



French Learning Based on Malay Ecology for High School Students in Medan City

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Abstract: Learning French in high school carries an introduction to French culture as a form of cultural acculturation. Learning French is not only about learning the language, but also about culture. Even so, in learning French texts, students still have to negotiate with the foreign culture they are studying. There needs to be an adaptation of the French language into the ecological culture of the learner. So far, French teaching materials have not been sufficient to accommodate the ecological culture of students. Learning French doesn't have to be French. In the cultural context that surrounds students, students must also be able to collaborate between the Basic Competencies that must be achieved with the ecological relevance of using French. Therefore, it is necessary to present teaching materials for French Language Subjects based on Malay Ecology for high school students in the city of Medan. Malay is a culturally strong base in the city of Medan, so that the teaching materials also represent students' needs to survive in the ecological culture that surrounds them. This article presents the results of research that produces products in the form of teaching materials for French language subjects based on Malay ecology for high school students in Medan City. The aims of the research were 1) to produce teaching materials for French language subject based on Malay ecology for high school students in Medan City, 2) to measure the validity of teaching materials for French language subject based on Malay ecology for high school students in Medan City. This research uses the development method with the ADDIE model (Analysis, Design, Develop, Implementation, Evaluation). Validity test involves material and design experts. Based on the validity test, the results obtained were that the teaching materials obtained an average score of 88.75% by two validators in the very feasible category. The follow-up validity test was applied to high school students and teachers in Medan City with an average acquisition of 88.05% in the very decent category. This validation test uses a questionnaire technique to collect data on the feasibility of teaching materials based on the assessment of high school students and teachers in Medan City. Research products will be implemented in schools that are partners in the research.

Keywords: teaching materials; Ecology; Malay; French

I. Introduction

The world of education is currently heading towards two branching goals that are to be synergized optimally. The first is the world of industry and technology, the second is the ecological and cultural dimensions (Kant: 2018). Both dimensions must be met to create a balance. If it is lame in the world of industry and technology, then there will be a tendency to ignore culture and nature. Vice versa. Ignoring cultural and ecological values is a very dangerous thing because it can cause a loss of life balance.

At this time, there was an extraordinary modernization experienced by humans. Although essentially human life has changed, harmony with the social and cultural environment must still be maintained. The Malay community, for example, continues to live in

its culture and philosophy even though it is in digital integration. Education is the front line for maintaining cultural roots so that they continue to grow in people's lives. This is what then makes the direction of education must be synergized between the rapid pace of technology with deep sensitivity to maintain the ecological dimension.

When talking about ecology, of course it is not only related to nature alone, but to all aspects of the living system in which humans live, or what is known as an ecosystem. Ecosystems do not only accommodate nature, but more than that, for humans, the ecosystem where they live will be related to culture, customs, cuisine, means of transportation and so on. This is slightly different from the understanding built by Sarwiji which specifically reveals that ecological intelligence is needed to overcome natural disasters. This understanding localizes the function of ecological intelligence only around nature and the environment, not yet on cultural aspects. Whereas culture is part of the human life system which greatly influences the survival of humanity itself. Therefore, we can define ecological intelligence is the ability of humans to adapt and collaborate with their ecosystems. The ecosystem includes the relationship between humans and other humans, with nature and the environment, with the culture and customs that surround it. In the learning process, the ecological dimension can be expressed, for example, through discourses that have natural and cultural nuances or texts that cognitively call awareness to love their ecology.

Ecological nuances like this are not found in learning French at senior high schools in Medan City. Based on initial observations, the teaching materials used for learning French for high school students in Medan City tend to be textual and dry with ecological nuances. The subject of French is positioned as a subject for language specialization, therefore cultural nuances are also an important starting point in language learning in general. Learning French does not have to refer to all aspects of French culture, but can be synergized with the learner's culture. The aim is to facilitate the process of transfer of knowledge. French in high school is only limited to the introduction of linguistic structures, such as *donner l'identite, la vie scolaire, saluer, remercier* and so on. Even so, the basic aspects of the communication must also touch the ecological dimensions in which students learn. For example, high school students in Medan City who incidentally live in the Malay ecological realm, must also be able to synergize the structure of the French language with the daily lives of students who are culturally in the Malay ecological dimension. For example, in salutation material, the teaching materials that have been used so far only direct students to use greetings textually, and have not yet touched on the cultural aspects of their users. Based on the teaching materials, students know salutation as limited to *bonjour* or *bonsoir*, even though the Malay custom which is thick with Islamic nuances teaches greetings with the sentence *assalamualaikum*. Of course, these two aspects must be harmonized in the discourse or examples of teaching materials. By synergizing the ecological and structural dimensions of French, then students will not lose their cultural potential even if at the same time students are learning a foreign language. Malay ecology can also be integrated into learning French through materials related to literature. For example, in KD 3.4 which contains material for understanding literary works (*structure de litteraire*), of course it can be collaborated with Malay culture. Based on the teaching materials that have been observed, learning French in literary material tends to model French traditional songs, such as *Alouette* and *L'alphabet*. As a basic introduction of course the song is representative to be taught. However, the Malay ecological aspect is being abandoned. Malay culture has *pantun* as a cultural product which is very thick with natural syllogisms.

