

DEVELOPMENT OF INTERACTIVE TEACHING MATERIALS IN INDONESIAN FOR GRADE VI ELEMENTARY SCHOOL STUDENTS

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Abstract: Interactive teaching materials are written materials in the form of sheets of paper that are bound and given covers and that present knowledge that is arranged systematically. This research aims to develop valid, effective, and practical teaching materials. This study uses a 4D research model with four stages: defining, designing, developing, and deploying. This teaching material has been validated by several experts, namely material experts, media design experts, and linguists. This study had three trials: individual trials, small group trials, and large group trials. Based on the combined percentage of validity of interactive teaching materials, according to experts, a percentage of 89% is categorized as "very valid." The practicality of interactive teaching materials is measured through RPP implementation sheets conducted in large group trials of meeting 1 of 92.72% and large group trials of meeting 2 of 92.98% categorized as "very practical." Effectiveness was obtained from large group trials with a percentage of 92.33% categorized as "very effective." Based on these results, it can be concluded that interactive teaching materials in grade VI SD Muhammadiyah 8 Dau Malang are suitable for use.

Keywords: Interactive Teaching Materials, Indonesian, 4D Development Model

INTRODUCTION

Reading, writing, hearing, and speaking are all part of the Indonesian learning process in schools (Cahyono et al., 2019). Students will be asked to comprehend and evaluate various materials throughout reading assignments, including articles, poems, short tales, and theater scripts. Students will also learn to recognize textual components, comprehend sentence structure, decipher meaning, and connect the text to its environment (Puspitasari, 2021). Writing exercises are vital for teaching pupils grammar, sentence structure, text genres, and effective paragraph construction. Additionally, Indonesian students can produce essays, short tales, letters, poetry, and rhymes as they learn. Speaking and listening exercises are also a part of learning Indonesian. Instructions, announcements, interviews, and dialogues will all be taught to students. Students can also participate in debates, presentations, and language-related roles (Maryamah & Effendy, 2019).

Teachers will also strongly emphasize their students' awareness of essential literary works and well-known authors in Indonesian literature. Conversations on Indonesian culture, traditions, and history will also be crucial to language learning (Aisyah et al., 2020). Poetry writing is covered in a junior high school Indonesian course. Learning Indonesian while focusing on composing poetry can be fun and creative. This is because using poetry verses to express thoughts and imagination when composing poetry will be very helpful (Panje & Toenlloe, 2016). Interactive teaching resources are required to help the learning process for poetry writing. Therefore, interactive teaching tools must be created so that students can acquire poetry writing techniques.

In Indonesia, using textbooks in the classroom has become a critical component of the educational process. Typically, teachers use textbooks as organized material to present to pupils. Books give readers the background knowledge and information they need to comprehend a specific subject or topic. However, there are some reasons why students do not particularly enjoy textbooks. One is that textbooks frequently feel inflexible and tend to deliver structured knowledge. (Barroh et al., 2012). Some students believe this strategy is less engaging and does not fit their preferred learning style (Devirita et al., 2021). Additionally, lengthy and complex textbook material can be uninteresting and make learning difficult (Fajri & Taufiqurrahman, 2017). The advancement of technology is another element that affects students' preferences for textbooks. As a result of technological advancements, students are increasingly used to studying through interactive media like movies, animations, or learning applications. They get even more enthusiastic and resentful of using traditional textbooks (Ulfah et al., 2021). Therefore, it is essential to create textbooks that can adapt to technological advancements and increased internet access to make them appear appealing and simplify for students to acquire pertinent and understandable content. (Sihotang & Sibuea, 2015).

Some research on textbook development has been done before Barroh et al. (2012); Habibi et al. (2016); Istiningrum et al. (2016); Prasetyo & Perwiraningtyas (2017), which reviews the development of textbooks on biology subjects at the elementary and secondary school levels. Other studies that also highlight the development of textbooks were also conducted by Budiningsih et al. (2015); Hidayati et al. (2020); Rohmah (2017); Sukerni (2014), which examines the development of textbooks in science and social studies subjects at the elementary and secondary school levels. Further research on textbook development has also been conducted by (Devirita et al., 2021; Kurniawan & Masjudin, 2017; Nurdyansyah & Lestari, 2020; Sihotang & Sibuea, 2015; Sugiarto et al. 2018), which highlights the development of textbooks based on technology, problem-based learning, bioinformatics, context, and the habituation of Islamic characters. Other studies that also examine the development of textbooks have been conducted by (Mustafa & Winarno, 2020; Surahman & Yeni, 2019), namely reviewing the development of textbooks in physical education or sports subjects. Furthermore, research that has been done on textbook development has also been carried out by (Aisyah et al. 2020; Panje & Toenlio, 2016; Purnama Irawati & Elmubarok, 2014; Puspitasari, 2021; Suyitno, 2007), which examines the development of textbooks in Indonesian subjects. All the research that has been done on the development of textbooks still adds some parts that are not in the textbooks that have been used so far. There is still no research and development of textbooks that combine design, content substance, language feasibility, and a touch of technology in the form of barcode scanning for video, audiovisuals, and websites. Therefore, the research on the development of interactive teaching materials themed "I am good at poetry" in Indonesian differs from other development research that has been carried out because it combines elements of design, content substance, language feasibility, and a touch of technology. Thus, this research is feasible because contributions from the development of textbooks can be used in a more meaningful learning process and help students learn poetry.

