Teaching Materials Development Using Culturally Responsive Teaching on Senior High School Student Majoring in Language

Hilmiati, Heri Suwignyo, Djoko Saryono, Roekhan

Universitas Negeri Malang, Indonesia

Abstract

This research focuses on the development of teaching materials of Sasak literature using Culturally Responsive Teaching (CRT) strategy on Senior High School students majoring in language. This research applies Research and Development (R&D) with the ADDIE model. It consists of 5 stages, i.e., analysis, design, development, implementation, and evaluation. The instrument of data collection in this research was a questionnaire. The validation result, by the expert in teaching materials development, obtained a mean score of 4.64, which is in the excellent category. The validation result by the expert, in teaching materials design, obtained a mean score of 3.35, which is in the good category. The validation result by the expert, in instructional media, obtained a mean score of 3.84, which is in good categories. The results of practitioners' assessment of the Indonesian language and literature study obtained a mean score of 4.48, which is in the excellent category. The results of individual assessments (by one student) obtained a mean score of 4.14, which is in a very good category. The results of the small group assessment (by ten students) obtained a mean score of 3.97, which is in the good category. The results of the field assessments by thirty-three participants obtained a mean score of 3.78, which is in the good category.

Keywords: *Teaching Materials of Sasak Culture, Culturally Responsive Teaching, Senior High School Student, Majoring in Language*

Introduction

The purpose of Indonesian national education according to the Act of the Republic of Indonesia in 2003 concerning National Education System Chapter 1, Article 1 states that community-based education is the implementation of education based on the religious, social, cultural, aspirational, and potential of the community as an education society (Government of Republic of Indonesia 2003). Furthermore, explained in Chapter 3 Article 4 Paragraph 1 concerning the Principles for the Implementation of Education, it is stated that education is held in a democratic and just manner and is not discriminatory by upholding human rights, religious values, cultural values, and national plurality. The Act was the basis of sustaining cultural values in Indonesia. Integrating education and culture in the learning process will create meaningful learning. Culture-based learning is a strategy of creating a learning environment and designing learning experiences that integrate culture as part of the learning process (Ayas and Zeniuk 2001; Boykin et al. 2005; Mahler 1997; Wong 2004). Culture-based learning is based on the recognition of culture as a fundamental part of education as an expression and communication of ideas and development of knowledge, especially in Indonesian subjects.

Indonesian language lessons can also be integrated into local culture. Especially for the province of West Nusa Tenggara, one culture that can be integrated into learning Indonesian is the Sasak Culture. Sasak is a tribe that inhabits the island of Lombok, West Nusa Tenggara Province. According to 2017 Central Bureau of Statistics data, the Sasak tribe is the largest tribe inhabiting the West Nusa Tenggara Province on the island of Lombok. As one of the largest ethnic groups on the island of Lombok, the Sasak have an important role in forming noble values. Traditional c

This research focuses on developing teaching materials of Sasak culture using Culturally Responsive Teaching (CRT) approach. The development of teaching materials of Sasak culture literature of high school students in class XI in the 2013 curriculum improvement is directed at some basic competences (Hilmiati et al. 2019). Firstly, analyzing values (cultural, social, moral, religious, and educational) in two or more short stories. Secondly, presenting the results of a comparative analysis of values (cultural, social, moral, religious, and educational) in two or more short stories orally and in writing. Thirdly, analyzing values (cultural, social, moral, religious, and education) in novels. Fourthly, expressing values (cultural, social, moral, religious, and educational) in the novel verbally and in writing.

Literature Review

Teaching Materials

Teaching materials are all forms of material used to help teachers or instructors in carrying out teaching and learning activities (Ministry of National Education 2008). Based on these definitions, it can be concluded that teaching material is a component of learning used by teachers as learning material for students and helps teachers in carrying out teaching and learning activities in the classroom. The development of teaching material must be based on the analysis of student needs. There are several reasons why it is necessary to develop teaching materials as mentioned by Direktorat Pembinaan Sekolah Menengah Atas/Development Directorate of Senior High School 2008 as follows:

1) Availability of materials according to curriculum demands; learning materials must be developed by the curriculum.

