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Presentation Of Indonesian Language Teaching Materials

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ABSTRACT

Learning materials need to be selected and presented appropriately so that learning objectives are achieved optimally. There are several criteria that need to be considered in selecting and presenting teaching materials. Some of these criteria are the principles of selecting teaching materials, the stages of selecting teaching materials, and the criteria for presenting teaching materials. The principles of selecting teaching materials include the principle of relevance, the principle of adequacy, and the principle of consistency. The stages of selecting teaching materials include determining the behavioral aspects contained in competency standards and basic competencies, as well as determining or selecting the types of teaching materials that are in accordance with the behavioral aspects contained in competency standards and basic competencies. Meanwhile, the criteria for presenting teaching materials include the inclusion of learning objectives, the stages of learning (sequencing of teaching materials), attracting the interest and attention of students, involving the activeness of students, the relationship between teaching materials, questions, and norms for presenting teaching materials. With regard to the selection and presentation of teaching materials for Indonesian Language and Literature subjects, apart from the need to consider the criteria above, other criteria must also be considered, namely: scientific criteria for Indonesian language and literature, criteria for education and teacher training, and criteria for readability of teaching materials.

Keywords: Guidelines, selection, presentation, teaching materials, Indonesian language and literature

INTRODUCTION

Competency-based teaching and learning processes must be based on the main ideas that the goals to be achieved by students through learning need to be clearly formulated. The formulation of these objectives is outlined in the form of competency standards that must be achieved by students. Competency standards include content standards and achievement standards. Content standards concern the type, scope, and depth of teaching materials that students must master, while achievement standards concern the level of mastery of teaching materials that students must achieve. This level of achievement will determine the minimum requirements for what percentage of students must master learning materials. Therefore, the problem of teaching materials has a very important role in helping students achieve learning goals.

Teaching materials must be chosen appropriately so that students can optimally achieve competency standards and basic competencies. Issues related to the determination or selection of teaching materials, such as: type, scope, treatment, sequence, and sources of teaching materials, must be considered. The type of teaching material must be chosen appropriately because each type of teaching material requires different strategies, media and methods of assessment. The scope and depth of teaching materials must be considered so that there is no more and no less. The sequence of teaching materials must be systematic so that the learning process runs smoothly.

For more details below, the author will describe several criteria that must be considered in selecting and presenting teaching materials for Indonesian Language and Literature subjects.

FINDINGS AND DISCUSSION

1. Principles of Selection of Teaching Materials

There are several principles that must be considered or considered in

choosing teaching materials. These principles include: the principles of relevance, consistency, and adequacy (Aunurrahman, 2009).

The principle of relevance is the principle of relatedness. Learning materials must be relevant or related to competency standards and basic competencies. For example: if the competency that must be mastered by students is in the form of memorizing facts, then the teaching material being taught must be in the form of memorizing facts.

The principle of consistency is the principle of constancy. If there are four kinds of basic competencies that must be mastered by students, then there are also four kinds of teaching materials that must be taught. For example, if the basic competence that must be mastered by students is the skill of writing four kinds of essays, then the material being taught must also cover the skills of writing four kinds of essays.

The third principle is the principle of adequacy, meaning that the material taught must be sufficient or sufficient to help students achieve learning goals (mastering competency standards and basic competencies). learning objectives. Meanwhile, if too much will only result in inefficiency of time and energy.

2. Stages of Selection of Teaching Materials

The selection of teaching materials must consider or pay attention to the criteria for selecting teaching materials. This is because the teaching materials chosen to be taught by the teacher on the one hand and must be learned by students on the other hand must be teaching materials that really encourage the achievement of learning objectives, namely competency standards and basic competencies. Therefore, the selection of teaching materials must refer to these two objectives. The criteria for selecting teaching materials include determining the behavioral aspects contained in competency standards and basic competencies, as well as determining or selecting the types of teaching materials according to the behavioral aspects contained in

competency standards and basic competencies (Depdiknas, 2006). For more details below, we will describe the stages of selecting teaching materials.

3. Determination of Behavioral Aspects contained in Competency Standards and Basic Competency.

The selection of teaching materials must be preceded by determining the behavioral aspects contained in competency standards and basic competencies. These aspects of behavior need to be determined because each aspect of the behavior contained in the two goals requires a different type of teaching material. This will support the achievement of learning objectives effectively and efficiently.

The behavioral aspects contained in competency standards and basic competencies can be in the form of cognitive, psychomotor, or affective aspects. Cognitive aspects of learning materials include four types, namely: facts, principles, concepts, and procedures (Reigeluth, 1987).

4. Determination or Selection of Teaching Materials According to the Behavioral Aspects contained in the Competency Standards and Basic Competences

Moving on from the behavioral aspects contained in the competency standards and basic competencies that have been determined, then the determination or selection of teaching materials is carried out according to the behavioral aspects contained in the two learning objectives. Learning materials that will be taught to students need to be classified, whether they include cognitive aspects, psychomotor aspects, or affective aspects. If it includes cognitive aspects, whether in the form of facts, concepts, principles or procedures. Thus an educator gets convenience in his teaching.

To clarify the description above, below the author will describe the types of teaching materials along with examples.

- a. Learning materials for types of facts can include names of objects, names of

people, names of places, symbols and so on.

