



The Feasibility of Gurindam Writing Teaching Materials Based on Narrative Text for Grade X Using Construct Validity

Welsi Damayanti^{1*}, Rika Widawati², Siti Hamidah³

¹²³Program Studi Pendidikan Bahasa Indonesia, Universitas Pendidikan Indonesia, Jawa Barat, Indonesia

*E-mail: welsi_damayanti@upi.edu

ABSTRACT

In 2024, an integrated teaching material for writing Gurindam based on a narrative text for grade X of high school was produced, containing 70 A4 pages. This manual teaching material contains three integrated learning units using a constructivist approach, namely integrated learning with expository text, prophetic short story text, and procedural text. This study aims to describe: 1) the feasibility of the content of the integrated teaching material for writing gurindam based on narrative text from a construct validity perspective; 2) the feasibility of the presentation of the integrated teaching material for writing gurindam based on narrative text using a construct validity perspective; 3) the feasibility of the language of the integrated teaching material for writing gurindam based on narrative text from a construct validity perspective. This research, which uses a quantitative descriptive method, took place in the even semester of the 2024/2025 academic year. Integrated teaching material data were collected using observation guidelines and checklists with a time triangulation system. The feasibility of the teaching material was determined by each of a material validator, method validator, and practitioner validator to assess each indicator using a value scale of 1-4. The results of the study: 1) the feasibility of the content of integrated teaching materials for writing gurindam based on narrative text from the perspective of construct validity is categorized as very feasible; 2) the feasibility of the presentation of integrated teaching materials for writing gurindam based on narrative text from the perspective of construct validity is categorized as very feasible; 3) the feasibility of the language of integrated teaching materials for writing gurindam based on narrative text from the perspective of construct validity is categorized as very feasible; 4) The feasibility of integrated teaching materials for writing gurindam based on narrative text from the perspective of construct validity is categorized as very feasible.

Keywords: feasibility, gurindam writing, teaching materials, narrative text, construct validity

Kelayakan Bahan Ajar Menulis Gurindam Berbasis Teks Naratif untuk Kelas X Menggunakan Validitas Konstruktif

ABSTRAK

Pada tahun 2024 dihasilkan bahan ajar terpadu menulis gurindam berbasis teks naratif untuk kelas X SMA yang berisi 70 halaman A4. Bahan ajar manual ini berisi tiga unit pembelajaran terpadu menggunakan pendekatan konstruktivisme yakni pembelajaran terpadu dengan teks eksposisi, teks cerpen profetik, dan teks prosedur. Penelitian ini bertujuan untuk mendeskripsikan: 1) kelayakan isi bahan ajar terpadu menulis gurindam berbasis teks naratif dari perspektif validitas konstruktif; 2) kelayakan penyajian bahan ajar terpadu menulis gurindam berbasis teks naratif menggunakan validitas konstruktif; 3) kelayakan bahasa bahan ajar terpadu menulis gurindam berbasis teks naratif dari perspektif validitas konstruktif. Penelitian yang menggunakan metode deskriptif kuantitatif ini berlangsung pada semester genap tahun akademis 2024/2025. Data bahan ajar terpadu dikumpulkan menggunakan pedoman observasi dan daftar cek-riccek dengan sistem triangulasi waktu. Kelayakan bahan ajar ditentukan oleh masing-masing seorang validator materi, validator metode, dan validator praktisi untuk menilai setiap indikator menggunakan skala nilai 1-4. Hasil penelitian: 1) kelayakan isi bahan ajar terpadu menulis gurindam berbasis teks naratif dari perspektif validitas konstruktif berkategori sangat layak; 2) kelayakan penyajian bahan ajar terpadu menulis gurindam berbasis teks naratif dari perspektif validitas konstruktif berkategori sangat layak; 3) kelayakan bahasa bahan ajar terpadu menulis gurindam berbasis teks naratif dari perspektif validitas konstruktif berkategori sangat layak; 4) kelayakan grafika bahan ajar terpadu menulis gurindam berbasis teks naratif dari perspektif validitas konstruktif berkategori sangat layak.

