moral values but its existence has been forgotten and even abandoned, therefore school institutions have a big role to play in maintaining and preserving it in the future through learning literary appreciation in schools. In a literature study the teacher has the main task, namely how to make students as readers, reader activity can be interpreted as how students can determine the meaning of a text, where the text is in a state of silence, helplessness, only opening opportunities for readers to enter and speak with their hearts and minds [17]. Text is not only used as a medium for developing thinking in student learning activities, but also as part of the thinking activity itself so that through text students can understand the language that is carrying out its function in the context of the situation [7]. Furthermore, Suherli, et al (2019) explained research on text and its implementation in learning, giving a positive response to learning activities, namely being able to achieve learning objectives such as increasing enthusiasm, students' curiosity about texts taught in class and increasing students' positive attitudes [22]. Pantun texts as literary works can be used as teaching materials in order to instill character education for students through the content and meanings contained therein. Pantun texts that contain moral messages in the form of honesty are the most important part in building student character, because students' attitudes and behavior must always be based on honesty so that their existence will be meaningful, both for themselves and their

environment. Besides that, learning pantun texts must also be able to encourage the emergence of student creativity, where creativity is one of the basic skills that is the goal of learning in the 21st century, namely wanting every student to have high creativity in learning.

Learning pantun appreciation at Mts Ma'had Al-Zaytun based on the results of interviews and observations conducted with Indonesian language teachers and ten grade VII students, information was obtained that in the learning process the teachers used teaching materials in printed form, namely Indonesian language lesson packages published by The government contains material (text) examples (rhymes, poems, gurindam) and other supporting books that are relevant to the material being taught. Based on the interviews conducted by the teachers, the teaching materials used so far have not been able to provide optimal learning convenience for students. Almost the same opinion was also given by students, the material being taught needs to be supported by modern learning media. From the results of the interviews, teachers and students wanted additional material packaged and integrated in the teaching materials so as to strengthen aspects of student understanding. Based on the description above, the researcher believes that additional material desired by teachers needs to be supported, namely by incorporating technological elements such as adding images, sound and video into teaching materials with the aim of providing reinforcement of students' understanding both cognitively and affectively. For this reason, researchers provide a solution, namely to make teaching materials in digital form.

In this study the product to be produced is a digital pantun text teaching material that is oriented towards honest characters and creative learning. With the presence of digital elements in the form of text, images, sound and video in this teaching material, it is possible to add reinforcement to the cognitive and affective aspects of students. From the description above, the authors were encouraged to conduct a study entitled "Digital Teaching Materials for Honest Characters and Creative Learning for Grade VII Junior High School Students". The formulation of the problem to be presented in this study is as follows:

1) How are the structures and linguistic rules contained in the pantun text oriented towards honest characters and creative learning for junior high school students?
2) How is the design of pantun text digital teaching materials oriented to honest characters and creative learning for junior high school students?
3) What are the results of implementing pantun texts oriented towards honest characters and creative learning based on digital teaching materials for junior high school students?

Pantun is part of an old literary work that has different language conventions from other literary works. Pantun uses its own language style in accordance with standard writing rules. At the beginning of its development, pantun was often used as a medium of communication in Malay society such as in traditional wedding ceremonies, then it developed as a way for someone to convey a moral message to society in the form of

singing or humming poetry with certain rules. Pantun is written based on certain principles as stated by Kosasih (2014: 140) that pantun is part of an old form of poetry which is bound by standard rules [9]. Pantun is a typical Malay poetry form consisting of four lines, the rhymes are a-b-a-b and the first two lines are not related to each other in terms of content, but the two pairs have a close sound and rhythm relationship [20]. Pantun is a form of expression of feelings and thoughts that are unique to the Malay people and has multi-cultural, multi-language, multi-religious and multi-racial characteristics [2]. Meanwhile, Santoso (2013: 9) explains that pantun is a type of old poetry that is widely known in Indonesian languages which has a special position in traditional Malay society [18]. Pantun is known by different names in each region, but basically refers to the same meaning. Sunar (Setyadiharja, 2020: 1) explains that pantun in Javanese society is called Parikan, the Sundanese call it Sisindiran, the Mandailing people call it Ende-Ende, the Acehnese call it Rejong or Boligoni, while the Malays, Minangs and Banjars call it Pantun [19]. Pantun as a literature generally contains messages, moral values and advice that are still relevant to current conditions, so that rhymes can be utilized and used as learning media in shaping student character.

