Validation of Morphometric Teaching Materials with South Sumatera Local Fish Content

Kodri Madang 1, Elvira Destiansari 1,*, and Safira Permata Dewi 1

1 Sriwijaya University, Jl. Masjid Al Gazali, Bukit Lama, Kec. Ilir Bar. I, Kota Palembang, Sumatera Selatan, 30128

* Correspondence: elviradestiansari@kip.unsri.ac.id

Abstract

Background: In the local context of South Sumatra, it is known that freshwater fish occupy important sociological and economic aspects. Placement of materials such as examples of belida fish, snakehead fish, betok fish and local species of fish from South Sumatra into the Morphometry course is something that will support the understanding of morphometry. The existence of this material will also meet the demands of the curriculum with contextual material. This study aims to explain the results of construct and material validation on the product of Morphometry subject teaching materials based on local Sumatran content. This research was conducted in the Biology Education Study Program. Methods: This type of research is descriptive qualitative using expert validation sheets. A validation sheet is given and an expert is assessed. Experts who provide assessments include material experts and constructivists. Validation includes aspects of the construct and material on the product of teaching materials. Results: The validation results show that the results of the construct expert validation obtained 91.42% results and were declared valid/no need to be revised and the material expert validation results obtained 97.14% results and were declared valid/no need to be revised. Conclusions: Based on these results, it can be concluded that the product of teaching materials is declared valid by construct and material experts so that the product can be used for the next process. These results indicate that the teaching materials are in accordance with learning outcomes and can support the learning process of Morphometry Subjects.

Keywords: keyword 1; keyword 2; keyword 3 (List three to ten pertinent keywords specific to the article yet reasonably common within the subject discipline.)

Introduction

Learning is a way to change individual behavior, in personal life, society, and nature (Nata, 2016). The learning process is the result of curriculum implementation and the curriculum itself has one component, namely the use of learning resources that can achieve competency mastery (Masykur, 2019). Learning resources such as teaching materials are one component of the learning process (Dwijayani, 2019). In the learning process in higher education, learning resources in the form of teaching materials are needed by students to guide students in the learning process.

Locally charged teaching materials have become a major issue in the midst of strong globalization and greatly affect the attitudes and behavior of the Indonesian people (Ma'ruf and Herlina, 2016). One of the courses that have the potential to develop local content-based teaching materials is the Morphometry Course. Contextual material content in the Morphometry Course can be appointed and has a strategic position to develop the professionalism of the prospective Biology teacher. This is because the Morphometry course is related to the content of biological science which studies the relationship of...
shape, size of organisms, and morphometric characters used to determine the natural growth pattern of a species in a certain area or area. [Mayr & Ashlock, 1991] stated that in the study of morphometry, one of the factors that shape the morphological character of animals is the variation of geographic habitat. Several studies indicate that a morphometric variation of a population is closely related to the habitat of that population in a particular geographic habitat. Research conducted by (Sodikin, 2015) revealed that snakehead fish (Channa striata) found in the Musi River, Ogan River, and Keketar River in South Sumatra Province have morphometric variations. In (Meilina et al., 2019) that there are variations in morphological characters such as length and weight of the snakehead fish (Channa sriata B.) related to the habitat condition of the fish, namely in two waters of Musi Banyuasin Regency, South Sumatra.

Based on the description above, it shows that the local content of South Sumatra has the potential to be integrated into Morphometry teaching materials. This is because the Biology Education Study Program, FKIP Sriwijaya University, does not yet have teaching materials containing local content that were made specifically to guide students to take the lecture. Based on research conducted by (Madang & Maria, 2006) that the results of the analysis of student needs on the availability of morphometric teaching materials showed that 92.9% of students stated that it was necessary to make special teaching materials for morphometric courses because morphometric teaching materials so far have only been part of the chapter in a book and an article that has not been fully made into a form of Morphometry teaching material. The results of the needs analysis carried out also showed that 64.3% of students stated that it was necessary to develop morphometry teaching materials containing local content in South Sumatra because in the context of the example there was still no local content.

