

Development of Teaching Materials for Early Childhood in the "Suku Anak Dalam (SAD)" in Jambi

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Abstract

This study aims to develop teaching materials for teachers to support the implementation of learning in Early Childhood Education (PAUD) in the *Kubu* Tribe or known as *Suku Anak Dalam*, (SAD) in Jambi Province. Meanwhile, the product of teaching materials produced in the form of printed teaching materials, contains learning materials that are relevant to the situation and conditions of SAD. The research method used in developing this teaching material is the Research and Development (R & D) approach. The instructional material developed contains learning material for the children in Jambi, using the approach to playing with the surrounding environment. Assessment of the feasibility of the developed teaching materials was carried out by two experts in the field of learning material for Early Childhood Education, and Learning Media Experts. Based on the results of the assessment by experts, the developed teaching materials have been deemed feasible and can be used for SAD children's PAUD in Jambi province. After being assessed as feasible, then the teaching material was tested for the implementation of the target users, especially PAUD teachers in applying learning to children in the Jambi village of Bungku. The results of the implementation stated that the teaching materials for children in Jambi were in the category of success.

Keywords: development, teaching materials, SAD children's PAUD

1. Introduction

One of the efforts in improving the quality and results of education is to improve the factors that allow influencing student learning outcomes, including factors derived from: teachers, students, curriculum, quality of the learning process, learning facilities, learning environment, support for the cost of education, and textbooks. Of the many factors, textbook factors are considered dominant in influencing character formation. Textbooks, including mathematics textbooks must be directed to empower all potential students to have the expected competencies, including the formation of nationalism and independence (Salafudin, Santika, Juwita Rini; 2018)

Education for children is an effort to stimulate the growth and development of children from 0 to 6 years of age by providing the right stimuli for children to grow and develop optimally, development is a process in human life that continues continuously, development as well interpreted as a change experienced by an individual towards a level of maturity or maturity that takes place in a systematic, progressive, and sustainable manner both in terms of physical and physical aspects (Mulyasa, 2012).

Early childhood education is the foundation of the first and foremost in the child's personal development both related to the character of physical abilities, cognitive, language, social emotional arts, spiritual, self-discipline, self-concept, and independence, therefore in providing educational services, need to understand characteristics of development and ways children learn and play (Julian, 2018)

In early childhood, children (including children in SAD) actually have enormous potential to optimize all aspects of their development. At this time the child has a hundred percent concentration in his memory when receiving information. In early childhood education is given related to: (a) development of creativity and thinking, (b) development of language, (c) development of behavior and skills, (d) physical development, (e) development of moral, emotional, social, and discipline. Various types of development were made in several activity themes based on the Learning Activity Program Outlines (GBPKB).

Professional educators must master pedagogic, professional, social and personality competencies. This ability can be achieved through education and training, workshops / seminars / workshops, internships, courses, independent learning, tutorials and discussion of focus group discussions. Competency enhancement is carried out in stages and continuously (Agus, 2012). Therefore, (Agus, 2012) explains that writing textbooks is one of the abilities that need to be mastered by an Early Childhood Education educator because this ability is very supportive of the quality of learning he does, namely to convey information to students.

In conveying information to students, teachers need teaching materials or materials so that the information conveyed is easily understood by students. Teaching materials that can be used such as books, modules and teaching materials in the surrounding school. According to Syaiful, Aswan Zain, (2010) material is one source of learning for students. The material referred to as the source of learning (teaching) is something that carries messages for the purpose of teaching.

Widodo and Jasmadi (2008) stated that teaching materials are all forms of materials used to assist teachers in carrying out teaching and learning activities in the classroom. Yuliana (2018) mentions teaching materials are a set of learning tools or tools that contain learning material, methods, boundaries and ways of evaluating that

are designed systematically and interestingly in order to achieve the expected goals of achieving competence or sub-competencies with all its complexes. From the opinions of the experts above it can be understood that instructional material is a tool used in teaching and learning that can convey messages to students, in the form of learning materials, methods and boundaries in order to achieve learning objectives.

Suku Anak Dalam (SAD) often referred to as "*orang rimbo*" is one of the ethnic minorities in Jambi province. They live semi nomaden, because their habits move from one place to another. The goal, can be "build up" or move when there are residents die, avoid enemies, and open new fields. *Orang Rimba* live in huts, called "*sesudungon*", forest wood buildings, bark walls, and *serdang benal* leaf roofs (Manurung; 2007). According to Van Dongen (1906) in Tempo (2002), mentions that jungle people as primitive people whose level of ability is still very low and not religious. they make transactions by hiding in the forest and bartering, they put it on the edge of the forest, then the Malay will take it and exchange it. Thus they live by utilizing forest resources.