Honesty is now a valuable value, because of that honest character should be owned by every student. A character can be interpreted as a basic value that influences a person's personality, both due to heredity and the environment and is manifested in attitudes and daily behavior that distinguishes him from other people [16].

Character education can be integrated into learning in each subject. Learning materials related to norms or values in each subject need to be developed, made explicit, linked to the context of everyday life, therefore learning character values must touch on internalization and real practice in students' daily lives [4]. The existence of students who are not yet independent in completing individual assignments illustrates that there are still things that must be improved by the teacher. Teachers as agents of change in the school environment must provide real examples as part of contextual learning of positive character values that are developed and honesty is a form of value that must be taught [8].

Honesty puts forward attitudes and behaviors that show conditions as they are and are not manipulated. Being honest is telling something according to its essence. Being honest will bring goodness to yourself and the environment. Honesty can be interpreted as a behavior that is based on efforts to make himself a person who can always be trusted in words, actions and work both towards himself and other parties, [14]. Honesty starts from within, namely how what is said and done does not conflict with existing regulations. Rules are made as a guide for students to behave. "Adherence to a set of principles or a code of values, especially morals; being just, impartial, fair, and honest; straightforwardness of conduct; a refusal to act immorally—that is, to lie,' cheat, steal, or deceive in any way". [12]. Understanding the character of honesty is an important part of the learning process for students because honesty is the basic capital in establishing interactions with other humans so that mutual trust will be built on the basis of honesty, then honesty is

the most basic thing in the personality of a human child [3].

Every student has the potential to be creative in learning, therefore the active role of the teacher is needed to encourage and create creative learning so that students can develop their creativity. To lead to creative learning, all elements related to learning must be managed properly, teachers must maximize the use of varied methods and strategies with various learning resources. In general, creative can be interpreted as making or creating something different from what already exists. Creative means having creativity or having the ability to create (KBBI). Students who think creatively means that these students have the ability to be creative even though they are still limited to ideas or ideas. By thinking creatively, it allows students to be able to find new ways and ideas to solve the problems. Creative thinking is an ability that reflects flexibility of thinking, the ability to develop ideas, courage in standing, independent in consideration, tenacious and selective in accepting opinions [23]. From ideas and ideas resulting from thinking, they will then develop into creativity as a form of real implementation in action, therefore creative thinking will produce creativity. Creativity is the faculty of mind and spirit that enables us to bring into existence, ostensibly out of nothing, something of use, order, beauty or significance" [1]. Creativity consists of thinking that is flexible, fluent, unique and unusual in different situations [24]. In learning, teachers are required to be able to package learning into creative learning by using and utilizing available teaching materials to encourage student creativity both in creative thinking and in creative doing things.

2. Research Methodology

This study uses research and development methods. Research & Development (R&D) is a research used in producing a product [21]. In addition, research and development can be interpreted as a systematic research method aimed at finding, formulating, improving, developing, producing, testing the effectiveness of products, models, methods, services, procedures, effective, productive, and meaningful [15]. The purpose of this research is to develop a new product or improve an existing product by making new adjustments based on students' learning needs. The product produced in this study is a product in the form of digital teaching materials for pantun texts oriented towards honest characters and creative learning for seventh grade students of junior high school. The development procedure in this study used the ADDIE research design and development model (Analysis, Design, Development, Implementation, Evaluation) developed by Robert Maribe Branch. To obtain research data, data collection techniques are needed. Data collection techniques are useful for facilitating researchers in obtaining the required data. In this study data collection was in the form of observation, interviews, questionnaires. After the data is obtained, data analysis is carried out on the design and implementation of the teaching materials made. Furthermore, the teaching materials made were validated by media experts and material experts as well as MTs and MA

education practitioners. The results of the validation are then processed using a Likert scale. and to find out whether there is a correlation before and after the use of digital pantun text teaching materials, a t-test (Paired Sample Test) is carried out so that the results of the t-test will obtain the feasibility of the teaching materials made.