2) Target characteristics, meaning the developed teaching materials can be adapted to the characteristics of students as targets, these characteristics include social, cultural, geographical and developmental environments students

3) The development of teaching materials must be able to answer or solve problems or difficulties in learning.

Thus, the development of teaching materials in schools needs to pay attention to the characteristics and needs of students according to the curriculum, which requires more participation and activeness of students in learning. Teaching materials arranged to provide teaching materials by the demands of the curriculum by considering the needs of students. Teaching materials are by the characteristics and settings or social environment of students. Teaching materials are alternatives in addition to textbooks which facilitate teachers in carrying out learning. Based on the objectives of developing teaching materials above, the development of teaching materials is based on learning activities (detikNews 2014). Learning activities begin the activities of reading and reviewing the introductory section, conducting activities, discussing the results of activities, verifying the results of discussions with information on concepts in teaching materials. The material description is useful to deepen the understanding of concepts and conclude by examining the understanding of concepts individually or in groups.

Development of teaching materials needs to pay attention to certain principles. These principles include relevance, consistency, and sufficiency (Ministry of National Education 2004). The principle of relevance means that the learning material should be relevant to the achievement of standards of competence and basic competencies. If the expected ability is to memorize facts, the material presented is fact. If basic skills require the ability to do something, the subject matter is the procedure or how to do something. Feasibility assessment of teaching materials consists of several components including eligibility of contents, servings, language, and

graphic (Ministry of National Education 2008). The four instruments are contained in the assessment instruments stipulated by the Ministry of Education and Culture based on recommendations on the assessment of the feasibility of the National Standards Agency. According to Muslich (2010), content wealth has three indicators that must be considered, namely the suitability of the material with the standards of competence and basic competencies, the accuracy of the material, and supporting learning materials. Feasibility of presentation includes presentation techniques, learning presentation, and presentation.

The Scope of Literature Teaching in Senior High School

2013 curriculum has its distinctiveness compared to the previous curriculum, which emphasizes text-based learning (Ministry of Education and Culture Affairs of the Republic of Indonesia 2016). The text has two main elements, namely the format of the language and the context of the situation. The context of this situation encompasses the social context and cultural context of the speech community that is the text produced. The text-based curriculum can be used as an opportunity, especially teachers in developing and compiling quality and varied literary teaching materials, but still maintaining the basic aspects of the 2013 curriculum. With text-based learning will always focus on texts. Students are required to actively observe, ask, reason, try, and communicate things related to the material to be studied. These texts become opportunities that can be used by educators, especially teachers, to develop literary teaching materials that are of high quality and able to instill cultural values

The Nature of Sasak Culture

Traditional wisdom, the wisdom of Sasak ethnic culture as well as other ethnic groups in Indonesia, has a value system that builds the personality of its people so that it makes its

characteristics as a form of identity or the Sasak ethnic identity as a whole. This value system is different from each layer as revealed by Djuwita (2011) as follows.

The First Layer

This is the innermost core layer, functions as a source of motivation from within (self-motivation) which create values for the second and third layers. In Sasak ethnicity, the deepest stratum is "Tindih" which is a symbol of abstract value, as a dot which gives birth to philosophical and quantitative values, almost the same as the concept of conscience or human beings from philosophical, religious symbols of Islamic teachings. Here there is a motivation for propriety, obedience, disability, schooling, acquisition, namely feeling of being an always worthy, obedient, pacified, pious in knitting and maintaining the social relationship.

Second layer

This second layer is a buffer value that functions as a defense and moral responsibility, namely "maliq" and "merang maliq" (Java: Pamali) is a value system that regulates things that are permissible and not permissible, prohibited and permitted to do to maintain the quality and integrity of one's personality. Maliq for someone to lekaq (lie), ngerimongin kemaliq (polluting the holy places), malihin adat (denying adat), hinaq dengan (insulting people), merilaq dengan (humiliating people), traits that are unperturbed and indecent "Merang" are the value system used to motivate social solidarity, improve the appearance and performance and improve the self-quality in the context of efforts to self-defense, foster identity and or efforts to self-defense, foster identity as Sasak people.