METHODS

This research uses the research and development (R&D) method. Research and development is a research method for developing and testing products. In addition to developing and testing products, this research is used to find new knowledge about phenomena and practices in the learning process. The research uses a 4D development research model with four main stages: Define, Design, Develop, and Disseminate. The define stage aims to determine and define the requirements needed to develop interactive teaching materials themed I Am Good at Poetry. This stage includes four activity steps (1) preliminary analysis, (2) student analysis, (3) curriculum analysis, and (4) material analysis. In the early-final analysis, several fundamental problems emerged that were needed to develop interactive

teaching materials themed *I Am Good at Poetry*. At the student character analysis stage, researchers conducted an analysis related to the character of grade VI students of SD Muhammadiyah 8 Dau Malang, which was planned as the target of the study. Character means cognitive development and the use of technology, especially mobile phones, in learning. In curriculum analysis, researchers identified the main concepts used at SD Muhammadiyah 8 Dau Malang. At the material analysis stage, the researcher identifies the primary skills to be taught and derives them into sub-skills. Material analysis is a step to find content in the learning carried out and to detail the content of teaching materials in an outline according to the 2013 Curriculum. The curriculum and material analysis series is the basis for setting learning objectives tailored to using interactive teaching materials themed *I Am Good at Poetry*.

The design stage was designed to design interactive teaching materials themed "*I Am Good at Poetry*" for SD Muhammadiyah 8 Dau Malang grade VI students. At this stage, researchers compile an interactive teaching material design themed "*I Am Good at Poetry*," which includes (1) a title page, (2) a perception page, (3) a diagnostic assessment, (4) material deepening, (5) let us do activities, (6) let us do, (7) assessment, (8) daily assessment, (9) new vocabulary, (10) strengthening the profile of Pancasila students, (11) literacy skills, (12) assignments, (13) enrichment, and (14) reflection. The result of this design is a product design (dummy), followed by validation by experts.

The development stage aims to produce interactive teaching materials themed "*I Am Good at Poetry*" for grade VI students that are valid and effective so that these teaching materials can be used to help students learn about poetry materials. At this stage, there are two tests carried out: (1) expert validity tests, which include learning material expert tests, learning design expert tests, and learning media expert tests; and (2) interactive teaching material trials themed "*I Am Good at Poetry*," which include individual trials, small group trials, and large group trials.

At the dissemination stage, researchers limited the development of interactive teaching materials themed "*I Am Good at Poetry*" at the socialization stage through limited distribution to teachers and students at SD Muhammadiyah 8 Dau Malang. Distribution is intended to elicit responses and feedback on developing interactive teaching materials. If the target response of interactive teaching material users is good, it will be distributed in large quantities so that teaching materials can be widely used. The research subjects in this study were grade IV students of SD Muhammadiyah 8 Dau Malang. In individual trials involving three students, small group trials of interactive teaching materials are limited to 10 students, and in large group trials involving 35 students in one class. Based on the results of small group trials and large group trials, data were obtained on

the validity and effectiveness of interactive teaching materials themed "I Am Good at Poetry." The variables, data, instruments, and analysis used in this study are presented in Table 1.

Table 1. Variable, Data, Instrument, and Analysis

Variable	Data	Instrument	Analysis
Validity of Teaching Materials	Material Validation Results	Validation sheet	Description of validity criteria
	Media Design Validation Results	Validation sheet	Description of validity criteria
	Language Eligibility Validation Results	Validation sheet	Description of validity criteria
Effectiveness of Teaching Materials	Percentage of student responses in individual trials	Student questionnaire responses	Description of student response
	Percentage of student responses in small group trials	Student questionnaire responses	Description of student response
	Percentage of student responses in large group trials	Student questionnaire responses	Description of student response

This study collected quantitative data using validated and interactive teaching material effectiveness questionnaires. In addition, expert validators' responses to validation questionnaires and students' responses to usability questionnaires were analyzed with descriptive statistics. Furthermore, the feasibility and usefulness of the product are determined using the criteria shown in Table 2.