3. Results and Discussion

The pantun material that will be used in this digital pantun teaching material comes from a book entitled Old Poems written by Sutan Takdir Alisyahbana. There are 10 rhymes used for this teaching material which consist of different types of rhymes. The development of pantun text digital teaching materials goes through several stages, namely basic competency analysis, pantun text analysis, making pantun text digital teaching material designs, making pantun text digital teaching materials, uploading pantun text digital teaching materials to YouTube and the final product is pantun text digital teaching materials.. For more details, the steps for developing digital pantun text teaching materials can be explained in the following Figure:
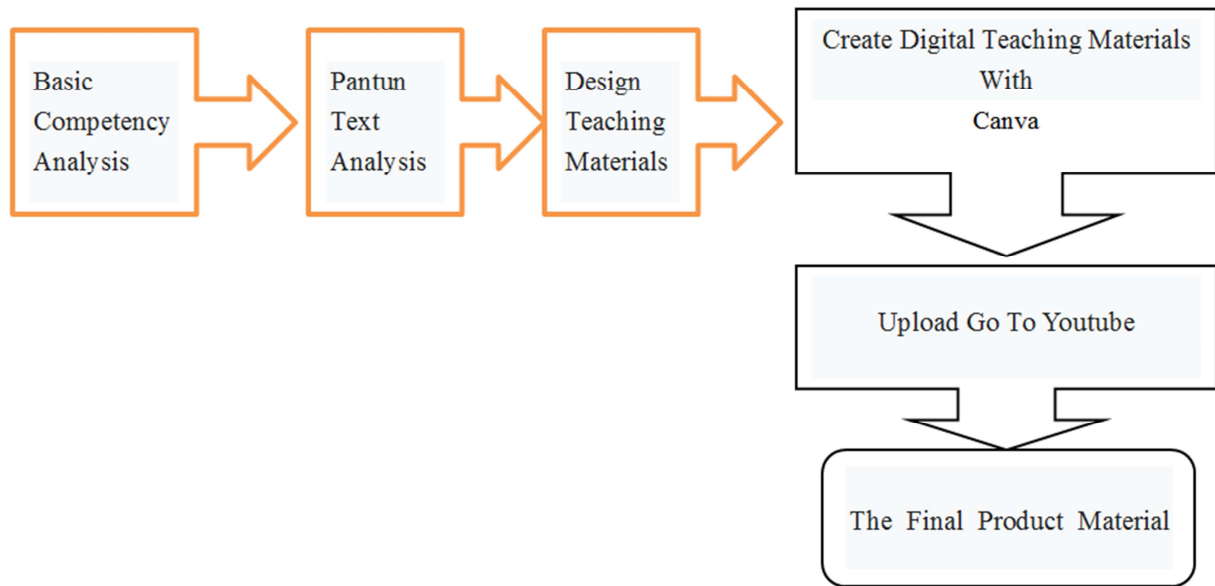

Figure 1. Steps for developing pantun text digital teaching materials.

The development of pantun text digital teaching materials uses an application called Canva. Canva is an application that provides a variety of graphic designs that can be used to create an attractive presentation featuring text, images, sound and video. The Canva application can be accessed online. The results of the design of pantun text digital teaching materials using Canva are in the form of a presentation file. The presentation file is then converted into an MP4 file. After the pantun text digital teaching material product has been completed, the last step is uploading it to Youtube and the link from YouTube will be distributed to students so they can access the pantun text digital teaching material.