Teaching materials that contain local content, of course, have advantages. (Rizky, 2020) revealed that locally-based teaching materials help students learn topics that are close to life and their environment so that by studying locally-based teaching materials, students learn real examples that are close to building knowledge of the material being studied. Masihu & Augustyn (2021) also revealed that locally charged teaching materials help students learn the material according to their characteristics and the conditions in which they study. This is also supported by research conducted by (Melati et al., 2020) that by developing locally-based teaching materials, it can bring students closer to their natural surroundings. Therefore, based on these things, in the learning process itself, teaching materials are needed that can support the learning process, especially contextual learning.

The teaching materials made need to be checked for feasibility, suitability and correctness from certain aspects. These aspects include the material aspect and the construct aspect of teaching materials. This is obtained from the validation process. According to (Suharsimi, 2015) that whether or not something is used in a study needs to go through a validation process. (Afrahamiryano & Ariani, 2017) revealed that teaching materials need to meet valid aspects related to clear and precise material substances that can motivate students. (Santyadiputra, 2017) also reveal that the construct of a teaching material also needs to be validated including its content, presentation method, and physical form. Based on this, local content-based teaching materials that are developed need to be validated with the aim of knowing the feasibility and suitability of teaching materials from the aspect of construction and material so that it is hoped that information related to the validity of the material and construct aspects of teaching materials can be obtained so that it is expected to improve the quality of the teaching materials themselves.

**Methods**

**Research Design**

This research was conducted at the Biology Education Study Program, Sriwijaya University in the odd semester of the 2020/2021 Academic Year. The type of research
used is descriptive qualitative research. The instrument used is an expert validation sheet. The assessment was carried out by material experts and constructivists. In the aspects of the material assessed, among others, the substance of the material, the suitability of the learning outcomes of the subject, the truth of concepts and principles, the examples presented, and the teaching materials presented can support, facilitate understanding and motivate students in the learning process. In the construct aspect, the aspects of content presentation, selected design, text, images, language, and physical form of teaching materials are assessed.

Data Analysis

Validation data were analyzed by calculating the percentage between the results of the validator's assessment and the aspects being assessed. The assessment is carried out using a rating scale of one to five on each question (Riduwan, 2015). Determination of the conclusions that have been reached based on the percentage assessment criteria are presented in Table 1 (Sukmadinana, 2007).

Table 1. Percentage Data Assessment Criteria for Product Validation

| No | Score (%) | Conclusion and Follow Up               |
|----|-----------|---------------------------------------|
| 1  | 80-100    | Valid/not revised                     |
| 2  | 65-80     | Sufficiently valid/revised (re-validation) |
| 3  | ≤ 65      | Invalid/revised (revalidation)         |

Result

Product development of teaching materials. If it needs to be corrected, a revision will be carried out so that in the end a valid result is obtained. Table 2 is a recapitulation of the results of the validation of the feasibility of the product in the aspect of constructs and materials.

Table 2. Percentage of Morphometric Teaching Material Validation

| No | Aspect    | Percentage (%) |
|----|-----------|----------------|
| 1  | Construct | 91.42          |
| 2  | Material  | 97.14          |

The material validator provides suggestions in the comments column as follows, namely it is necessary to deepen the linkage of material between chapters and each chapter begins with an introduction first. The construct validator provides suggestions, including mathematical equations written with an equation editor, and mathematical equations do not need to be numbered, and images and graphics need to be fixed in resolution.

Figure 1. Writing Mathematical Equations (a) Before Revision, (b) After Revision
The following is a morphometry teaching material that shows the initial appearance, contents per chapter and a bibliography. Illustration of teaching materials containing local fish content from South Sumatra are presented as follows:

Figure 4. Display of Morphometry Course Teaching Materials
Figure 5. Table of Contents

Figure 6. Chapter 1 Introduction

Figure 7. Materials in Chapter 1
Figure 8. Chapter 2 Measurements in Morphometry

Figure 9. Chapter 3 Characters and Their Measurements

Figure 10. Chapter 4 Shapes and Sizes
Discussion

Based on Table 1, it is known that the validation results are 91.42% from the construct aspect. This shows that the design, both in terms of the accuracy of the background selection, the accuracy of the layout selection, the proportion of colors and symbols, the suitability of the layout, then related to the text font and quality of the display, is valid and does not need to be revised significantly. This is also expressed by (Ilyasa & Dwiningis, 2020) that the construct aspect is closely related to presentation. (Syahrul, 2019) also revealed aspects of presentation as an example of which letters and fonts in the text were also considered because they involved the meaning conveyed and minimized misunderstandings about the content presented. In addition, according to (Sukirman, 2020), the correct use of terms, words, and punctuation marks also needs to be corrected because they are related to the meaning of writing.