Table 2. Product Development Eligibility Criteria (Puspitasari, 2021)

No	Eligibility Criteria	Category
1	$X \leq 35\%$	Very Bad/Invalid
2	36% - 53%	Poor/Less Valid
3	53% - 68%	Sufficient/Acceptable
4	69% - 84%	Good/Valid
5	$X > 84\%$	Very good/ Very valid

RESULTS AND DISCUSSIONS

Description of Interactive Teaching Material Development themed "I am Good at Poetry."

The development of interactive teaching materials for grade IV elementary school students produces interactive teaching materials that include (1) a title page, (2) a perception page, (3) a diagnostic assessment, (4) material deepening, (5) let us do activities, (6) let us do, (7) assessment, (8) daily assessment, (9) new vocabulary, (10) strengthening the profile of Pancasila students, (11) literacy skills, (12) assignments, (13) enrichment, and (14) reflection. Pictures 1–14 are interactive teaching materials with the theme "I Am Good at Poetry."



Figure 1. Title Page



Figure 2. Apperception Page

Asesmen Diagnostik

Pilih jawaban yang benar!
Kerjakan untuk soal nomor 1-3!

Ayah Bunda
Oleh: Abdulrahman Faiz

Ayah
mengisahkan
matahari yang mengisahkan
hatihati

Ayah bunda
kuciatir lau berukia
seperit aku
menitai juga
Sungguh Allah memuncat ayah bunda
adalah semahapya terhidat
Nanti!

- Karya sastra di atas disebut ...
a. prosa c. sajak
b. puisi d. novel
- Karya sastra seperti di atas ditulis oleh seorang ...
a. pengarang c. penyair
b. penulis d. sastrawan
- Kegiatan dalam karya sastra yang relevan dalam kehidupan sehari-hari adalah ...
a. Sektor kancil yang mencuri meriam
b. Seorang anak yang berbicara dengan binatang
c. Perilaku dan perilaku manusia dan bahasa
d. Seorang anak yang sangat mencintai orang tuanya
- Bahasa kiasan yang digunakan untuk memberikan kesan yang berbeda saat membaca disebut ...

Figure 3. Diagnostic Assessment

Pendalaman Materi

Di mana kamu pernah melihat seseorang membaca puisi? Membaca puisi disebut juga berdeklamasi. Jika kamu perhatikan, seseorang yang berdeklamasi mengucapkan kata demi kata dengan jelas. Pengucapan kata dalam puisi tersebut juga memerlukan ekspresi yang tepat. Itulah beberapa syarat yang harus dipenuhi seseorang ketika berdeklamasi. Mengapa deklamasi harus memenuhi aspek-aspek di atas? Ayo, pelajari bersama dalam bab ini.

A. Menyimak Informasi dalam Teks Puisi

Bacalah dengan seksama!

Kepada Guru
Oleh: Abdulrahman Faiz

Aku selalu bermimpi
Matahari telah melahikan para guru
Dan guru melahikan banyak matahari
Hingga matahari tak lagi sendiri

Matahari tak sendiri, guru
la selalu ada bersamamu
Hangatkan cinta yang tumbuh
Dan menyinari cakrawala kecilku
Selalu

Perhatikan bunyi akhir setiap larik di atas. Apakah memiliki keteraturan bunyi? Ungkapkan pendapatmu kepada teman dan gurumu. Lakukan diskusi kelas!

Selain bunyi rima, apa lagi yang kamu temukan dalam karya sastra tersebut? Ayo! Cocokkan dengan hasil temuannya dengan beberapa pertanyaan berikut.

- Apakah karya sastra tersebut terdiri atas beberapa bait?
- Apakah karya sastra tersebut terdiri atas beberapa bait?
- Apakah kata-kata dalam karya sastra tersebut memiliki makna lain?
- Bagaimana bunyi akhir setiap lariknya?
- Adakah penggunaan majas dalam karya sastra tersebut?

Berdasarkan jawaban dari pertanyaan-pertanyaan di atas, kamu dapat membuat kesimpulan sebagai berikut.