After the pantun text teaching materials have been analyzed, the next step is to design pantun text teaching materials. Design is a particular design or pattern of a product that aims to provide a detailed description of the product to be made. Making this design can facilitate researchers in compiling teaching materials systematically. Product design provides information on teaching materials as a whole relating to what will be included in these teaching materials and the manufacture of teaching material products will be related to how the product looks physically. Designing Pantun Digital Teaching Materials refers to KD (3.13, 4.13) and KD (3.14, 4.14). In general, the preparation of Pantun Digital Teaching Materials has 3 main parts, namely the beginning, the middle and the end. The first part consists of a cover, preface, table of contents, instructions for use. The middle section consists of Basic Competencies, concept maps. material, evaluation and the final section contains the biography of the researcher. The following is a Pantun Digital Teaching Material design that will be developed:

3.1. Title

The cover has a big role to play in attracting interest and arousing students' curiosity, therefore a cover must be made attractive. In this study, the cover was made by prioritizing a combination of bright, bright colors that look striking. Inside there is the title "Learn to Know Pantun" with a font size of 62 with the Alegrya font type that looks the largest among the existing writings. Then below it is written "Honest and Creative Character" in bright red color with a font size of 30. In the middle there is writing "For Class VII Students of SMP/MTs" with a blue background. Covers are made by minimizing the use of words with the aim that students focus more on the titles on the cover. Then the author's name is placed in the lower right corner and with a font size of 24 in black. The following is a cover display for the pantun digital teaching material design:

Figure 2. Front Cover.

3.2. Preface

The preface is made by placing an image decoration that says honest is great at the top right. Giving this ornament is intended to add to the beauty of the writing that has been made. The use of additional ornaments pays attention to the balance of writing proportionally with two different colors..
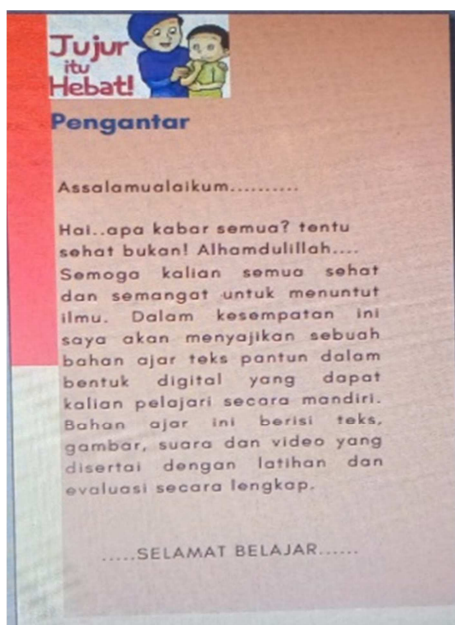

Figure 3. Preface.

3.3. Instructions for Use

The instructions for use contain instructions on how to properly and correctly use rhyme digital teaching materials. Instructions for use are made to make it easier for students to access teaching materials by following procedures that have been made systematically and sequentially.
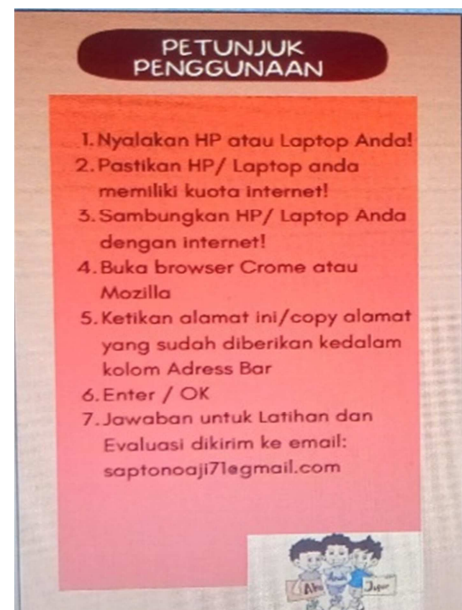

Figure 4. Instructions for use.

