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THE 2nd INTERNATIONAL CONFERENCE OF HUMANITIES AND SOCIAL SCIENCE
"Freedom to Learn in Education, Social, Religious, Culture, and Language Perspective"

MADURA ISLAND TOURISM EDUCATION THROUGH TEACHING MATERIALS FOR WRITING DESCRIPTIVE POETRY TEXTS BASED ON THE POTENTIAL OF MADURA ISLAND NATURAL TOURISM IN JUNIOR HIGH SCHOOL STUDENTS

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Abstract. Madura Island tourism education through the development of teaching materials for writing descriptive poetry is research that aims to instill a pattern of thinking that is aware of local potential tourism in students. Through Indonesian language learning activities, it is hoped that a work will be created that contains a description of the beauty of the tourism potential of Madura Island, so that it can be published on social media and become a promotional tool for tourist attractions on Madura Island. The research will be focused on the junior high school level which is devoted to Mandangin Island, an island in the Sampan Regency which also has a beauty that is no less interesting. The choice of the junior high school level is because at this level students are already able to produce one text with good diversity of diction. Meanwhile, Mandangin Island was chosen as the research location because this island has very interesting coastal tourism to be explored

Keywords: education, teaching materials, writing, descriptive poetry, nature tourism

INTRODUCTION

Efforts to recognize the tourism potential of Madura Island are a shared responsibility between the government, the community and practitioners, including practitioners in the field of education. In the field of education, efforts to introduce tourism potential can be done by means of tourism education which is used as classical learning. Through the education of tourism potential, it is hoped that it will be able to instill the potential of Madura Island, so that it will create tourism awareness competencies in students. This tourism awareness competency will equip the lives of students as one of the agents of local wisdom promotion that will be applied to various media including social media which is the current trend. therefore, local tourism education activities will be very important to introduce to students to improve tourism awareness competencies since childhood.

Awareness of local potentials, for example in the field of tourism, will be very important to be instilled in students. Through the introduction of tourism potentials to learners, agents will be created who are able to publicize tourist attractions around them. This will also strengthen the implementation of contextual learning or meaningful learning. Through tourism objects that are around students, students will be maximized in learning, so that the goal of making students an agent in publicizing the tourism potential of Madura Island can be achieved. In addition, students will also get a meaningful learning that they encounter in everyday life, so that students can reflect what is learned in the classroom in everyday life. Therefore, a good learning plan combined with tourism education is needed, so that the goal of optimizing local tourism potential in students can be maximized.

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Tourism education-based learning planning must be adjusted in the current curriculum. From several subjects presented, subjects were selected that were able to present and introduce tourism potential well that were contextual to the needs of students, so Indonesian subjects were chosen as a means to develop and instill tourism education in students. This is because Indonesian has contextuality as a means of communication that students use in everyday life. Through Indonesian learning based on Madura Island tourism education, it is hoped that a discourse will be created by Shiva and can be used as a means of promoting Madura Island's tourism potential on social media. Therefore, appropriate discourse is needed in learning Indonesian related to tourism education on Madura Island.

Ideal Learning

Ideal learning has various meanings with the aim of creating a pleasant learning atmosphere while still prioritizing the achievement of competence. Suyono (2011) said that learning is a process experienced by human beings from the time they are born to the grave. Thus the learning process can take place throughout life and is not limited to space and time, so that ideal learning is a value-planting process that is able to meet all the needs of learners from time to time. Basri (2013) said that learning is a process that is declared successful if there are changes in behavior. This makes learning has the meaning of a necessity that must be done by every human being to increase the level or competence in himself, so that an ideal learning can be said to be a real effort in making a change in human competence. Meanwhile, Abidin (2013) states that learning is a series of activities carried out by learners or students in the presence of teacher or educator motivation. This statement makes the concept of ideal learning a process created between teachers and students to plan learning activities, so that learning planning must be based on context. Therefore, ideal learning is one that is systematically arranged to shape student behavior or student competence with the teacher as the main designer in each student activity.