Karya sastra yang terikat bait, rima, mantra, dan irama disebut puisi. Bahasa yang digunakan dalam puisi biasanya bahasa kiasan. Puisi dibuat dengan kata-kata yang indah. Puisi tersusun atas bait dan baris. Pilihan kata yang ada dalam puisi mengandung kekuatan rasa. Kekuatan rasa dan makna itu diperoleh dari pemilihan majas, diksi, lambang, dan rima. Lalu, bagaimana menemukan isi puisi? Perhatikan tip di bawah ini.

Aku Pembaca Berpikir 161

Figure 4. Material Deepening

Untuk memudahkanmu memahami sebuah puisi, pindai QR Code samping atau kunjungi laman: qrs.ly/hkexz6, untuk mengetahui penjelasan langkah-langkah di atas.

Mari Derkegiatan 1

Kerjakan dengan baik!
Mintalah bantuan gurumu untuk memindai QR Code di samping atau kunjungi laman: qrs.ly/hkexz6. Kemudian, jawablah pertanyaan-pertanyaan berikut ini!

- Apakah judul puisi tersebut?
- Siapa penyair atau pencipta puisi tersebut?
- Informasi apa yang ada dalam puisi tersebut?
- Berikan pendapatmu mengenai cara membaca dalam puisi tersebut!
- Kumpulkan hasil pekerjaanmu kepada guru untuk dinilai!

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Figure 5. Let's Get Involved

Mari Melakukan 2

Kerjakan secara mandiri!
Kamu telah mempelajari jenis teks puisi. Kamu tentu tahu pantun, pantun merupakan salah satu jenis puisi terikat. Pada kegiatan kali ini kamu akan membuat sebuah pantun.

- Buatlah satu pantun sendiri!
- Tukarlah hasil karyamu dengan teman sebangkumu! Kemudian, jawablah pertanyaan-pertanyaan berikut.
 - Apakah pantun tersebut?
 - Apakah isi yang kamu dapatkan dari pantun tersebut?
 - Bagaimana pendapatmu tentang pantun milik temanmu?
- Bacalah pantun milik teman sebangkumu. Selanjutnya, kamu dapat menyampaikan jawabannya!
- Tuliskan hasil pekerjaanmu di buku tugas!
- Kumpulkan hasil pekerjaanmu di guru untuk dinilai!

Pertanyuk Guru

Guru mengarahkan peserta didik pada kegiatan di atas. Guru memberikan perintah sesuai dengan kegiatan di atas. Peserta didik dapat menuliskan jawabannya di buku tugas. Peserta didik dapat bertukar pantun dengan teman sebangkunya. Peserta didik menjawab pertanyaan yang telah disediakan. Guru memotivasi peserta didik untuk melakukan secara mandiri. Sebelum dinilai, guru meminta peserta didik untuk membacakan pantun milik teman sebangkunya. Kemudian, peserta didik menyampaikan jawaban. Guru dapat menilai pekerjaan peserta didik.

Mari Derkegiatan 4

Kerjakan secara berpasangan!

- Kerjakan soal di bawah ini bersama teman sebangkumu!
- Amatilah puisi rumpang di bawah ini!
- Isilah baris puisi tersebut dengan baris yang tepat!
- Kamu dapat memilih baris yang tepat pada pilihan di bawah!
- Selanjutnya, bacalah puisi tersebut bergantian dengan temanmu di depan kelas!

Generasi Bangkit

Duhai pemuda-pemuda generasi bangsa
Tataplah masa depanmu
Seperti para pejuang kala itu

Figure 6. Let's Do

Asesmen 2

A. Pilihlah jawaban yang benar!

- Berikut jenis puisi modern adalah...
 - pantun
 - puisi lirik
 - gurindam
 - syair
- Pantun berikut untuk soal nomor 2 dan 3.
*Amil air di dalam baki
 Baki cekung tidak terkira
 Jika kamu saling menghormati
 Dewasa kelak dihargai sesama*
 Pantun di atas bersajak...
 - a-b-a-b
 - i-a-i-a
 - a-a-b-b
 - b-a-b-a
- Pantun tersebut termasuk jenis puisi...
 - tidak terikat
 - balada
 - terikat
 - lirik
- Makna yang tepat dari pantun di atas adalah...
 - Kita harus mengambil air di baki yang cekung agar berwujud.
 - Kita harus saling menghormati agar sesama manusia.
 - Ketika dewasa kita akan dihargai sesama dengan kita.
 - Kita harus menghargai seseorang agar orang juga menghargai kita.

C. Kerjakan soal-soal berikut!

Puisi untuk soal nomor 1-3!