In this study in the constructs aspect, suggestions were also obtained from the validator. The advice given by the validator is only related to writing mathematical equations which should use an equation editor and mathematical equations do not need to be numbered. In addition, some images and graphics need to be increased in resolution. Based on the validator's suggestion, a revision was made regarding this matter. Revisions related to this are presented in Figure 1, Figure 2, and Figure 3. In Figure 1 (b) improvements have been made regarding writing mathematical equations using the equation editor, Then in Figure 2 (b) and Figure 3 (b) related improvements have been made pictures and graphics. (Suswina, 2016) add that teaching materials equipped with pictures and illustrations will be very good because they will help the reader's understanding.

Based on Table 2 also shows that the material aspect is 97.14% and is categorized as valid. The results of this validation indicate that from the aspect of the content of the morphometry course teaching materials based on local content in South Sumatra, it is in accordance with learning outcomes and has sufficiently supported the learning process. (Dzikro & Dwiningis, 2021) revealed that validation related to the substance of the material needs to be done because it is to find out its relevance to existing learning materials. Therefore, the suitability of the substance of the material with existing learning materials and learning outcomes needs to be done.

The material in the morphometry course teaching materials is presented in a complete and systematic way. Completeness of teaching materials starting from the cover, foreword, table of contents, table of tables, list of pictures, chapters, bibliography and identity of the author. The completeness is generally presented in Figure 5. Then each
chapter has an introduction to the chapter, material, examples, case studies and evaluation per chapter. The examples presented are based on local South Sumatran content and one of them can be seen in Figure 7. (Tian, 2003) reveals that the coherence of the content of teaching materials is important to make learning easier and also guides students to get used to thinking coherently. Therefore, apart from being coherent, we also need examples that are close to the environment and illustrations that make it easier to understand

Based on the validation results, it indicates that the teaching materials made are feasible and good to use. In the end, it is also hoped that the teaching materials based on local content of South Sumatran fish can facilitate students to be actively involved in the learning process. This is expected to be in line with the research of (Nursela et al., 2021) also revealed that the presence of teaching materials helped in the learning process. In addition, According to (Pratita et al., 2021) that with the existence of teaching materials, they can support the student lecture process. Teaching materials are also expected to be used by students in lecturing activities independently or with assistance from the lecturers of the courses being taught. Therefore, it can be seen that with an assessment of the quality of this teaching material product, it shows that this teaching material product is feasible and good to use at a later stage.

Conclusions

The validation of morphometry course teaching materials with local fish content from South Sumatra has been carried out by material experts and constructivists. Based on the results of expert validation, the results showed that the teaching materials from the aspect of constructs and materials were categorized as valid. Improvements according to the validator’s suggestions and comments have been made to improve the quality of the teaching materials that have been made. Based on the results of this validation, it can be concluded that the teaching materials have a decent and good category and can be continued to the practicality test in order to determine the effectiveness of their use in the learning process.

Declaration statement

The authors reported no potential conflict of interest.

References

Afrahamiryano, & Ariani, D. (2017). Analisis Validitas Buku Ajar Untuk Sistem Perkuliahan E-Learning Pada Mata Kuliah Kimia Dasar Di Fkip Ummy Solok. Jurnal Eksakta Pendidikan (Jep), 1(2), 104. https://doi.org/10.24036/jep.v1i2.55

Dwijayani, N. M. (2019). Development of circle learning media to improve student learning outcomes. Journal of Physics: Conference Series, 1321(2), 171–187. https://doi.org/10.1088/1742-6596/1321/2/022099

Dzikro, A. Z. T., & Dwiningsih, K. (2021). Kelayakan Media Pembelajaran Berbasis Laboratorium Virtual pada Sub Materi Kimia Unsur Periode Ketiga. Chemistry Education Practice, 4(2), 160–170. https://doi.org/10.29303/cep.v4i2.2389

Ilyasa, D. G., & Dwiningsih, K. (2020). the Validity of Interactive Multimedia on Ionic Bond Material. JCER (Journal of Chemistry Education Research), 3(2), 51. https://doi.org/10.26740/jcer.v3n2.p51-57

Madang, K., & Maria, L. M. (2006). Variasi Interspesies dan Kekerabatan Populasi Ikan Suku Snakehead (Channidae) asal Beberapa Perairan Sungai di Sumatera Selatan.