II. Review of Literature

2.1 Teaching Materials

Some experts define teaching materials technically and operationally. Heaton via Satinem said that, "Teaching material is precisely the unity that needs to be packaged attractively with passion". Teaching materials are a teaching unit that must be packaged in an attractive form. Teaching materials should be able to fulfill the requirements as learning materials, because many teaching materials used in the process of learning activities generally tend to contain only field of study information and are not well structured. The low quality of teaching materials which are then combined with conventional learning will certainly result in low student learning achievement, (Satinem: 2015). So, basically teaching materials must provide a stimulus for students to like learning material. The preparation of teaching materials must consider the sides of the stimulus, both in terms of content and form. Teaching materials are determining factors for the success or failure of learning.

Teaching materials have several classifications based on their shape. Various forms of teaching materials, namely 1) Teaching materials in printed form, for example student worksheets (LKS), handouts, books, modules, brochures, leaflets, wallcharts, etc., 2) Teaching materials in the form of audio-visual, for example films/videos and VCDs. 3) Teaching materials in the form of audio, for example cassettes, radio, audio CDs. 4) Visual, for example photos, drawings, models/models. and 5) Multimedia, for example Interactive CD, computer based learning, internet, (Hamdani: 2011). The development of the times requires teachers to be more innovative in preparing teaching materials. Nowadays, especially during a pandemic, multimedia teaching materials that utilize the internet are of course much more effective for students to use. Besides being easy to use, the use of digital technology is also a logical consequence of the changing times towards the digital era. Even so, technical limitations related to the availability of devices and networks will be a separate obstacle that must be overcome.

2.2 Ecology

Adaptability is the key for humans to survive. Not only is Homo Sapiens scientifically the ancestor of humans, it is the same for modern humans. It's just that the challenges of life faced by modern humans are far more complex. Changes in the industrial, technological, economic, social and governance world require humans to be able to adapt to change. Even so, there are challenges that humans, both sapiens and modern humans, have always experienced, namely natural challenges. Humans and nature cannot be separated. The survival of humanity is determined by its ability to manage nature within the framework of ecological intelligence. Ecological intelligence is the human ability to adapt to the ecological niche in which they live (Goleman: 2010). When talking about the concept of ecology, of course it is not only related to nature alone, but to all aspects of the living system in which humans live, or what is known as an ecosystem. Ecosystems do not only accommodate nature, but more than that, for humans, the ecosystem where they live will be related to culture, customs, cuisine, means of transportation and so on. This is slightly different from the understanding built by Sarwiji which specifically reveals that ecological intelligence is needed to deal with natural disasters (Sarwiji: 2017). This understanding localizes the function of ecological intelligence only around nature and the environment, not yet on cultural aspects. Whereas culture is part of the human life system which greatly influences the survival of humanity itself. Thus, we can define ecological intelligence as the ability of humans to adapt and collaborate with their ecosystems. The ecosystem includes the relationship between humans and other humans, with nature and the environment, with the culture and customs that surround it.

In relation to this research, Malay ecology is defined as a living system which includes nature, culture, customs, environment, and lifestyle related to ethnic Malays. Malay ethnicity is a large ethnic group that is spread throughout almost the entire archipelago. Medan is one of the epicenters of Malay culture, especially Deli Malay. What stands out from the Malay ecology is the Maimun Palace, rhymes, Putri Hijau Folklore, songket, and the history of Medan City, (Hafni: 2017).

2.3 Ecology-Based Teaching Materials

The notion of ecology is not only about nature, but also related to culture and society. In the world of education, Lev Vygotsky via Dewi (2018) is known as one of the figures who contributed brilliant ideas about individual learning methods, especially children. Vygotsky (1978), emphasized the importance of social context for learning and development. He reasoned that a person from birth to death is related socially, culturally, and historically organizes practices, and that nothing can be separated from social context. Vygotsky argued that a child's culture and social environment are the most important things that influence the formation of their knowledge. Children learn through songs, language, art and games. He also stated that culture influences the learning process, children learn through interaction and cooperation with other people and their environment.

In a different sense, Supriatna quotes Gadotti who argues that ecological learning is an approach to learning that makes students independent, autonomous learners, able to develop their own potential in learning based on experiences brought from outside the classroom and realizing that every action has an impact on themselves and their environment. As a learning approach, ecopedagogic is supported by critical theory and critical pedagogy, (Supriatna: 2016). So, there is indeed an attachment between ecology, in the sense of being a content of teaching materials, and the learning process which requires students to be able to learn independently with a monitored autonomous system in order to grow their potential naturally.