*Pengapal
 Kau ada saat semua telah pergi
 Meninggalkan sisa sampah menumpuk tinggi
 Kau pilah sisa-sisa barang bekas
 Kau tukar selembar uang kertas
 Jasamu tak terlihat bagi yang buta
 Mereka sebatas pengguna sampah
 Tak peduli apa arti yang berharga
 Mereka tak lebih dari serakah*

Sumber: Damai Sambada

- Siapa tokoh yang dimaksud dalam puisi di atas?
- Jelaskan makna dari puisi di atas!
- Jelaskan amanat puisi di atas!

Bacalah karya berikut ini!

*Buah Naga Buah Pepaya
 Diambil langsung di tengah hari
 Jika anda rajin bekerja
 Kayalah anda di esok hari*

- Karya tersebut merupakan jenis puisi?
- Buatlah sebuah pantun nasihat bebas!

Figure 7. Assessment

Asesmen Harian

A. Pilihlah jawaban yang benar!

- Bentuk karya sastra yang terikat irama, rima, dan mantra disebut dengan...
 - prosa
 - puisi
 - cerpen
 - lagu**Jawaban: b**
 Puisi merupakan salah satu bentuk karya sastra yang terikat dengan irama, rima, dan mantra. Maka, jawaban yang tepat adalah b.
- Bahasa yang digunakan dalam puisi biasanya menggunakan bahasa...
 - kiasan
 - hiasan
 - tertentu
 - spesifik**Jawaban: a**
 Bahasa yang digunakan dalam puisi biasanya bahasa kiasan. Puisi dibuat dengan kata-kata yang indah. Maka, jawaban yang tepat adalah a.
- Berikut yang merupakan salah satu tahapan memaknai puisi yaitu...
 - Mengamati aspek judul.
 - Mengamati aspek tema.
 - Mengamati aspek amanat.
 - Mengamati aspek bunyi.

Jawaban: d
 Untuk memaknai sebuah puisi, yang perlu dilakukan adalah memperhatikan aspek bunyi, aspek kata, aspek unsur intrinsik, memaknai secara implisit, dan melakukan tahap perenungan. Maka, jawaban yang tepat adalah d.

Puisi berikut untuk nomor 4-6.

*Optimisme
 Oleh W.S. Rendra
 Cinta kita berdua
 adalah istana dari porselein
 Angin telah membawa kedamaian
 membelitkan kita dalam pelukan
 Bumi telah memberi kekuatan
 Karena kita telah melangkah
 dengan ketegangan.*

- Pada puisi di atas, yang termasuk bait ditunjukkan nomor...
 - 1
 - 2
 - 3
 - 4**Jawaban: d**
 Paragraf yang tersusun dari beberapa baris dalam puisi disebut bait. Maka, jawaban yang tepat adalah d.

Figure 8. Daily Assessment

Kosakata Baru

Bacalah kembali puisi pada materi di atas. Temukan kosakata baru yang belum kamu pahami. Carilah maknanya di *Kamus Besar Bahasa Indonesia (KBBI)*. Masukkan kosakata barumu dalam tabel berikut ini!

No.	Kosakata Baru	Makna
1.	Resmi	Hal-hal yang telah ditetapkan atau disahkan.
2.		
3.		
Dst.		

Figure 9. My New Vocabulary

Penguatan Profil Pelajar Pancasila

Ketika jam istirahat, Nina melihat kupu-kupu hinggap di bunga mawar. Ia mengamati kupu-kupu itu. Tampak Andi mendekati Nina.

Andi : "Apa yang kamu lakukan, Na?"

Nina : "Aku sedang mengamati kupu-kupu untuk bahan tugasku."

Andi : "Kenapa harus kupu-kupu?"

Nina : "Puisi yang diminta harus bertema hewan. Aku mencoba berkreasi dengan hewan kupu-kupu."

Andi : "Wah, kamu kreatif sekali!"

Nina : "Kita harus kreatif, Andi. Kita bisa membuat karya kita sendiri. Kita bisa menghasilkan karya dari lingkungan sekitar kita."

Andi : "Wah, kamu hebat, Na. Aku bisa mencoba saranmu."

Nina : "Terima kasih, Andi. Semoga kamu berhasil!"

Andi membalasnya dengan senyum. Nina melanjutkan kegiatannya dan mulai merangkai puisi dari hasil pengamatannya.