Third layer

If in the first layer, the values are still abstract, then in this third layer, the values are applied in an applicative and accumulative manner such as values of patut, patuh, pacu, geger, genem, gerasaq (true, obedient, diligent, passionate, creative, and friendly). Tatas tuhu, trasna (capable, earnest, affection). Titi, teteh, tatas (take note, participative, smart). The wisdom of Sasak culture accumulates in traditional values, namely: solah, soleh, rapah, rema (kind, piety, peace, equality, togetherness). These core values constitute the intention of the system of behavior of the community individually and in groups to create a society that is filled with kindness, peace, intimacy, togetherness, and deep mutual understanding. In solving community problems there is a gundem or sangkep adat (meeting or customary consensus) process by holding fast to traditional expressions reflected in "sesenggaq aiq meneng, tunjung tilah, empaq bau " means that water remains clear, lotus flowers remain intact, fish are caught. The meaning is that solving problems together should be resolved in a way that is wise, careful, patient, understanding, and wise, not justified by rude, reckless, without careful calculation.

The Nature of Cultural Responsive Teaching

According to Aceves and Orosco (2014), the responsive components of local culture are based on the background of students' cultural abilities including collaborative teaching, responsive feedback, modeling, and basic instructions. Collaborative teaching is a method of learning (instruction differentiation, peer teaching, reciprocal teaching) that involves intellectual effort (individual responsibility, tolerance, sharing, positive interdependence, interpersonal skills) between students and teachers. Collaborative teaching methods involve students and teachers to share experiences and to learn together so that student involvement and motivation increases (Aceves and Orosco 2014; Weinstein, Curran, and Tomlinson-Clarke 2003). In learning, the

teacher provides a general introduction to the lesson and distributes learning tasks based on the students' academic abilities. Modelling is seen as an important component of effective teaching (Ladson-Billings 1995; Bergeron 2008). This modelling is done by the teacher to provide instructions and examples as a learning model. The teacher provides examples based on the culture, language, and life experience of students both in the use of strategies, the content of learning, critical thinking, and interest in the diversity of cultures and languages. The basic instructions were carried out by the teacher in controlling tasks. This is done by the teacher to find out the difficulties and level of understanding of students associated with the students' cultural and linguistic background (Villegas and Lucas 2007). These skills are carried out by using various types of questions, providing pauses and talking, expanding and acknowledging student responses, and using material supporting instructions (visuals, story maps).

Research Method

Research Design

The design of this research is Research and Development (R & D) adapted the ADDIE model which consists of five stages, namely analysis, design, development, implementation, and evaluation (Shinall 2011; Kurt 2019; Ximo 2012). Selecting Research and Development (R&D) model determines the effective and efficient product. The accuracy of selecting a development model will produce the right product. One characteristic of the accuracy of product development results is that the proper and benefits to its users. Product results are expected to increase the motivation and desire of participants to gain more in-depth knowledge of the material presented.

Procedure
Analysis

The analysis phase is done by identifying and developing a clear understanding of the needs of students regarding teaching materials. This is called the needs analysis stage. There are two stages in this analysis, i.e., curriculum and learning resources analysis. The curricular analysis was conducted to find out and clarify the syllabus developed by a group of subjects in one of the Senior High School students majoring in Language. After analyzing and needing a solution in the form of improving the syllabus, then the researchers revised the existing syllabus. The learning source analysis aims to determine the need for teaching materials of Sasak culture that fits the characteristics of the students. The purpose of this research conducting the needs analysis is to identify teaching materials in the existing specialization class. This stage also aims to identify weaknesses of teaching materials in the existing specialization classes, c) determine the content. This phase aims to identify problems faced by students in understanding the value in the literature (short stories and novels) of Sasak culture.

Designing

Activities at this stage are designing the framework of teaching materials. The framework includes teaching materials, Sasak culture, and culturally responsive teaching. This stage also includes the evaluation to identify the various references to use in the preparation of teaching materials.

Development

This stage includes the activities of making, developing, and modifying teaching materials with efforts to achieve the learning objectives that have been formulated. Teaching materials developed consisted of books of Indonesian Language and Literature for students majoring in Language. Evaluation of the development stage involves an expert in the field of content and

culture material, an expert in learning design, an expert in learning media. At the end of this stage, the researchers obtained the formative evaluation results from the validation in the form of revisions by the experts on teaching materials, learning design, and learning media.