3.4. Basic Competency

The design of this digital pantun teaching material uses 2 basic competencies in pairs, namely: Basic Competency (3.13) Identifying information (message, rhyme, and choice of words) from folk poetry (pantun, syair, and forms of local folk poetry) which are read and heard correctly partner Basic Competency (3.14) Examining the structure and language of folk poetry (rhymes, verses and forms of local folk poetry) that are read and heard and Basic Competency (4.13) Summarizing the contents of folk poetry (rhymes, verses and forms of local folk poetry) presented in written form paired with Basic Competency (4.14) Expressing ideas, feelings, messages in the form of folk poetry orally and in writing with attention to structure, rhyme, and use of language.
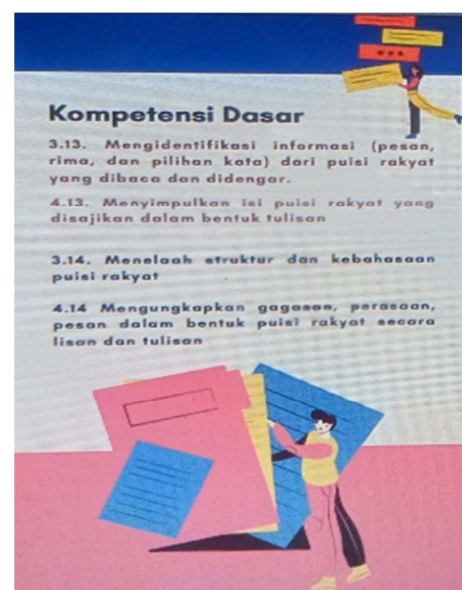

Figure 5. Basic Competency.

3.5. Concept Map

Concept maps are useful for providing an overall picture relating to the material in pantun digital teaching materials. Concept maps are arranged based on the order in which the material will be delivered along with the sub-subjects to be studied.

Figure 6. *Concept Map.*

3.6. Material

The pantun material consists of the meaning of rhymes, the characteristics of rhymes, the types of rhymes, the steps for determining the content of rhyme messages, the structure and grammatical rules of rhymes and the steps in making a rhyme. The material is made by combining the use of text, sound, images and video with the hope that it will add reinforcement to the increase in students' knowledge and attitudes.
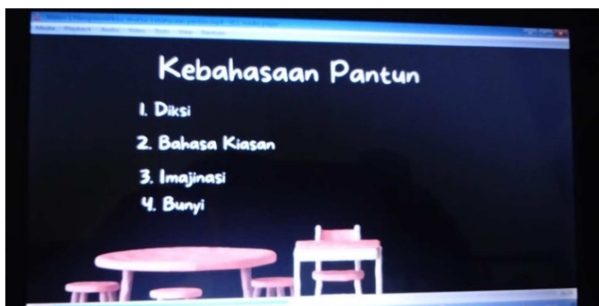

Figure 7. *Maaterial.*

3.7. Evaluation

Evaluation is needed in every learning activity. Evaluation is useful to find out how far the material that has been delivered can be absorbed by students. In pantun digital teaching materials, evaluation is carried out during the learning process and at the end of the lesson. This evaluation is in the form of multiple choice and essay.

Figure 8. *Evaluation.*

3.8. Biography of the Researcher

Biography serves as an identity provider for the preparation of teaching materials. The contents of the biography relate to the name, place, date of birth, educational and occupational background. In biographies generally include self-portraits.
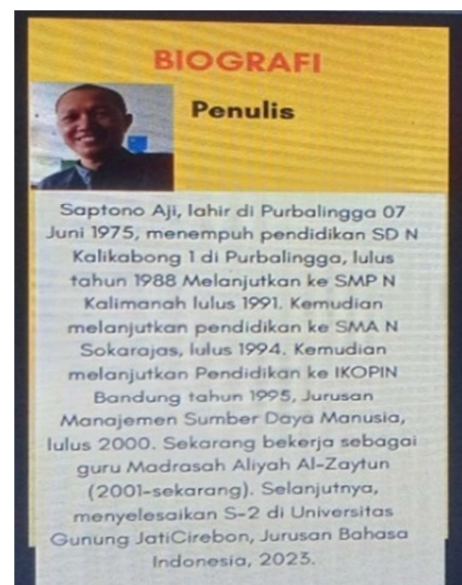

Figure 9. *Biography of the Researcher.*

Before this digital pantun text teaching material is implemented in school learning, this teaching material must get validation from experts. For this reason, the researcher validated with 2 experts, namely media experts and material experts and also 4 MTs and MA level education practitioners.