Kata Kunci: kelayakan bahan ajar, menulis gurindam, teks naratif, validitas konstruktif

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INTRODUCTION

Writing gurindam is part of the learning of ancient literature in Indonesian language subjects in grade 10 of high school. Therefore, several gurindam teaching materials are presented to complement the gurindam material contained in grade 10 Indonesian language textbooks, both published by the state and by national private companies.

One of these gurindam teaching materials is entitled "Writing Gurindam: Innovative Teaching Materials Based on Narrative Texts for Grade 1 of Senior High Schools/Vocational High Schools" (Elmustian et al., 2024). Printed on A4 paper, this book contains three learning units:

- 1) Writing Gurindam-1 Based on Expository Text
- 2) Writing Gurindam-2 Based on Prophetic Short Story Text
- 3) Writing Gurindam-3 Based on Explanatory Text

Each learning unit contains five similar sub-chapters. These sub-chapters are: Multiple Choice, Pictorial Expression, Gurindam Writing Competency Test based on Narrative Text, Gurindam Writing Teaching Point, and Gurindam Writing Test.

How appropriate is the teaching material for writing gurindam based on narrative text using a constructivist approach for 10th grade? That is the sole formulation of the research problem.

In line with the problem formulation, this article also has a single objective: to describe the appropriateness of teaching materials for writing gurindam based on narrative text using a constructivist approach for 10th grade.

This article has several benefits. First, for school principals, this article is useful because it can be used as supervision material for Indonesian language teachers teaching gurindam writing. Second, for literature learning, this article is useful because it contains a scientific study on the appropriateness of teaching materials for writing gurindam. Third, for prospective Indonesian language teacher students, this article is also helpful because it can serve as a comparative study with similar teaching materials.

Relevant articles are widely found in various online journals. First, Abdullah, S. A. et al. (2022). Analisis Kelayakan Buku Teks Bahasa Indonesia untuk Siswa Kelas VIII Sekolah Menengah Pertama. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 5(3), 707-714. Second, Hapsari, T. P. R. N., & Wulandari, A. (2020). Analisis Kelayakan Buku Ajar Milenial Berbasis Augmented Reality (AR) sebagai Media Pembelajaran Teks Prosedur di Magelang. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 3(4), 351-364. Third, Mawaddah, R. et al. (2022). Kelayakan LKS Pembelajaran IPA Berbasis Stem untuk Meningkatkan Keterampilan Kolaborasi Siswa SD/MI. *Jurnal Cakrawala Pendas*, 8(1), 1-14.

Teaching materials are considered standard if they meet four criteria. These criteria are content, presentation, language, and graphical appropriateness (Muslich, 2012).

First, content appropriateness has several indicators. These indicators are: objectivity, relevance to learning indicators, material adequacy, material depth, attractiveness, interrelationships between learning units, accurate practice questions, and student-orientedness (Muslich, 2012).

Second, presentation appropriateness has seven indicators. These indicators are: systematic, instructions for use, table of contents, the presence of figures and/or tables, a foreword, a list of tables, and a place to complete assignments (Muslich, 2012).

Third, language appropriateness has several indicators. These indicators are: readability, coherent paragraphs, and aesthetics (Muslich, 2012).

Fourth, graphical appropriateness has several indicators. The indicators in question are: paper size and quality, layout, font type and size, column system, page marking, coloring, cover design aesthetics, and binding quality (Muslich, 2012; Elmustian et al., 2024).

METHOD

This research used a quantitative descriptive method. Therefore, the feasibility data for the teaching materials are described based on the as-



assessment results of the review team. Cresswell (2008) and Hatch & Farhady (1982) describe quantitative descriptive methods as commonly used in research on the feasibility of teaching materials and/or learning media.

This research took place in the even semester of the 2024/2025 academic year. At the beginning of the research, data collection tools and reproduction of the teaching materials for writing pantun were developed for various feasibility analyses. This included the development of a teaching materials feasibility questionnaire to be sent to the reviewers. This activity involved collecting data on the teaching materials for writing gurindam, which were then assessed by the reviewers using a progressive questionnaire system. At the end of the research, the feasibility data were analyzed, and a research report was written based on an online journal article.