- b. Learning material for the type of concept can include essence, definition, content summary, and so on.
- c. Principle type learning materials include formulas, paradigms, propositions and so on.
- d. Procedure type learning materials can include systematic activity steps, such as the steps to write a good exposition essay, the steps to write short stories, and so on.
- e. Learning materials for motoric aspects include the types of skills that must be mastered by students, such as: speech skills, writing skills, poetry reading skills, and so on.
- f. Learning materials for affective aspects can include giving assessments, awards, giving responses, and so on

5. Presentation of Teaching Materials

Presentation of teaching materials is a way of packaging or presenting teaching materials that will be taught or conveyed to students. The criteria that must be considered in presenting teaching materials are: inclusion of learning objectives, sequencing of teaching materials (learning stages), attracting students' interest and attention, involving students' activeness, relationships between teaching materials, norms, and tests or questions (Ministry of National Education, 2005).

For more details, below will be presented a description of the criteria for presenting the teaching materials above.

- a. Inclusion of learning objectives means that teaching materials must be linked or must rely on learning objectives.
- b. The stages of learning or sequencing of teaching materials mean that teaching materials must be arranged according to the stages of complexity or level of difficulty. For example, from easy teaching materials to difficult teaching materials, from simple to complex, from the real to the abstract, and so on.
- c. Attracting students' interest and attention means that the presentation of teaching materials must be able to stimulate or arouse students' emotions,

contain the latest (up-to-date) information, involve students' experiences, and contain a funny impression (Sanjaya, 2013). Thus teaching materials are expected to attract the interests and interests of students. One example is teaching materials that discuss something related to livelihoods or the interests of the community in the student's environment.

- d. Involving the activeness of students means that the presentation of teaching materials must be able to explore the creative potential of students. This will happen if the activity of students in learning is very high. Therefore the presentation of teaching materials must lead to a learner-centered learning process. The position of educators is only as a motivator and facilitator.
 - e. The relationship between teaching materials means that teaching materials whose studies are related must be linked to one another, so that they reinforce each other. For example teaching materials about narrative essays, expository essays, argumentative essays, and descriptive essays. The four teaching materials need to be connected or linked because they are expected to complement each other.
 - f. Norm means that the selection and presentation of teaching materials must comply with agreed norms or rules and become a measure of good or bad judgment. For example, the problem of writing a bibliography, writing the identity of the author, the content of teaching materials, the use of language, and so on.
 - g. Tests or questions mean a form of test that contains indicators that must be mastered by students. These indicators will be used as one of the considerations in the selection and presentation of teaching materials.
6. Guidelines for the Selection and Presentation of Teaching Materials for Indonesian Language and Literature Subjects.

With regard to the selection and presentation of teaching materials for Indonesian Language and Literature subjects, in addition to having to pay attention to the criteria for selecting and presenting teaching materials that have been stated above, several criteria must also be considered, namely: criteria for scientific knowledge of Indonesian language and literature, criteria for education and teacher training, as well as criteria for the readability of teaching materials (Ministry of National Education, 2005).

7. Scientific Criteria of Indonesian Language and Literature.

The selection and presentation of teaching materials for Indonesian Language and Literature subjects must meet the scientific criteria of Indonesian language and literature. This is because all teaching materials for Indonesian Language and Literature subjects must be sourced from the disciplines of Indonesian language and literature, meaning that all interpretations of teaching materials in the curriculum must be based on this scientific structure. This is in line with the opinion below.

The selection and presentation of teaching materials must pay attention to the following criteria.

- a. Selection of teaching materials must be in accordance with the curriculum;
- b. Teaching materials must be in accordance with educational goals;
- c. The correctness of teaching materials can be accounted for based on Indonesian linguistics and literature;
- d. Teaching materials must be relevant to development of science and technology;

Learning Indonesian language and literature must lead to the creation of language activities, namely activities using language. Therefore various elements of language, such as vocabulary, word forms and meanings, sentence forms and meanings, spelling and others are not taught separately or individually, but are taught in language activities, namely listening activities, reading activities, speaking activities, and writing activities.

The four language activities above are used for communication activities, namely the activities of a person in dealing with others. Therefore, language must be used as a means of exchanging ideas, expressing feelings, opinions, imagination, and so on, so as to create two-way communication.

CONCLUSIONS

Based on the description above, the writer can conclude that the selection and presentation of teaching materials for Indonesian Language and Literature subjects must meet two criteria, namely: general criteria (criteria that apply to all subjects) and special criteria (criteria that only apply to language subjects) and Indonesian Literature). General criteria include the principles of selecting teaching materials, the stages of selecting teaching materials, and the criteria for presenting teaching materials.

The principles of selecting teaching materials include the principle of relevance, the principle of consistency, and the principle of adequacy. While the stages of selecting teaching materials include determining the behavioral aspects contained in competency standards and basic competencies and determining or selecting teaching materials according to the behavioral aspects contained in competency standards and basic competencies. The criteria for presenting teaching materials include determining learning objectives, sequencing teaching materials (learning stages), attracting students' interest and attention, involving students' activeness, relationships between teaching materials, questions, and norms for presenting teaching materials.

Specific criteria for the selection and presentation of teaching materials for Indonesian Language and Literature relate to the conceptual basis for selecting and presenting Indonesian language teaching materials which include scientific criteria for Indonesian language and literature, criteria for education and teacher training, and criteria for readability of teaching materials.

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