Then after the results of validation from experts and educational practitioners obtained the next step was given an assessment using a Likert scale with an assessment category of 80% -100% Very Good, 60% -79% Good, 40% -59% Not Good, 20% - 39%, Not Good, 0% - 19% Very Bad. Based on the results of the validation of digital pantun text teaching

materials by experts and practitioners, the average value obtained is 83%, which means very good. It can be concluded that digital pantun text teaching materials are appropriate for use in school learning. The following is a breakdown of the values of experts and practitioners.

Table 1. Expert and Practitioner Validation Results.

No	Validator	Content	Language	Appearance	Graphic	Skor	Description
1	Media Exspert	76	85	88	87	84	Very Worth it
2	Material Exspert	96	85	80	80	85	Very Worth it
3	MTs Practitioner	96	90	96	100	95	Very Worth it
4	MTs Practitioner	73	75	76	60	71	Worth it
5	MAPractitioner	90	95	76	86	86	Very Worth it
6	MAPractitioner	87	85	84	60	79	Worth it
Amount						500	
Average		83					Very Worth it

Based on the results of validation by experts and educational practitioners declared feasible, the next step is to conduct trials on 30 grade 7 MTs students at MTs Ma'had Al Zaytun school. This trial was carried out in two stages, namely pretest and posttest and then processed using a paired

sample t-test using the SPSS application to find out the differences before and after using the teaching material. The following are the results of the t-test using the SPSS application.

Table 2. Pair Sample Test Analysis.

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pretest - postest	-19.000	13.481	2.461	-24.034	-13.966	-7.720	29	.000

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	50.00	30	12.034	2.197
	postest	69.00	30	10.939	1.997

Because the average value of learning outcomes in the pre test is 50 < Post Test 69, descriptively there is a difference in the average learning outcomes between the Pre Test and Post Test learning outcomes.

Furthermore, the general formula for determining the degrees of freedom is the total number of observations (N) minus the number of parameters to be estimated or df = N – the number of parameters to be estimated (k).

Value t table N – dk (30 - 2)
t table (dk = 28) = 2.048
t count 7,720 > t table 2,048

The result of the t-count in the analysis using SPSS above is 7,720, this shows that the t-count value is greater than the t-table of 2,048. Thus it can be concluded that teaching materials are appropriate for use in learning at school.

Pantun digital teaching materials that have been validated by experts and practitioners, are then implemented in classroom learning activities. Pantun digital teaching materials were tested on 30 class VII students of Mts Ma'had Al-Zaytun. The results of implementing the pantun digital teaching materials can be described in the following table:

Table 3. Student Learning Assessment Results.

No	Assessment	Average Score
1	Assessent of student learning material 1	88
2	Assessent of student learning material 2	83
3	Assessent of student learning material 3	80
4	Assessent of student learning material 4	73
Average Totals		81

Based on the assessment that has been carried out, it can be explained that the results of the learning assessment, the average value obtained by students is 81. Based on the value intervals used, this value is included in the "Good" category, meaning that it can be concluded that in general students have good learning outcomes. good at learning rhymes.

Table 4. Results of Assessment of Students' Honest and Creative Attitudes.

No	Attitude Assessment	Score
1	Assessment of student honesty in the learning process	82%
2	Assessment of student honesty in making pantun texts	74%
3	Assessment of student creativity in the learning process	73%
4	Assessment of students' creativity in making pantun texts	77%
Average Score		76,5%

Based on the assessment that has been carried out, it can be explained that the results of the assessment of honesty and student learning creativity, the average value obtained is 76.5%. Based on the Likert value interval, this value is included in the "Good" category, meaning that it can be concluded that in general the attitude of honesty and creativity of students in participating in pantun learning is good.