Presenting French language teaching materials is an effort to fulfill the principles of culture-based learning and humanity. In accordance with the concept of culture that gives values to the people who own it, teaching materials based on ecology will make it easier for teachers and students in the learning process because there is compatibility between the material and the values held by students. Thus, learning French will be more effective.

III. Research Methods

This research is research and development using the ADDIE method developed by Dick & Carey via Sugiyono (2018). The RnD method was chosen because it is relatively simpler to adjust to the various output bills that are charged. ADDIE is an acronym for Analysis, Design, Development, Implementation, Evaluation.

This research is located in three high schools in Medan City, namely SMAN 1 Medan, SMAN 3 Medan, and SMAN 5 Medan. The research population includes all students who take language specializations and carry out learning French. With the purposive sampling method, data will be reduced according to research needs. Students are also the subject of research, because these students will test the feasibility of teaching material products.

IV. Results and Discussion

The results of this study are in the form of teaching materials for French language based on Malay ecology for high school students. The teaching materials prepared have been

adapted to the curriculum currently used, namely the 2013 curriculum. The teaching materials are developed according to the ADDIE teaching materials development model. The stages include analysis, design, development, implementation, and evaluation. At the analysis stage, based on observations of the French language teaching materials used in schools, it was found that the teaching materials used did not yet contain a Malay ecological basis, especially for students in Medan who historically had Malay culture. The absence of ecological nuances makes the learning process detached from the real world of students. Based on this, it is necessary to design a teaching material for learning French that is adapted to the Malay ecology.

The design of teaching materials is adapted to the K13 curriculum. Each material is intended to fulfill the Core Competencies and Basic Competencies that students must master. The material in KD 3.4 which contains material for understanding literary works (*structure de litteraire*), is collaborated with Malay culture, namely *pantun*. The *pantun* construction is adjusted to the aspect of fulfilling the competency in understanding literary works in French. Songs, such as *Alouette* and *L'alphabet* are converted into rhymes to make it easier for students not only to learn French but also to understand natural syllogisms in rhyme form.

Currently, teaching materials for French language based on Malay ecology have been tested at SMA Negeri 1 Medan, SMA Negeri 3 Medan, and SMA Negeri 5 Medan. The consideration for the pilot locations was that these schools had already taught French to students. Based on trials on students and expert validation tests, validation data was obtained through questionnaires distributed to students and material experts. The questionnaire captures percentage data and based on expert validation tests and taking student responses through questionnaires, teaching material validation data is obtained, namely **at a percentage of 83.25% the feasibility of Malay ecological-based teaching materials. Based on Arikunto (2010) the percentage of > 80% -100% explains that the module is in a very feasible category. The results of class trials and validation tests stated that the percentage of eligibility was 86.00% in class trials, and 83.25% in validation tests.**

4.1 Analysis Stage (Analysis)

The analysis step consists of two stages, namely job analysis and needs analysis. Work analysis is carried out to find out what problems are faced by the product object or target so that the product being developed can be accepted. Needs analysis is a step needed to determine the abilities or competencies students need to learn to improve learning performance/achievement.

4.2 Design Stage (Design)

This stage the researcher makes product design in the form of product design in the form of teaching material designs on salutation, *donner l'identite*, and *structure de litteraire* materials. The teaching materials developed are designed to be as effective as possible so that students are not confused about understanding the material. The researcher made a module design consisting of: 1) Chapter titles, 2) Learning objectives (Basic competencies and Learning Indicators), 3) Materials, 4) Sample Texts, 5) Practice questions (Quiz).

4.3 Development Stage (Development)

Activities at this stage are preparing material that will be described to make the design into the desired product. The steps at this stage are 1) designing the appearance of the design page. 2) Arrange each page with the main material, basic competency goals and indicators, exercises or quizzes, and things that support the material. 3) Collaborating with the Malay ecological dimension.

4.4 Implementation Stage (Implementation)

After the design is developed and made in learning media, the next step is implementing the product. The implementation stage is to see the advantages/disadvantages of teaching materials used in schools. Product evaluation activities are carried out by one design expert reviewer. This evaluation is also intended to obtain input and connections related to the product. Based on input and corrections from reviewers, the product can be improved. As for media experts, assessment aspects for product validation include:

a. Information Guide

The category guidelines used for media use are very good (5), good (4), enough (3), less (2), very less.

b. Content Material

The guide categories used are very good (5), good (4), enough (3), less (2), very less (1). Likewise with material experts, aspects of the assessment for product validation include: 1) the feasibility of the content of the material. The category guidelines used are very good (5), good (4), enough (3), less (2), very less (1). 2) Display quality. The categories used are very good (5), good (4), enough (3), less (2), very less (1).

V. Conclusion

Learning French in high school carries an introduction to French culture as a form of cultural acculturation. Learning French is not only about learning the language, but also about culture. Even so, in learning French texts, students still have to negotiate with the foreign culture they are studying. There needs to be an adaptation of the French language into the ecological culture of the learner. So far, French teaching materials have not been sufficient to accommodate the ecological culture of students.

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