The feasibility data for writing gurindam was collected using a questionnaire. The steps for developing the questionnaire were as follows:

- 1) Determine the type of questionnaire, namely a closed-ended questionnaire.
- 2) Determine the nature of the questionnaire, namely progressive, meaning the assessment team provides suggestions for improvement if the assessment results are 2 or 1.
- 3) Determine the questionnaire's rating scale, namely a four-point scale, a simplification of the Likert scale (Azwar, 2016; Budiaji, 2013): very poor, poor, good, and very good.
- 4) Determine the appropriateness of the teaching materials, namely content appropriateness, presentation appropriateness, language appropriateness, and graphic appropriateness
- 5) Determine the questionnaire outline as the basis for writing the questionnaire items.

The appropriateness of the content of the gurindam writing teaching materials uses eight indicators. The indicators referred to (Muslich, 2000; Elmustian et al., 2018):

- 1) objectivity
- 2) relevance to indicators

- 3) adequacy of the subject
- 4) scope of subject
- 5) attractiveness
- 6) interrelationship between units
- 7) accuracy of practice questions
- 8) student orientation

The appropriateness of the presentation of gurindam writing teaching materials uses seven indicators. The indicators referred to (Elmustian et al., 2018):

- 1) systematics
- 2) instructions for use
- 3) learning objectives
- 4) figures and tables
- 5) foreword
- 6) table of contents
- 7) copying assignment

The appropriateness of the language of gurindam writing teaching materials uses three indicators. The indicators referred to (Elmustian et al., 2018):

- 1) readability
- 2) paragraph ethics
- 3) aesthetics of language

The appropriateness of the graphics of gurindam writing teaching materials uses eight indicators. The indicators in question (Elmustian et al., 2018):

- 1) paper size and quality
- 2) layout
- 3) font and letter size
- 4) column system
- 5) page numbering
- 6) coloring pages
- 7) cover design aesthetics
- 8) binding quality

The review team consisted of three people: one from a teaching materials expert, one from a content expert, and one from a practitioner, namely an Indonesian language teacher at a high school.

The suitability of teaching materials is determined by each material validator, method validator, and practitioner validator to assess each indicator using a value scale of 1-4. Determination of the level of suitability is based on the mode value.

RESULTS

1. Content Feasibility

The value of the weighing team's assessment mode of the appropriateness of the content of narrative text-based gurindam writing teaching materials for class X SMA is worth 4. This value is included in the very appropriate category. Of the three weighers, two weighers gave a score of 4 while one weigher gave a score of 3. Therefore, the scoring mode is 4 (very decent). The details are contained in the following table.

Table 1
 Summary of the Results of the Validator Team's Assessment of the Feasibility of the Content of Narrative Text-Based Gurindam Writing Teaching Materials

No.	Content Feasibility Indicators	Value per Judge for Scale 1-4			Mode
		Judge-1	Judge-2	Judge-3	
1	Objectivity	3	4	4	4
2	Relevance to Indicators	3	4	4	4
3	Adequacy of Subject	3	4	4	4
4	Depth of Subject	3	4	4	4
5	Attractiveness	3	4	4	4
6	Interrelationship between Units	3	4	4	4
7	Accuracy of Practice Questions	3	4	4	4
8	Student Orientation	3	4	4	4
	Mode and Interpretation	3	4	4	4

2. Presenting Feasibility

The value of the weighing team's assessment mode of the appropriateness of presenting teaching materials for writing gurindam based on narrative text for class X SMA is worth 4. This value is included in the very appropriate category. Of the three weighers, two weighers gave a score of 4 while one weigher gave a score of 3. Therefore, the scoring mode is 4 (very decent). Below is a table summarizing the assessment of the appropriateness of the content of teaching materials.

Table 2
 Summary of the Results of the Validator Team's Assessment of the Feasibility of Presenting Narrative Text-Based Gurindam Writing Teaching Materials

No.	Presentation Feasibility Indicators	Value per Judge for Scale 1-4			Mode
		Judge-1	Judge-2	Judge-3	
1	Systematics	3	4	4	4
2	Instructions for Use	3	4	4	4
3	Learning Objectives	3	4	4	4
4	Figures and Tables	3	4	4	4
5	Foreword	3	4	4	4
6	Table of Contents	3	4	4	4
7	Copying Assignment	3	4	4	4
	Mode and Interpretation	3	4	4	4



3. Language Feasibility

The value of the weighing team's assessment mode of the appropriateness of presenting teaching materials for writing gurindam based on narrative text for class X SMA is worth 4. This value is included in the very appropriate category. Of the three weighers, two weighers gave a score of 4 while one weigher gave a score of 3. Therefore, the scoring mode is 4 (very decent). Below is a table summarizing the assessment of the appropriateness of the content of teaching materials.