Dimensi : Kreatif.
 Elemen : Menghasilkan Karya dan Tindakan Orisinal.
 Setiap manusia memiliki kreativitas masing-masing. Kita dapat menggunakan ide kreatif kita untuk membuat sebuah karya. Nina merupakan salah satu contoh orang yang mampu berpikir kreatif. Dia menghasilkan karyanya sendiri dari hasil pengamatan yang dilakukan.

Figure 10. Strengthening the Profile of Pancasila Students

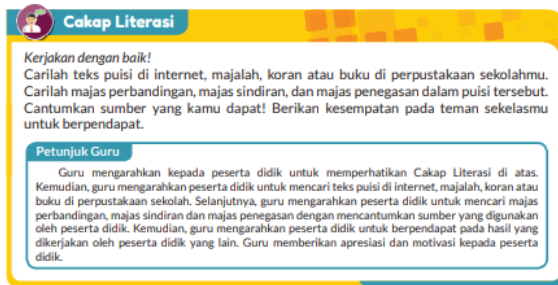


Figure 11. Can Literacy



Figure 12. Assignment

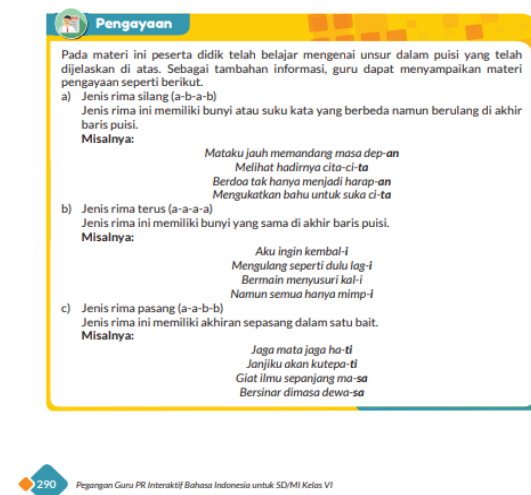


Figure 13. Enrichment

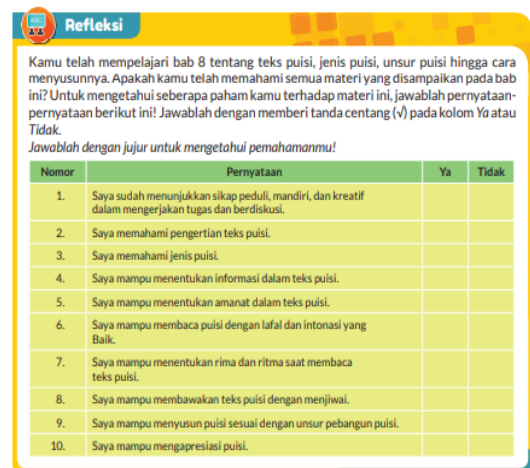


Figure 14. Reflection

Results of Validation of Interactive Teaching Materials Themed "I am Good at Poetry"

Before testing the use of interactive teaching materials, teaching materials must be validated by experts. The validation stage of interactive teaching materials is carried out so that the developed teaching materials are categorized as valid based on the validation of material experts, learning material design experts, and linguists. Material expert validation is carried out by four experts competent in Indonesian subjects, especially for elementary school students. The validation results of material experts, teaching material design experts, and linguists are shown in Tables 3, 4, and 5.

Table 3. Material Expert Validation Results

No	Aspects	Criteria	Score				Percentage	Category
			Exp	Exp	Exp	Exp		
			1	2	3	4		
1		Material Coverage	4	4	5	4		
2		Material Accuracy	5	4	4	4		
3		Material Updates	5	4	5	4		
4		Contains contextual insights	5	4	5	4		
5		The presented problem is of interest to students	5	5	4	5		
6		Compatibility of the material with the government curriculum	4	4	5	5		
7		The material on teaching materials follow the learning objectives	4	4	5	5		
8	Material	The material does not contain gender bias	5	5	4	4	85%	Very good/ Very valid
9		The material does not contain sara elements	4	4	5	4		
10		The question has accommodated the HOTS question	5	4	4	5		
11		The question items follow the indicators	4	5	4	5		
12		There is only one correct answer	5	5	5	4		
13		The material or questions follow the level/level of education	4	4	5	4		

Table 4. Results of Expert Validation of Teaching Material Design

No	Aspects	Criteria	Score				Percentage	Category
			Exp	Exp	Exp	Exp		
			1	2	3	4		
1		Serving technique	4	5	5	4		
2		Quality of teaching material content	4	4	5	5		
3		Display of teaching materials	5	5	5	5		
4	Teaching material design	Image clarity	4	5	5	4	90%	Very good/ Very valid
5		Density and conciseness of the material	5	5	5	4		
6		Book size	5	5	4	4		
7		Book cover design	5	4	4	5		
8		Design of the contents of the book	5	5	5	4		