Harsiati (2011: 1) Learning is a system that is interrelated between components which include goals, activities, materials, media, and evaluation. Syafi'ie (2011: 2) Learning is the whole process of activities and their results carried out and experienced by the learner, namely the person who learns. Every human being is equipped with schemata or knowledge about the world which is the forerunner of the knowledge he will master. It is this schemata that needs to be stimulated in the learning process in order to become superior competence. This makes an educator as a stimulator of knowledge that will be mastered by students, not as a provider of knowledge. Abidin (2012: 3) Learning is not a teacher-dominated process, learning is a process that creatively requires students to carry out a number of activities so that students actually build their knowledge independently and develop their creativity. In independent curriculum learning, it has also been explained that the role of educators should not dominate in learning. Therefore, the era of learning with the lecture method has been abandoned or lecture learning will be modified into guided lecture learning. In the current era, there are no educators who seem to be the only source of knowledge, nor educators who restrain students to follow the concepts they master. Learners are given as much freedom as possible in learning knowledge. Even at this time, the learning era is directed towards a scientific approach by referring to discovery learning, project-based learning, and other active learning methods.

Active Learning in the Implementation of the Independent Curriculum

The term active learning is a popular term in independent curriculum learning. Even when there is a curriculum change, this term will always be used. In this book, the term active learning will be associated with cooperative learning. This is because the principle used in cooperative learning is that students are active in learning groups. Meanwhile, cooperative learning refers to the theory of constructivism which emphasizes the construction of knowledge by students acquiring knowledge independently. The teacher's role is only as a stimulus for the knowledge that students will master.

Cooperative learning will run well if educators prepare well too. Learning planning through the preparation of teaching modules by paying attention to the components therein which include material selection, media selection, method selection, selection of tools and materials, and

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selection of assessment techniques. All of these components can be supported by the existence of
teaching materials.

Analysis of SMP Cp and Tp in Indonesian Language Subjects

The independent curriculum was introduced as a replacement for the 2013 curriculum, which
was deemed inappropriate for the needs of students at this time. The government has a view that
the curriculum must be created and compiled based on the needs of students who are contextual in
nature, so that what students learn at school is something that is experienced in everyday life. Thus
the curriculum is a learning paradigm that must be compiled by educational designers in
educational units, not a competency determined by the government. The government gives
freedom to education units or educators to develop educational content that will be given to
students. Therefore, the independent curriculum is a form of curriculum that gives teachers free
expression in order to meet the learning needs of students.

Implementasi penerapan Kurikulum Merdeka pada mata pelajaran bahasa Indonesia tertuang
dalam bentuk CP (Capaian Pembelajaran) yang susun berdasarkan fase perkembangan peserta
didik. Adapun fase perkembangan yang dimaksudkan terdiri 6 fase mulai dari fase A sampai
dengan fase F. Fase A yang merupakan fase terendah dengan kategori peserta didik kelas 1 dan 2
SD, pada fase ini target ketercapaian komunikasi dan bernalar sesuai dengan tujuannya dengan
sasaran teman sebaya dan orang dewasa yang berada di lingkungan sekitas peserta didik. Fase B
umumnya untuk kelas 3 dan 4 SD memiliki ketercapaian kemahiran berbahasa yang meliputi
kemampuan berkomunikasi dan bernalar yang sesuai dengan tujuan kepada teman dan orang
dewasa tentang hal menarik yang berada di lingkungan sekitar peserta didik. Fase C umumnya
untuk kelas 5 dan 6 SD yang memiliki ketercapaian kompetensi berbahasa meliputi kemampuan
berkomunikasi dan bernalar sesuai dengan tujuan dan konteks sosial. Fase D yang umumnya
terdiri dari siswa kelas 7, 8, dan 9 SMP yang memiliki cakupan kompetensi berbahasa meliputi
mampu berkomunikasi dan bernalar sesuai dengan tujuan , konteks sosial, dan akademis. Fase E
yang umumnya untuk siswa SMA kelas 10 dengan kompetensi berbahasa yang harus dikuasai
adalah mampu berkomunikasi dan bernalar sesuai tujuan , konteks sosial, akademis, dan dunia
kerja. Fase F yang umumnya untuk siswa SMA kelas 11 dan 12 dengan kompetensi berbahasa
yang harus dikuasai adalah mampu untuk berkomunkasi dan bernalar sesuai dengan tujuan,
konteks sosial, akademis, dan dunia kerja.