Table 2

Summary of the Results of the Validator Team's Assessment of the Feasibility of Presenting Narrative Text-Based Gurindam Writing Teaching Materials

No.	Language Feasibility Indicators	Value per Judge for Scale 1-4			Mode
		Judge-1	Judge-2	Judge-3	
1	Readability	4	4	4	4
2	Paragraph Ethics	4	4	4	4
3	Aesthetics of Language	4	4	4	4
	Mode and Interpretation	4	4	4	4

4. Graphic Feasibility

The assessment team's rating mode for the graphic feasibility of narrative text-based gurindam writing teaching materials for 10th grade high school students received a score of 4. This score falls into the very adequate category. Of the eight graphic feasibility indicators, six scored 4, and two scored 3: coloring pages and binding quality. The table below summarizes the assessment of the content feasibility of the teaching materials.

Table 4

Summary of the Validation Team's Assessment Results for the Graphic Feasibility of Narrative Text-Based Gurindam Writing Teaching Materials

No.	Graphics Feasibility Indicators	Value per Judge for Scale 1-4			Mode
		Judge-1	Judge-2	Judge-3	
1	Paper Size and Quality	3	4	4	4
2	Lay-out	3	4	4	4
3	Font and Letter Size	3	4	4	4
4	Column System	3	4	4	4
5	Page Numbering	4	4	4	4
6	Colouring Pages	3	3	3	3
7	Cover Design Aesthetics	3	4	4	4
8	Binding Quality	3	3	4	3
	Mode and Interpretation	3	4	4	4

DISCUSSION

Objectivity in the appropriateness of teaching materials is a vital aspect. This aspect is the science of writing scientifically valid gurindam.

If this aspect is not met, the presence of teaching materials is an opportunity to deceive students about Gurindam. Sutriyati el also describes a simi-

lar perspective at. (2019) and Zahro & Aprilia (2024).

The systematic aspect of presentation appropriateness is also vital. Unsystematic teaching materials make it difficult for both teachers and students to use them. Khulsum et al. (2018), Wisudawati & Sulistyowati (2014), Aspfors & Fransson (2015), and Hidayat (2018) describe teaching materials presented systematically as easier for teachers and students to use.

The readability aspect is part of language suitability. This aspect is also essential. Readability is the ease with which students can understand the subject matter contained in the teaching materials. Razak (2018), Crossley et al. (2011), Gupta (2014), and Gyasi & Slippe (2019) state that objective teaching materials from a content-appropriate perspective and systematic teaching materials from a presentation-appropriate perspective will be useless if they are difficult for students to read.

The readability aspect relates to paragraph ethics. A paragraph that adheres to the principle of one main sentence explained by several supporting sentences is a paragraph that meets the objective requirements, as stated by Durga & Rao (2018), Fitria (2021), and Çavdar & Doe (2012).

The suitability of graphics also determines the quality of teaching materials and is therefore part of the feasibility analysis. Graphical suitability includes things like font size and shape, coloring, and cover quality. This is in line with statements in scientific articles in online journals, including (Marta et al., 2020; Ranem, 2018; Elmustian et al., 2024).

CONCLUSION

First, the feasibility of the content of the integrated teaching material for writing Gurindam based on narrative text for class X SMA in terms of construct validity is categorized as very feasible. Second, the feasibility of presenting the integrated teaching material for writing Gurindam based on narrative text for class X SMA in terms

of construct validity is very feasible. Third, the feasibility of the language of the integrated teaching material for writing Gurindam based on narrative text for class X SMA in terms of construct validity is categorized as very feasible. The sentences above are the conclusion of the research.

Based on the conclusions above, the narrative text-based gurindam writing teaching materials for class X SMA are highly suitable for use. This is because they cover all aspects.

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