Table 5. Linguist Validation Results

No	Aspects	Criteria	Score				Percentage	Category
			Exp 1	Exp 2	Exp 3	Exp 4		
1		Plays	5	5	5	5		
2		Communicative	5	5	5	4		
3	Language	Dialogical and interactive	5	5	5	5		Very
4	Eligibility	Compliance with Indonesian rules	5	5	5	4	92%	good/ Very
5		Use of terms and symbols/symbols	5	5	5	4		valid

The assessment results of four validators have shown that interactive teaching materials themed "I Am Good at Poetry" have excellent content validity. Based on the presentation of the study results, it can be seen that the material expert obtained results of 85%. These results are obtained from indicators of assessment criteria such as (1) material coverage, (2) material accuracy, (3) material up-to-dateness, and so on. These results show that interactive textbooks themed "I am Good at Poetry" have very valid criteria. This further strengthens the idea that good learning material is material that has relevant content and follows core competencies and essential competencies in the applicable curriculum (Priyatni, 2014), as well as the suitability of the material to the stages of cognitive development of students (Puspitasari, 2021) so that the material can be easily understood (Barroh et al., 2012).

The results of media design expert validation obtained 90% results; these results were obtained from assessment criteria indicators that met good graphic elements, for example, in the arrangement of images, writing, writing colors, backgrounds, image animation, completeness of presentation, and so on. These results show that interactive teaching materials themed "I am Good at Poetry" have very valid criteria. This further strengthens the idea that the appearance or design of teaching materials will further increase student interest, attention, and motivation (Budiningsih et al., 2015; Fajri & Taufiqurrahman, 2017) to follow the learning process. The presence of interest, attention, and motivation in learning will support the process of students receiving and understanding the material (Budiningsih et al., 2015; Mustafa & Winarno, 2020) so that the learning process carried out takes place well (Devirita et al., 2021).

As for the aspect of language feasibility, the results of linguist validation obtained 92% results. This can be seen using EYD: straightforward, communicative, dialogical, interactive, easy diction, and systematic material sequence. These results show that interactive teaching materials themed "I

"Am Good at Poetry" have very valid criteria. In the linguistic aspect, this attractive teaching material is considered very valuable and relevant to the level of language development of grade VI elementary school children. This condition is relevant to the opinion expressed by Hidayati et al. (2020); Mustafa & Winarno (2020). Suitable teaching materials are teaching materials that are very communicative and understand the cognitive level of their users. Thus, the resulting teaching materials will benefit teachers, students, and parents (Suyitno, 2007) so that it is revealed in the learning process.

The Effectiveness of Interactive Teaching Materials Themed I am good at poetry.

The effectiveness of interactive teaching materials themed "I am Good at Poetry" as a learning medium in Indonesian subjects in elementary schools can be seen from student responses in questionnaires conducted with limited trials and field trials. Limited and field trials were conducted to measure the effectiveness of interactive teaching materials themed "I am good at poetry." This interactive teaching material with the theme "I am good at poetry" was tested on 10 students in one class for limited trials and 35 in one class for field trials. The results of limited and field trials can be seen in Tables 6, 7, and 8. The effectiveness of interactive teaching materials themed "I am Good at Poetry" as a learning medium in Indonesian subjects in elementary schools can be seen from student responses in questionnaires conducted with limited trials and field trials. Limited and field trials were conducted to measure the effectiveness of interactive teaching materials themed "I am good at poetry." This interactive teaching material with the theme "I am good at poetry" was tested on 10 students in one class for limited trials and 35 in one class for field trials. The results of limited and field trials can be seen in Tables 6, 7, and 8.

Table 6. Individual Trial Results

No	Criteria	Average Score	Respondent	Percentage	Category
1	Teaching materials are more exciting and not boring	4	3 Students	89%	Very good/ Very valid
2	Teaching materials can create a more pleasant learning atmosphere	4			
3	The teaching materials encouraged me to study poetry material enthusiastically	4			
4	Teaching materials significantly save time in their use	5			
5	Teaching materials encourage me to cooperate with friends in completing tasks in groups	5			

6	The teaching materials encourage me to ask the teacher about things that are still unclear and actively	5
7	The teaching materials encouraged me to understand the material better	5
8	Teaching materials encourage me to get maximum learning results	4
9	Teaching materials are suitable for studying the material	4
10	Teaching materials are elementary to use	4
11	Teaching materials are a pleasure to use	5