The learning outcomes for Indonesian language subjects are divided into four main elements,
namely listening, reading viewing, speaking presenting, and writing elements. These four elements
are basically the 4 language competencies that must be taught and recognized in Indonesian
language learning which is still packaged in text learning. Therefore, basically the main
components of learning still have similarities with learning in the 2013 curriculum era.

Teaching Materials as an Ideal Learning Tool

Majid (2013: 173) explains that teaching materials are all forms of materials used by teachers
in carrying out teaching and learning activities. Based on this statement, what can be categorized
as teaching materials are books, LKPD, handouts, photos, modules, brochures, and others. Various

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types of teaching materials are functioned by the teacher to facilitate the achievement of learning objectives. Through complex teaching materials, it will be able to minimize the role of the teacher in a learning activity. The role of students will be more optimal, so that learning can be centered on students. Therefore, teachers can make teaching materials as an alternative in maximizing learning.

Teaching materials that make students do optimal learning activities are the idealistic learning that teachers want. This form of teaching material must be designed by taking into account the needs of students and oriented towards student activities. Thus the form of independent teaching materials in which there are materials and instructions for group work or discussion is an ideal form of teaching materials that can meet the learning needs of students. In the 2013 curriculum, the role of the teacher must be minimized, while the role of learners must be optimized, so that the function of learning tools such as teaching materials can be used by teachers to optimize student activities. Therefore, ideal teaching materials can be seen from the proportion of student activities that are more dominant than the teacher.

Learning Poetry at the Junior High School Level

Poetry learning at the junior high school level is taught in grade VIII through four KD or two pairs of KD which are integrated into two competencies, namely knowledge and skills. Mulyasa (2015: 167) states that the theme of the 2013 curriculum is a curriculum that produces Indonesian people who are: productive, creative, innovative, affective through strengthening integrated attitudes, skills, and knowledge. Based on this statement, the advantages of the 2013 curriculum are to unite character learning that is integrated in strengthening knowledge competencies balanced by skills. Thus the 2013 Curriculum is a curriculum with a complex composition compared to the previous curriculum. Meanwhile, when this is associated with learning poetry in Indonesian Language Subjects, poetry learning becomes a medium for instilling character, knowledge, and literary skills that can be implemented in everyday life.

RESEARCH METHOD

This research is a descriptive qualitative research. This research uses a qualitative approach, because this research looks at the process of applying teaching materials in a lesson. This research was conducted with a natural concept, so the researcher did not give any treatment to the object of research. Researchers try to describe the implementation of teaching materials in terms of planning, implementation, and evaluation. So this research is a qualitative research with the main data is descriptive data of quotations in teaching materials.

The researcher in this research is the main data collection tool. This is done, because if you use tools that are not human and prepare yourself in advance as is commonly used in classical research, it is very unlikely to make adjustments to the realities in the field. In addition, only humans as tools can relate to respondents or other objects and only humans are able to understand the relationship of realities in the field.

The data in this study are statements and images in the teaching materials "Madura Island Tourism Education through the Development of Teaching Materials for Writing Descriptive Poetry Texts Based on the Natural Tourism Potential of Madura Island for Junior High School Students". This data will then be analyzed using qualitative data analysis methods.

RESULT AND ANALYSIS

1.1. Teaching Materials Able to Contain Student Learning Needs

Based on data obtained through initial observations, several tourism potentials were obtained that could be used as teaching materials for writing descriptive poetry as a means of educating tourism on Mandangin Island. These potential places are Candin Beach, White Sand Beach, and Mandangin Island Pier. These three tourism objects can be used as a means or teaching material

for writing description poetry because in these three places there are beauties that can provide a stimulus for students to find diction that will be used to write poetry. Thus, the diction made by students is authentic and contextual to the lives of students.

With these authentic and contextual dictionaries, the poems created by students will provide a real picture with a touch of imagery that is truly felt and experienced by students. This will certainly make the description poems formed come alive and can educate writers and readers of poetry. Therefore, the three objects were chosen to be used as a stimulus for students to get poetic diction. The students' diction can be seen from the following photo.

These three tourism potentials are the main ingredients in the teaching materials, basically very well known by the Mandangin Island community. However, this potential is still not widely known outside the island, resulting in a lack of knowledge about the tourism potentials on Mandangin Island. Through this tourism education, it is hoped that description poems will be created which are then able to promote the beauty of Mandangin Island, so that this island will become a choice of tourist destinations when visiting Sampang Madura Regency.