Implementation

This stage is an assessment phase conducted after obtaining the validation or declared very good as teaching materials. The individual assessments were conducted to 3 (three) students. The results of the individual assessments were used to evaluate teaching materials in terms of readability. Then a small group assessment was conducted to 10 (ten) students using a questionnaire as data collection to evaluate the instructions on using instructional materials. Furthermore, a large group assessment or field test was conducted to 33 (thirty-three) students in the class of language major.

Evaluation

Evaluation is a process to find out whether teaching materials being developed are successful by initial expectations. This stage includes evaluating the implementation of teaching materials in the form of student books and Indonesian literature to Senior High School Students, Class XI majoring in language. This phase was done by clarifying the data obtained from the validation sheet and questionnaire in the form of responses and suggestions from experts on teaching materials, learning design, learning media, individual test, small group test, large group test, and or field test.

Product Assessment

Product testing is intended to collect the data obtained used as a basis for determining the level of efficiency and or the desired product power.

Assessment Design

The assessment was conducted to find out the feasibility level of culturally responsive teaching materials of Sasak culture. The activity of analyzing the feasibility of teaching materials is carried out through several stages, namely material expert validation, validation of learning design experts, learning media validation, practitioner assessment, individual assessments, small group assessments, and field assessments.

Assessment Subject

The subject of expert assessments is carried out by experts by their respective fields. This is done to find out the validity criteria of the product developed and become a reference in conducting the next revision.

Material Expert Test

The assessment used in this study is a form of formative evaluation in the form of product validation development research on literary teaching materials, material experts. Material expert validation aims to obtain data in the form of assessments, criticisms, and suggestions on the contents of culturally responsive teaching materials developed from Sasak Culture.

Assessment Media expert

The assessment media used in this research activity is a formative evaluation involving an instructional media expert. Learning media experts are lecturers who are experts in their fields based on expertise background by the educational background, and experience as product validators on Research and Development (R&D). Validation of media experts aims to obtain data in the form of assessments, criticisms, and suggestions for culturally responsive teaching materials to develop.

Learning Design Test

The assessment used in this test is a formative evaluation involving a learning design expert. The learning design expert was determined based on expertise background, educational background and experience as product validators on Research and Development (R&D). Validation of design experts aims to obtain data in the form of assessments, criticisms, and suggestions for culturally responsive teaching materials to develop.

Individual Assessment

Individual assessments were carried out after obtaining input from the assessment material content expert, media expert, and learning design expert. The research subjects tried at this stage were 3 (three) students majoring in Social Science of class X1 from one of the senior high school in Mataram city, West Nusa Tenggara, Indonesia. The reason for choosing and determining students from the Social Science class because the material about the values in the short story is found in basic competencies (KD) to identify the values of life in the collection of short stories to read. To find out the quality of literary teaching materials, the three students were chosen with different characteristics based on their learning achievements. This assessment is

intended to identify and reduce the real errors contained in teaching materials such as typing errors and punctuation errors.

Small Group Assessment

Small group assessments were carried out, based on the input from the expert, after conducting the individual assessments. The research subjects tried in this assessment were 10 (ten) students of class XI from one of the Senior High School in Mataram city, West Nusa Tenggara, Indonesia who had followed subjects about values (cultural, social, moral, religious and educational) in short stories and novels. The reason for choosing 10 (tent) students is so that the data obtained is homogeneous. Student learning achievement was obtained from the previous semester's learning outcomes and minimum completeness criteria. The products tested in this small group included culturally responsive teaching materials of Sasak Culture. This assessment is intended to identify and reduce the real errors contained in teaching materials such as typing errors and punctuation errors that are passed by individual assessments.

Large Group Assessment

Large group assessments were conducted based on input from small group assessments. The research subjects of the assessment in a large group were 33 (thirty-three) students in class XI majoring in the language of one of the senior high schools in Mataram City, West Nusa Tenggara, Indonesia. The reason and selection of the major language class because the material developed in Senior High School is by the basic competencies in class XI. Firstly, analyzes values (cultural, social, moral, religious, and educational) in two or more short stories. Secondly, it

presents the results of a comparative analysis of values (cultural, social, moral, religious, and educational) in two or more short stories verbally and in writing. Thirdly, analyzes values (cultural, social, moral, religious, and educational) in the novel. Fourthly, presents the results of a comparative analysis of values (cultural, social, moral, religious, and educational) in two or more short stories orally and in writing. These basic competencies are relevant to those taught in class XI. The products tested in this large group included culturally responsive teaching materials of *Sasak* Culture. This assessment identified and reduced the real errors found in teaching materials such as typing errors and the punctuation errors missed by small group assessments. In the assessment of this large group also to find out the efficiency and/time appeal of the desired product.