Table 7. Small Group Trial Results

No	Criteria	Average Score	Respondent	Percentage	Category
1	Teaching materials are more exciting and not boring	5	10 Students	93%	Very good/ Very valid
2	Teaching materials can create a more pleasant learning atmosphere	5			
3	The teaching materials encouraged me to study poetry material enthusiastically	4			
4	Teaching materials significantly save time in their use	5			
5	Teaching materials encourage me to cooperate with friends in completing tasks in groups	5			
6	The teaching materials encourage me to ask the teacher about things that are still unclear and actively	5			
7	The teaching materials encouraged me to understand the material better	5			
8	Teaching materials encourage me to get maximum learning results	4			

9	Teaching materials are suitable for studying the material	4
10	Teaching materials are elementary to use	4
11	Teaching materials are a pleasure to use	5

Table 8. Large Group Trial Results

No	Criteria	Average Score	Respondent	Percentage	Category
1	Teaching materials are more exciting and not boring	5	35 Students	95%	Very good/ Very valid
2	Teaching materials can create a more pleasant learning atmosphere	5			
3	The teaching materials encouraged me to study poetry material enthusiastically	5			
4	Teaching materials significantly save time in their use	5			
5	Teaching materials encourage me to cooperate with friends in completing tasks in groups	5			
6	The teaching materials encourage me to ask the teacher about things that are still unclear and actively	5			
7	The teaching materials encouraged me to understand the material better	5			
8	Teaching materials encourage me to get maximum learning results	4			
9	Teaching materials are suitable for studying the material	4			
10	Teaching materials are elementary to use	4			
11	Teaching materials are a pleasure to use	5			

After the interactive teaching materials are validated, a trial is conducted to determine their suitability. The trials in this study were carried out three times: individual, small, and large group trials. Each trial was conducted at a different time and day. The results of individual trials were carried

out on three students; the results were obtained by 89%, so they were included in the perfect criteria. The results of a small group trial conducted on ten students were obtained by 93%, included in the perfect criteria. The results of a large group trial conducted on 35 students were obtained at 95%, included in the excellent criteria, and can be used without improvement. Observations by two observers reinforced the study results, and the percentage results obtained were 92.72% and 92.98%, which were included in the "efficient" category. The percentage results are then adjusted to the criteria of practicality set and include the category of "very practical." Thus, it can be concluded that developing interactive teaching materials can help motivate students to learn, understand, read, and write poetry in grade VI elementary school students.

The results that have been obtained in the form of expert validation, feasibility level, and level of fitness do not necessarily make this teaching material free from lack of In the implementation of the trials that have been carried out, the development of interactive teaching materials also received criticism, suggestions, and responses obtained from questionnaires by experts, teachers, and students. The revised parts of the teaching materials include (1) illustration images on the cover that adjust to students at the elementary school (SD) level; (2) the typeface used in the daily assessment section, which is not the same as other assessment sections; (3) three audios contained in the QR Code in the perception section; let us do activities 1; and understanding the elements of the poetry text need to be rechecked because some voices are still unclear. The adjustments and revisions are based on criticism, suggestions, expert, teacher, and student questionnaire responses, and the material's characteristics.

This study's results align with several findings in previous studies that stated that textbooks proved effective in helping to stimulate students to learn (Budiningsih et al., 2015; Fajri & Taufiqurrahman, 2017). In addition, other studies also state that interactive teaching materials support student-focused learning centers (Istiningrum et al., 2016; Puspitasari, 2021). The implication of this study is to provide new information related to the application of interactive teaching materials to elementary school students. This information will be beneficial as a reference in learning, especially for elementary school (SD) teachers. Because it is known that learning at the elementary level is very important, essential, and continuous, teachers must be able to carry out learning effectively. The study had several limitations, including subjects still limited to 10 students in small group trials and 35 students in large group trials. It is hoped that further research will deepen and expand the scope of research related to the use of interactive teaching materials for elementary school students.

CONCLUSION

Interactive teaching materials have an excellent level of validity and can be used as alternative teaching materials in Indonesian learning. This interactive teaching material is suitable for students in elementary schools (SD); this condition can be proven by the results of the learning material validity test, the learning media design validity test, and the language feasibility validity test. These teaching materials are very effective for elementary school students, as evidenced by individual trials, small group trials, and large group trials conducted to measure student response. This interactive teaching material also supports the learning process to become more meaningful and contextual.

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