Masihu, J. M., & Augustyn, S. (2021). Pengembangan Bahan Ajar Ekosistem Berbasis Potensi Lokal Di Maluku. Biodik, 7(3), 133–143. https://doi.org/10.22437/bio.v7i3.13250

Masykur, R. (2019). Teori Dan Telah Pengembangan Kurikulum. In Aura Publisher (Issue September).

Mayr, E., & Ashlock, P. D. (1991). Principals of Systematic Zoology. McGraw Hill Intl.

Meilina, M. F., Madang, K., & Riyanto. (2019). Hubungan Panjang Dengan Berat Serta Faktor Kondisi Ikan Gabus (Channa Striata Bloch) Asal Dua Perairan Kabupaten Musi Banyuasin.

Melati, R., Widya, M., Fitriani, L., & Sari, P. A. (2020). Pengembangan Booklet Berbasis Kearifan Lokal Pada Materi Tumbuhan...
Nata, A. (2016). *Ilmu Pendidikan Islam*. Prenamedia Group.

Nursela, Oktaviana, D., & Hodiyanto. (2021). Analisis Kebutuhan Pengembangan Buku Ajar Elektronik Interaktif (BAEI) Berbantuan Google Slide dan Quizizz. *Journal of Innovation Research and Knowledge*, 1(4), 647–654.

Pratita, D., Amrina, D. E., & Djahir, Y. (2021). Analisis Kebutuhan Mahasiswa Terhadap Bahan Ajar Sebagai Acuan Untuk Mengembangkan E-Modul Pembelajaran Digital. *Jurnal PROFIT Kajian Pendidikan Ekonomi Dan Ilmu Ekonomi*, 6(1), 69–74. https://doi.org/10.36706/jp.v6i1.13129

Riduwan. (2015). *Skala pengukuran Variabel-variabel Penelitian*. Alfabeta.

Rizky, I. (2020). *PENGEMBANGAN BAHAN AJAR BERBASIS LOKAL UNTUK MENINGKATKAN KEMAMPUAN MEMBACA PEMAHAMAN SISWA KELAS IV SDN DENASRI WETAN 03 KECAMATAN BATANG.*

Santyadiputra, G. S. (2017). Validasi Bahan Ajar Berbasis Model Project-Based Learning Pada Matalullah Sistem L. *Seminar Nasional Riset Inovatif 2017*, 352–359.

Sodikin, M. (2015). *Morfometri Ikan Gabus (Channa striata) di perairan Sumatera Selatan*. FKIP Universitas Sriwijaya.

Suharsimi, A. (2015). *Prosedur Penelitian Suatu Pendekatan Praktik*. Rineka Cipta.

Sukirman. (2020). Tes Kemampuan Keterampilan Menulis dalam Pembelajaran Bahasa Indonesia di Sekolah. *Jurnal Konsepsi*, 9(2), 1–10.

Sukmadinana, N. S. (2007). *Metode Penelitian Pendidikan*. Rosdakarya.

Suswina, M. (2016). Hasil Validitas Pengembangan Bahan Ajar Bergambar Disertai Peta Konsep Untuk Pembelajaran Biologi Sma Semester 1 Kelas Xi. *Ta’dib*, 14(1). https://doi.org/10.31958/jt.v14i1.196

Syahrul, Y. (2019). Penerapan Design Thinking Pada Media Komunikasi Visual Pengenalan Kehidupan Kampus Bagi Mahasiswa Baru Stmik Palcomtech Dan Politeknik Palcomtech. *Jurnal Bahasa Rupa*, 2(2), 109–117. https://doi.org/10.31598/bahasarupa.v2i2.342

Tian, B. (2003). *Pengembangan Bahan Ajar*. Universitas Terbuka.