Data Analysis Techniques

The product development process data was in the form of suggestions and comments that are used as references in product revisions. Product quality assessment data obtained from a material expert, media expert, learning expert, practitioner, and students. They responded to the teaching materials based on questionnaire instrument sheets. It was analyzed using descriptive statistics. The next data is analyzed according to Table 2.

Findings

Feasibility of Sasak Culture Responsive Literature Teaching Materials

The feasibility of teaching materials is known through the validation stage by experts. The validator chosen by the researchers consist of 1 (one) material expert, 1 (one) learning design expert, 1 (one) instructional media expert, 1 (one) Indonesian Language and Literature learning practitioner, 3 (three) students in individual assessments, 10 (ten) students in a small

group assessment, and 33 (thirty-three) students in the field assessment. The instrument of data collection uses a feasibility questionnaire on a scale of 1-5.

Material Expert

Material expert is a lecturer in literature and expert in *Sasak* culture. Validation results were conducted to determine the feasibility of teaching materials in terms of literature and *Sasak* culture. Based on the results of the teaching material validation assessed from aspects of literary material consisting of the truth of the description of learning material in terms of literary science and the truth of the description of material appreciation of literature in terms of the theory of literary appreciation. The material aspects of *Sasak* Culture consist of the accuracy of the cultural, social, moral, religious and educational values of the *Sasak* community; authenticity of cultural, social, moral, religious and educational values presented in teaching materials; the usefulness and attractiveness of the cultural, social, moral, religious and educational values of the *Sasak* community. The details of the materials expert assessment are presented in Table 3.

Table 3 shows that material experts assessed the feasibility of culturally responsive teaching materials of Sasak culture in the aspect of literature materials. The average score is 4.50 and percentage of 90%; the category is very good. The feasibility of culturally responsive teaching materials of Sasak culture in the aspect of culture assessed by material experts obtained 4.75 and percentage of 95%, which is in a very good category. Table 3 above indicates that culturally responsive teaching materials of Sasak culture were in a very good category based on materials aspect by an average score of 4.62 and percentage of 92.5.

Learning Design Expert

Learning design experts are lecturers of Indonesian Language Education. Learning design is assessed from the material or content aspects, presentation aspects, and linguistic aspects. The feasibility of culturally responsive teaching materials of Sasak culture on material aspects or contents were in good category, which obtained an average score of 3.85 with a percentage of 77.14%. The feasibility of culturally responsive teaching of Sasak culture was in fairly good category that presenting the mean score of 3.00 and the percentage of 60%. The feasibility of culturally responsive teaching materials of Sasak culture on the aspect of languages was in fairly good category obtained a mean score of 3.00 and the percentage of 60%. The details of the learning design expert validation are presented in Table 4.

Based on the assessment of learning design experts on the culturally responsive teaching materials of *Sasak* culture obtained a mean score of 3.28 good categories and a percentage of 65.71%. The score was in good category. The culturally responsive teaching materials of *Sasak* culture is worthy of being used as teaching material in senior high school.

Learning Media Expert

Learning media expert who concerns on Animation Game assessed the book size, book cover design, and book content design. The feasibility of culturally responsive teaching materials of Sasak culture on the book size obtained an average score of 4 and a percentage of 80%, which was in good category. The feasibility of culturally responsive teaching materials of Sasak culture on the book cover design aspects obtained the average score of 4.1 and the percentage of 82% which was in a very good category. The feasibility of culturally responsive teaching materials of Sasak culture on content book design obtained the average score of 4.13 and the percentage of 82.67%, which was in a very good category. In the details of learning, media validation is presented in Table 5.