1) The structure of the pantun consists of sampiran and content that has rhymes a-a-a-a and a-b-a-b. Each stanza consists of 4 lines and has a number of syllables between 4-11 for each line. As for the linguistic rules of the pantun, the use of correct diction, the existence of figurative language or Figures of speech, images and the presence of sounds that have harmony in diction, rhyme and rhythm. From the analysis of the rhymes for the book entitled Anthology of Old Archipelago Poetry Containing Advice written by Siti Zahra et al, it was found that the rhymes are suitable for use as teaching materials for rhyme learning for class VII junior high school students because the rhymes contain elements of structure and rules. perfect rhyme language. Apart from that, in terms of the contents of the rhyme messages conveyed, these rhymes have a moral message regarding good values that can strengthen the character of students in real life, one of which is the character of honesty.

2) The design of digital pantun teaching materials is created and developed to meet students' learning needs by aligning current technological advancements, namely by utilizing the Canva application which uses a variety of media (text, images, sound and video) so that it is possible to provide reinforcement of cognitive aspects and affective students. The design of the digital pantun teaching materials developed consists of 3 main parts, namely the beginning, the middle and the end. The first part consists of a cover, preface, instructions for use. The middle part consists of basic competencies, concept maps, materials, evaluation and the last part contains the researcher's biography. Based on the assessment of media experts and material experts as well as educational practitioners based on the feasibility aspects of the content of teaching materials, language, presentation of teaching materials, and graphics, the average score is 84%. It can be concluded that based on the Likert scale, digital pantun teaching materials have fulfilled all aspects of teaching materials, both from the aspects of: content feasibility, language, presentation of teaching materials and graphics, so these teaching materials are suitable for use in school learning. Furthermore, based on the calculation of the t-count results for pre-test and post-test using SPSS above, it is 7,720, this shows that the t-count value is greater than t-table 2,048 meaning that there is a positive influence between before and after the use of digital pantun teaching materials in learning so that it can be concluded that the digital pantun teaching

material is suitable for learning rhymes in class VII SMP.

3) Based on the results of the implementation of the pantun digital teaching materials that have been carried out, it shows an increase in student learning outcomes, both cognitively and affectively. The results of the assessment of material 1 average value obtained is 88, for material 2 the average value obtained is 83, for material 3 the average value obtained is 80 and for material 4 the average value obtained is 76. In addition the assessment of honesty during the learning process obtains an average value of 82% and for creativity obtains an average value of 73%.

4. Conclusion

Based on the description that has been stated above, it can be concluded as follows:

1. The design of digital pantun teaching materials is created and developed to meet students' learning needs by aligning current technological advances, namely by utilizing the Canva application which uses a variety of media (text, images, sound and video) so that it is possible to provide reinforcement of cognitive aspects and affective students. Based on the assessment of media experts and material experts as well as educational practitioners based on the feasibility aspects of the content of teaching materials, language, presentation of teaching materials, and graphics, the average score is 84%. It can be concluded that based on the Likert scale, digital pantun teaching materials have fulfilled all aspects of teaching materials, both from the aspects of: content feasibility, language, presentation of teaching materials and graphics, so these teaching materials are suitable for use in school learning.

2. Based on the results of the implementation of the pantun digital teaching materials that have been carried out, it shows an increase in student learning outcomes, both cognitively and affectively. The results of the assessment of material 1 average value obtained is 88, for material 2 the average value obtained is 83, for material 3 the average value obtained is 80 and for material 4 the average value obtained is 76. In addition the assessment of honesty during the learning process obtains an average value of 82% and for creativity obtains an average value of 73%. Furthermore, based on the calculation of the t-count results for pre-test and post-test using SPSS above, it is 7,720, this shows that the t-count value is greater than t-table 2,048 meaning that there is a positive influence between before and after the use of digital pantun teaching materials in learning so that it can be concluded that the rhyme digital teaching materials are suitable for use for rhyme learning in class VII Junior High School.

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