No	Gambar	Nama Tempat	Diksi
1	Gambar 1	Pantai Candin	Karang, batu besar, Pohon, awan, Ombak, Pasir putih
2	Gambar 2	Dermaga Mandangin	Perahu, Air yg hijau, Ikan² kecil, Lampu², Rumah penduduk
3			

B. Ubahlah diksi yang kalian temukan menjadi baris dalam puisi

No	Gambar	Nama Tempat	Diksi	Baris puisi
1	Gambar 1	Pantai Candin	Karang	Hamparan karang memecah birunya candinku
			Ombak	tampak ombak berlarian di Pantai Candin
			Pasir	Hamparan pasir putih mengawasi Pantai candin

The picture above is the result of student work using edu-tourism teaching materials to write poetry. It can be seen from the worksheet that the diction formed by students is contextualized with students' lives. The diction is obtained through a meaning net strategy which is a form of development of hypernyms and hyponyms. Students are asked to record diction that is related to the images presented in the teaching materials, so that the learning formed is contextual learning. Thus, the poetry produced by students is the result of the representation of students' daily lives.

The diction produced by students will then be converted into stanzas of poetry which is a description of the diction made by students. The stanzas are then assembled by students to form one cohesive poem. So it can be concluded that the teaching material "Madura Island Tourism Education Through the Development of Teaching Materials for Writing Descriptive Poetry Texts Based on the Potential of Madura Island Natural Tourism in Junior High School Students" can

accommodate the needs of students in terms of enriching diction and representing in students' daily lives. Therefore, this teaching material will be able to create a contextualized learning.

Teaching Materials are Compiled Based on Objectives and Indicators of Competency Achievement

Learning objectives are the main target in a lesson. An educator will make learning objectives a target for student competency achievement. In addition, in developing indicators of competency achievement, an educator also refers to learning objectives. This is done so that in a learning planning, implementation, and evaluation process there is a common thread that shows the cultivation of competencies in line with content standards and graduate competency standards. In the teaching materials for Madura Island Tourism Education Through the Development of Teaching Materials for Writing Descriptive Poetry Texts Based on the Potential of Madura Island Natural Tourism for Junior High School Students:" There are already learning objectives that reflect the basic competencies and are used as a reference in the formulation of indicators of competency achievement. This can be observed from the following data

Based on this data, it can be seen that teaching materials are prepared based on basic competencies, so that learning indicators are also formed from basic competencies that will be given to students. This shows that the planning process for teaching materials is based on content standards and graduate competency standards. Thus, teaching materials can represent the curriculum.

Teaching Materials are Developed with Animations that are Recognized and Popular among Students

Animation is not a major part in the preparation of teaching materials, but through animation it can increase students' interest in learning. Interest in learning can create a spirit of learning that makes it easier for competencies to be internalized in student memory. Teaching materials for Madura Island Tourism Education Through the Development of Teaching Materials for Writing Descriptive Poetry Texts Based on the Potential of Madura Island Natural Tourism for Junior High School Students" are prepared using animations that are popular with students, this can be observed from the following data:

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Based on this data, it can be seen that the teaching materials are prepared using anime that is popular among students, all students must know the character and follow the movie from start to finish. The popularity of the character is expected to be able to attract student motivation. This is because when students read the teaching materials, they will see a protagonist character who is well known and even some students idolize him. This is what is then included in the teaching materials in the hope that there will be interest in learning..

CONCLUSION

Indonesian language learning is one of the most important lessons in shaping students' character. Therefore, Indonesian language learning must be planned appropriately in order to create an atmosphere of learning that is fun but still has character. Learning Indonesian with character is one of the keys to loving and preserving Indonesian language and culture.

Teaching materials make students perform learning activities optimally is the idealistic learning desired by teachers. This form of teaching material must be designed by taking into account the needs of students and oriented towards student activities. Thus the form of independent teaching materials in which there are materials and instructions for group work or discussion is an ideal form of teaching materials that can meet the learning needs of students. In the 2013 curriculum, the role of the teacher must be minimized, while the role of learners must be optimized, so that the function of learning tools such as teaching materials can be used by teachers to optimize student activities. Therefore, ideal teaching materials can be seen from the proportion of student activities that are more dominant than the teacher.

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