Based on the assessment of the learning media expert, the culturally responsive teaching materials of *Sasak* culture obtained an average score of 4.08 and the percentage of 81.56%. The culturally responsive teaching materials of *Sasak* culture by the aspect of learning media was in a very good category. Thus, the culturally responsive teaching materials of *Sasak* culture is considered very good as teaching material in senior high school.

Practitioners of Indonesian Language and Literature Learning Majoring in Language

Practitioners in this study were Indonesian Language and Literature teachers in class XI. Practitioners assessed teaching materials on material/content, language, presentation, and graphical aspects. The feasibility of the culturally responsive teaching materials of the Sasak culture on materials/contents obtained an average score of 4.7 and the percentage of 94%, which is categorized as very good. In language and presentation aspects, the average score was 4., and the percentage was 88% indicates the very good category. In the aspect of graphics, the average score was 4.28 and the percentage was 85.71% also indicates a very good category. In detail, can be seen in Table 6.

Table 6 indicates that the culturally responsive teaching materials of Sasak culture by the practitioners' assessment obtained an average score of 4.48 and percentage of 88.93% which is in the very good category. Thus, the culturally responsive teaching materials of Sasak culture is considered very feasible as teaching material in senior high school.

Individual Assessment

In individual assessments, culturally responsive teaching materials were tested to 3 (three) students with different academic abilities. The selection was carried out by Indonesian Language

and Literature teachers. The feasibility of culturally responsive teaching materials on the material/content aspects obtained an average score of 4.3, and the percentage of 86% indicatesa very good category. The feasibility of culturally responsive teaching materials on the language aspects obtained the average score of 4, and the percentage of 80% shows the good category. Two other aspects i.e. presentation and graph obtained higher than four scores for an average score and higher than 81% for the percentage indicates the very good category. In detail, can be seen in Table 7.

Table 7 indicates that 3 (three) students involved in the individual assessments. The table presents the data on the culturally responsive teaching materials of *Sasak* culture, which obtained an average score of 4.04 and a percentage of 81.08%. Thus, overall, based on the individual assessments, the materials were in a very good category.

Small Group Assessment

In small group assessments, teaching materials were tested to 10 (ten) students. The students have different academic abilities selected by Indonesian Language and Literature teachers. The material/contents and presentation aspects are in a very good category. Materials/content obtained a mean score of 4.19 and a percentage of 83.8%, while the presentation aspect obtained an average score of 4.2 and percentage of 84%. Language and graph aspects were in good category. Language aspect obtained an average score of 3.64 and a percentage of 72.8%, while graph obtained the average score of 3.89 good categories and the percentage of 77.71%. In detail, can be seen in Table 8.

Table 8 shows the assessment of small group assessments to 10 (ten) students. The small group assessments indicate that the average score was 3.98 and the percentage was 79.58%. The

category of culturally teaching materials of Sasak culture based on the small group assessments is good or reasonable.

Field Assessment

In the field assessments, teaching materials were tested to 33 (thirty-three) students majoring in a language with different academic abilities. Indonesian researchers and teachers conducted the selection of Language classes for field assessments at one of the senior high school in Mataram, West Nusa Tenggara, Indonesia. All the aspects of the assessment show a good category. The average score was within 3.6 – 3.9 and the percentage was within 73% - 78%. The material/content aspects were in the highest by an average score of 3.9 and the percentage of 78%. The second highest score is presentation aspects with 3.77 average score and 75.51 percentage. Language and graph aspects were in a similar score. The average score of the language aspect was 3.66, and the percentage was 73.21, while the graphing aspect obtained the average score of 3.69 and the percentage of 73.85. The details of the recapitulation based on the field assessment is presented in Table 9.

Table 9 indicates the recapitulation of field assessment on some aspects, i.e., materials/content, language, presentation, and graph. Based on the assessment of field assessments to thirty-three students, it indicates the average score was 3.75, and the percentage was 75.14 that indicates the good category of the culturally responsive teaching materials of *Sasak* culture.

Discussion and Implication for Practice

In the material, expert test obtained an average score of 4.64, which is in a very good category and the percentage of 92.85 was very feasible. The indicator on aspects of literary

material is related to the selection of literary text (prose) tailored to the characteristics of students; it is intended that students gain learning experience. The aspects of literary material also related to the selection of literary texts (prose) contains the value of Sasak culture. Literary texts (prose, short stories, and novels) that can be used as a means of learning to appreciate cultural, social, moral, religious and educational values; cultural aspects. Cultural material aspects need to be sharpened by the use of relevant learning models. Cultural, social, moral, religious, and educational values in literary works fostering students' understanding and awareness of Sasak Culture. Cultural material aspects related to literary texts used can attract students to want to know, understand, to internalize cultural, social, moral, religious and educational values.