Based on the description of SAD conditions above, explain that their level of education in general is still relatively low. In general, SAD or often referred to as "jungle people" have not been able to attend education properly, even though the government continues to try to involve them in the formal education process. With the nine-year compulsory education program, the Sarolangun District Education Office in Jambi held a socialization on the importance of education on SAD. The aim of the local government is the equality of education for all community members in Sarolangun District, including SAD. However, in reality SAD has some responses about the socialization of education by the government, some SAD accept education, but most reject socialization conducted by the government on the grounds that it is not in accordance with the tradition taught in groups by *temenggung* (leader), to their ancestors, so SAD Children do not have to receive and attend school (Samsul; 2013). This requires special attention to their education.

One form of attention to the SAD children's education process is to prepare the right teaching materials, so that they can attract them to participate in the education process. With the teaching material model as appropriate to the situation and condition of SAD, their children will be happy and interested in following the lessons given by the teacher. Therefore, in this study researchers formulated and raised the title "Development of teaching materials for children of Child Tribe PAUD in Batanghari District, Jambi Province"

2. Research Methods

The approach used in this study is a research and development approach. According to Sugiyono (2010) what is meant by Research and Development, consists of two words, namely Research & Development. In this study Research and Development was used to produce teaching material products for Early Childhood Education (PAUD) schools in *Suku Anak Dalam* (SAD) in Jambi province.

The procedure in this study adapts Sugiyono's (2010) development research model from Borg & Gall, researchers conducted 7 steps of research and development covering potential and problems, information gathering, product design, product testing, product validation, product revision, final product. At the information gathering stage, researchers collected various data to be used as a reference in developing teaching materials for Early Childhood Education (PAUD) schools in SAD in Jambi province. The data collection techniques by means of literature study. This technique is carried out to obtain fundamental information about theories (the development of teaching materials), as well as the policies and analysis of previous research related to the material for the preparation of teaching materials for SAD children's PAUD in Jambi province. Forms of data and information can come from journals, articles, theses, dissertations, magazines, and browsing on the internet.

3. Research Results and Discussion.

3.1. Research result

The teaching materials developed in this form are printed teaching materials for Early Childhood teachers in SAD in Jambi province. As for the results of product development in the form of: 1) front cover, containing the title of the teaching material identity, 2) introduction, containing a preface so that students are ready when using teaching materials, 3) table of contents, to know the page being studied, 4) material, lessons, 5) bibliography.

Based on the comments and suggestions from the validator, it was then evaluated and revised the teaching materials for PAUD in SAD in Jambi province. The revision of this teaching material can be seen in Table 1.

Table 1. Revision of Early Childhood Teaching Materials in SAD in Jambi province

No	Validator Comments / Suggestions	Follow-up / Revision
1.	Font size needs to be fixed	The font size has been improved so that it becomes clearer.
2.	The initial appearance is not attractive	The initial view has been edited in such a way that it is more interesting.
3.	Need to adjust teaching materials to the situation and conditions of SAD.	Adaptation of teaching materials to the situation and condition of SAD was carried out by looking further at the daily life of SAD to be used as teaching material
4	Need to be loaded with simpler learning steps	Simplification of learning steps was carried out, making it easier to implement by PAUD teachers in SAD

Revisions to a number of things in teaching materials are intended to improve teaching materials that have been developed to be better and more effective. The entire revision was carried out aimed at displaying and compiling teaching materials for PAUD children in SAD in Jambi Province that are valid and contain values of wisdom and so that it is expected to increase the motivation and ability of PAUD children in SAD in Jambi Province.

Teaching materials that have been developed are validated or assessed by experts (expert judgment). The material validation of the jar involves the material and language experts. The evaluation results of each validator are calculated by percentage for each aspect of validation so that it is known the feasibility of each part of the teaching material, and the overall percentage is calculated to determine the overall feasibility of the product. The calculation results are presented in Table 2 below:

Table 2. Feasibility of Teaching Materials for SAD Child Early Childhood Education in Jambi Province

Validation	Validation Aspects	Validation Results	Feasibility Criteria
Teaching Material	Feasibility of Content aspect	91,07%	Decent with a very good predicate
	Feasibility of presentation aspect	90,625%	Decent with a very good predicate
Teaching Materials Media	Graphical aspect	91,38%	Decent with a very good predicate
	Aspects of language	89,66%	Decent with a very good predicate

In addition to providing an assessment in the form of numbers, the validator also provides an assessment in the form of suggestions for further reference. The suggestions are presented in the following Table 3:

Table 3. Suggestions for Improving Teaching Materials for SAD Child Early Childhood Education in Jambi Province

Validator	Advice from experts
Material expert	1. Need to be continued and developed 2. Developed into other learning media
Media Expert	1. Presentation of pictures should be clarified 2. Overall spelling is good but should be checked again because spelling errors are still found

Assessment by experts as described above shows that the product of teaching materials developed can be used in learning for SAD children PAUD in Jambi province. Based on the material aspects of the content feasibility section, teaching materials have met the suitability of the material with PAUD learning achievement, material accuracy, material up-to-date, and encouraging curiosity of PAUD children. The material aspect of the presentation feasibility section has been considered very good because it has presentation techniques, presentation support, as well as coherence and wreckage of good value thinking. In addition, based on the aspects of the media, the instructional material is considered very feasible in terms of aspects of book cover design, book content layout design, writing feasibility, linguistic feasibility, and presentation feasibility.

3.2. Discussion

The results of the assessment of the jar material developed for SAD children's PAUD in Jambi province are expected to be able to motivate teachers and students to learn it. This is similar to what was conveyed by Adalikwu, S.A. and Lorkpilgh (2013) explained that teaching material has a role as an educator facilitator with students and to develop students' motivation in the learning activities process. The content of material in the instructional material developed is considered to have significance with the objectives of National education.

The use of teaching materials well as well as the development of teaching materials according to learning needs and students is also considered as an effort to improve learning. Majid (2007) added that instructional materials are arranged with the following four objectives: (1) helping students in learning something, (2) providing various types of teaching material choices, (3) facilitating teachers in carrying out learning, (4) so that

learning activities become interesting . In addition, the teaching materials developed are also problem-based textbooks. This is in accordance with the opinion of the Ministry of National Education, which is that teaching materials developed should be easily understood and can solve problems faced by students (Ministry of National Education, 2008).

Furthermore, the instructional material developed has fulfilled the requirements for developing companion teaching materials as a support for the learning process for SAD children's PAUD in Jambi province. Mbulu and Suhartono explained that the development of teaching materials to be a companion learning resource must meet the requirements, namely teaching materials must be oriented to the theory and the steps of applying the theory in practice, teaching materials also contain exercises or evaluations and applications to theories, and textbooks can motivate learn students, and show other sources of information other than existing teaching materials (Mbulu and Suhartono; 2004).

The final product form of this research and preparation is in the form of teaching materials for SAD children PAUD in Jambi province. This is based on the unavailability of teaching materials for SAD children's PAUD in Jambi province. Thus it is expected that with the availability of teaching materials for early childhood, teachers can be helped to be able to train SAD children PAUD students in Jambi province better. In addition, the preparation of teaching materials for SAD children's PAUD in Jambi province is expected to provide references for PAUD teachers and other researchers in meeting the needs of the early childhood education curriculum.

In connection with teaching materials, PAUD teachers especially for SAD children in Jambi province are emphasized to develop teaching materials related to environmental sustainability. This is so that the teaching material is truly in accordance with the characteristics of SAD itself. Schools as formal education institutions specifically have the function of (1) preparing children for a job, (2) providing basic skills, (3) opening up opportunities to improve fate, (4) providing development workers, (5) helping to solve social problems, (6) transmitting culture, (7) forming a social human being, (8) a means of transforming culture, (9) other functions (entrusting children, getting a mate) (Nasution, 2008). With the development of teaching materials for SAD children PAUD in Jambi province, it is expected that the school functions as intended can be achieved.

4. Conclusions and Suggestions

4.1. Conclusion

Based on the formulation of the problem, the purpose of the study, findings and the results of the discussion of research on the development of learning systems in indigenous children (SAD) in Jambi Province, it can be concluded that the development of SAD children's PAUD in Jambi province has reached the feasibility of expert judgment. Therefore, the teaching materials can be used in the process of SAD children's PAUD learning in Jambi province.

4.2. Suggestion

Based on the description above, at the end of this research, the following matters should be suggested:

1. Jambi Province's National Education Agency as the institution responsible for advancing education, it is suggested that it always motivates PAUD teachers as a starting point in educating the nation's children, facilitating educational infrastructure, and applying research results.
2. PAUD teachers as early educators, to always innovate, be creative, be proactive in developing PAUD so that the goals of education are well achieved
3. The child's parents and the Bungku Village community must prioritize SAD education to realize knowledgeable children
4. For readers, the world of education, and other observers so that the results of this study can be taken into consideration in making studies on the development of learning models. This research can be used as a reference or the same research in the future.

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