In the learning design expert test, the average score of 3.35 was obtained, and the percentage of 67.05 was feasible. The assessment of the learning design expert category is very good and very feasible because of the completeness, breadth, and depth of the material related to the concept of value. Also, the learning design is related to the value of the Sasak culture one with another value. In the learning media expert test, the average score of 3.84 was obtained, and the percentage of 76.77% was feasible. The assessment of the learning media expert test is good and feasible because on the assessment instrument of teaching materials experts states that the spaces between lines are 1.5 spaces. However, the teaching materials have not consistently spaced because there is one space. Besides, the color mix of the contents of the book is inconsistent in each assignment in teaching materials based on suggestions and comments from learning media experts.

In the practitioner's assessment, the average score of 4.48 was very good, and the percentage of 82.96 was very feasible. Practitioners' assessment on the very good and very feasible categories are due to material/content, language, presentation aspects, and appropriate graphics aspects meet the standard teaching materials. Besides, it is by the characteristics of

students on language use and context. The selection of text was by the material being taught. The cultural values contained in literary texts are cultural values that prevail in general in the Sasak tribe of Lombok, West Nusa Tenggara, Indonesia. Also, the display of teaching materials must use images and use more colors to mark each activity.

The assessment on the individual group test obtained an average score of 4.14 in the very good category, and the percentage of 82.96% was very feasible. The assessment of individual group tests, which is in very feasible. The culturally responsive teaching materials of Sasak culture covers interesting literary teaching material that could attract students' interest in using it — the language used by the characteristics of students, communicative language, and easy to understand.

The assessment in the small group test results in 3.97 average score category and the percentage of 79.48%, which is in the feasible category. The field test obtained the results of 3.78 average score in very good category and the percentage of 75.56% in the feasible category. Several indicators caused the assessment of the small group test and the field test in the good and very good category. Firstly, the overall students, especially in the field tests in the specialization class of one of the senior high school not from Lombok and not as users of the Sasak language, so the terms in the text novels have not been fully understood even though they have been translated into the glossary. Secondly, students in small groups and large groups have different levels of ability, ranging from low, medium and high abilities that influence the assessment of literary teaching materials. In detail, it can be seen in the following table of data on the feasibility of literary teaching materials responsive to Sasak culture.

Development Limitation

In carrying out research and development of responsive literary teaching materials, Sasak culture has several limitations. Some of these limitations include:

- The product of culturally responsive teaching materials of Sasak culture is still included in the results of the development of beginner level which only includes two competencies.

- The product of culturally responsive teaching materials of Sasak culture is only used in one of the senior high schools in West Nusa Tenggara, Indonesia.

- Culturally responsive teaching materials of Sasak culture products can only be used in West Nusa Tenggara, especially in Lombok as users of the Sasak language and the perpetrators of Sasak culture

Conclusion

Development of responsive literary teaching materials, in Sasak culture, is done through five stages. Analysis is the initial stage in the form of curriculum analysis, analysis of the needs of students in subject analysis. Design is the stage of product design which consists of making research instrument grids, designing literary teaching materials products, Basic Competencies, learning objectives, learning activities, training, teaching barns containing theories relating to the material, assignments. Development is the stage of product development of literature material responsive to Sasak culture, validation I, revision I, validation II and revision II. Implementation is the stage of implementing responsive literary teaching products. Sasak culture consists of individual assessments, small group assessment, and field assessments. Evaluation is the final stage of the procedure for developing responsive literary teaching materials. Sasak culture consists of a comparison of the stages of testing and the feasibility of literary teaching materials.

The feasibility level of culturally responsive teaching materials of Sasak culture is known based on the feasibility assessment of one material expert, one learning design expert, one learning media expert and one practitioner in Indonesian Language and Literature Study. The feasibility assessment by material experts obtained a mean score of 4.64 (very good) and 92.85% (very good). The feasibility assessment by learning design experts obtained a mean score of 3.35 (good) and 67.05% (very good). The feasibility assessment by learning media experts obtained a mean score of 3.84 (good) and 76.77% (very good). The feasibility assessment by Practitioners in the Indonesian Language and Literature Study was obtained a mean score of 4.48 (very good) and 89.62% (very good). The response of class XI students in Indonesian Language and Literature Study with the existence of literature teaching material responsive to Sasak culture on material/content aspects, presentation, language, and graphics. In individual assessments, the average score is 4.14 (very good) and 82.96% (very good). In the small group assessment, the average score was 3.97 (good) and 79.48% (very good). In the field assessments, the average score was 3.78 (good) and 75.56% (very good)

Table 1. Provisions for Granting Scores

Category	Average Score
Very good	4.1-5.0
Good	3.1-4.0
Fairly	2.1-3.0
Poor	1.1-2.0
Very poor	1.0

Source: *Adapted from 2013 Curriculum of the Ministry of National Education of the Republic of Indonesia*

Table 2: Eligibility Assessment

Feasibility Percentage	Interpretation
81%-100%	Very good
61%-80%	Good
41%-60%	Fairly
21%-40%	Poor
0%-20%	Very poor

Source: Adapted from 2013 Curriculum of the Ministry of National Education of the Republic of Indonesia

Table 3: Recapitulation of Material Validation Results

No	Aspects of Material Assessment	Materials Experts Assessment		Score Category
		Average Score	Percentage	
1	Literature materials	4.50	90	Very good
2	Culture materials	4.75	95	Very good
Total		4.62	92.5	Very good

Source: *Primary data, 2018*

Table 4: Recapitulation of Learning Design Expert Results

No	Learning design aspect	Assessment by experts on learning design		Score Category
		Average score	percentage	
1	Materials/content	3.85	77.14	Good
2	Presentation	3	60	Fairly
3	linguistics	3	60	Fairly

Total		*3.28*	*65.71*	*Good*

Source: Primary data, 2018

Table 5: Recapitulation of Learning Media Validation

No	Learning Media Aspect	Assessment by Learning Media Expert		Score Category
		Average score	*percentage*	
1	*Book size*	*4*	*80*	*Good*
2	*Cover book design*	*4.1*	*82*	*Very good*
3	*Content book design*	*4.13*	*82.67*	*Very good*
Total		*4.08*	*81.56*	*Very good*

Source: Primary data, 2018

Table 6: Recapitulation of Practitioners on Indonesian Language and Literature

No	Practitioner Aspect	Assessment by Practitioners on Indonesian Language and Literature		Score category
		Average score	*Percentage*	
1	*Materials/content*	*4.7*	*94*	*Very good*
2	*Language*	*4.4*	*88*	*Very good*
3	*Presentation*	*4.4*	*88*	*Very good*
4	*Graph*	*4.28*	*85.71*	*Very good*
Total		*4.44*	*88.93*	*Very good*

Source: Primary data, 2018

Table 7: Recapitulation of Individual Assessment

No	Assessment Aspect for	Assessment of Individual Assessment		Score Category

	Individual Assessment	Average Score	Percentage	
1	Material/content	4.3	86	Very good
2	Language	4	80	Good
3	Presentation	4.07	81.33	Very good
4	Graphic	4.09	81.90	Very good
Total		4.05	81.08	Very good

Source: *Primary data, 2018*

Table 8: Recapitulation of Small Group Assessments

No	Assessment Aspect of Small Group Assessments	Small Group Assessments' Assessment		Score Category
		Average Score	Percentage	
1	Materials/content	4.19	83.8	Very good
2	Language	3.64	72.8	Good
3	Presentation	4.2	84	Very good
4	Graph	3.89	77.71	Good
Total		3.98	79.58	Good

Source: *Primary data, 2018*

Table 9: Recapitulation of Field Assessment

No	An aspect of Field Assessment	Field Assessment Result		Score Category
		Average score	Percentage	
1	Materials/content	3.9	78	Good
2	Language	3.66	73.21	Good
3	Presentation	3.77	75.51	Good
4	Graph	3.69	73.85	Good

| 3.75 | 75.14 | Good |

Source: Primary data, 2018

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