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DEVELOPMENT OF VISUAL AUDITORY KINESTHETIC LEARNING MODEL BASED ON LOCAL WISDOM TO INCREASE THE COMPETENCY OF PROSPECTIVE TEACHERS IN LITERATURE

Dewi Juni Artha[1], Mutia Febriyana[2], Dian Novianti Sitompul[3],
[1,2,3]Universitas Muhammadiyah Sumatera Utara, Medan, Indonesia
Email: dewijuniartha@umsu.ac.id[1], mutiafebriyana@umsu.ac.id[2], diannovianti@umsu.ac.id[3]

Abstract: Writing is one of the skills that everyone must have, especially UMSU English Department students as prospective teachers. This research was conducted to develop visual, auditory, and kinesthetic learning models based on local wisdom to improve prospective English teachers' skills in the literature field. This research aims to present the results of the VAK learning model based on local wisdom to improve prospective English teachers' literature skills through writing literary works, especially fairy tales. The research method used to develop a VAK learning model based on local wisdom is research and development, with the 4RD model development process. The data collection techniques used were interviews, observation, and instruments. The data analysis technique used is quantitative descriptive analysis. The results of the validity assessment show that the average score achieved was 92/100 points. The percentage of teachers responding to the application of teaching materials was 93.7%. With the results achieved, the development of this learning model is very reasonable and applicable. The results of activities implementing the VAK learning model based on students' local intelligence in writing literary works reached an average of 89.8%. In other words, the learning model above is good and can be used.
Keywords: Visual Auditory Kinesthetic, Local Wisdom, Literature

Abstrak: Keterampilan yang salah satunya harus dimiliki oleh setiap orang khususnya mahasiswa Jurusan Bahasa Inggris UMSU sebagai calon guru adalah menulis. Penelitian ini dilakukan untuk mengembangkan model pembelajaran visual, auditori, dan kinestetik berbasis kearifan lokal untuk meningkatkan keterampilan calon guru bahasa Inggris di bidang sastra. Penelitian ini bertujuan untuk menyajikan hasil model pembelajaran VAK berbasis kearifan lokal untuk meningkatkan keterampilan calon guru bahasa Inggris bidang sastra melalui penulisan karya sastra khususnya dongeng. Metode penelitian yang digunakan untuk mengembangkan model pembelajaran VAK berbasis kearifan lokal adalah penelitian dan pengembangan, dengan proses pengembangan model 4RD. Teknik penghimpunan data yang diterapkan adalah wawancara, observasi, dan instrumen. Analisis data yang diterapkan dengan deskriptif kuantitatif. Temuan penilaian validitas memperlihatkan rata-rata skor yang dicapai adalah 92/100 poin. Persentase guru menanggapi penerapan bahan ajar sebesar 93,7%. Dengan hasil yang dicapai, pengembangan model pembelajaran ini sangat beralasan dan aplikatif. Hasil kegiatan penerapan model pembelajaran VAK berbasis kecerdasan lokal siswa dalam menulis karya sastra mencapai rata-rata sebesar 89,8%. Dengan kata lain model pembelajaran di atas sudah baik dan dapat digunakan.
Kata Kunci: Visual Auditory Kinestetik, Kearifan Lokal, Sastra

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INTRODUCTION

Improving the competency of prospective literature teachers is a natural action that must be taken. Insight into the competence of prospective literature teachers has resulted

in conclusions such as Rozak (2013) examining the profile of prospective literature teachers and suggesting that their theoretical knowledge and interest in literature need to be improved. Zulfadhli (2012) discusses the need for literature teachers to increase their competence in understanding and interpreting literary works. Aini and Suparman (2018) explored the ability of prospective teachers to solve mathematics problems related to TIMSS and emphasized the importance of improving the quality of education in Indonesia. Overall, previous research highlights the importance of developing the competencies of prospective literature teachers, especially in areas such as mathematical communication, theoretical knowledge, interest in literature, and problem-solving skills.

The above shows the high role of measurable actions from higher education institutions in producing competent teacher candidates. Actions taken can be by developing learning models, one of which is the auditory-visual kinesthetic model based on local wisdom. According to Ngalimun (2013) and Shoimin (2014), the VAK learning model is a model that assumes that learning will be effective if it considers three things: visual, auditory, and kinesthetic. The learning process takes place by training and developing the potential that exists in students. This model facilitates direct learning opportunities for students and the freedom to use available methods to achieve understanding and practical learning.

In Kurnia's (2015) research, he observed that the VAK model improved the learning outcomes of Al-Quran and Hadith subjects for class III students. Trianasari et al. (2019) researched elementary school students and found that the VAK model improved the learning process, student understanding, and social studies learning outcomes. Rini (2018) found that implementing the VAK model increased student activity in class. Khasanah (2019) reported that the VAK model significantly impacted students' conceptual understanding. Silitonga (2014) researched and applied the VAK method to improve the news writing skills of class VIII students. The research results show that the VAK method effectively improves the quality of the learning process and students' writing skills. Layla et al. (2022) applied VAK methods in the learning process of Kawal Pantai sea tribe children. Applying this method increases the ability to catch and understand the lesson and enthusiasm and motivation to learn. Zulfi (2016) studied the effectiveness of the VAK method in increasing elementary school students' mathematical creative thinking abilities.

From the research results above, researchers are interested in conducting VAK research in literature courses. This research looks at various benefits for students by applying a visual-auditory kinesthetic learning model based on local wisdom in writing fairy tales to increase students' writing skills in the FKIP UMSU English education study program. By applying this learning model, it is hoped that learners can improve their writing skills and increase their creativity and imagination in writing fairy tales and literary and non-literary written works.

Students can also instill and develop cultural values (local wisdom) in everyday life. Generally, local wisdom's moral and ethical values are passed down from generation to generation or transferred through oral literature (including proverbs, mottos, and proverbs) and manuscripts. The sustainability of local wisdom is demonstrated through

the values that apply to specific community groups. These values will be embedded in community groups and observed through their daily attitudes and behavior.

According to the description of the context and problems above, the specific objectives of this study are 1) Designing a VAK learning model based on local wisdom in creative writing of literary works, especially fairy tales, to increase the writing skills of learners in the FKIP UMSU English Study Program. 2) Disseminate/apply local wisdom-based visual, auditory, and motoric learning models in creating fairy tales.

LITERATURE REVIEW

VAK (Visual Auditory Kinesthetic) model

Each student is unique or different. One of these unique qualities is each student's learning style. Learning style is a person's tendency to absorb and create experiences and is related to their senses. Visual learning means focusing on the sense of sight in reading, observing, drawing, and demonstrating educational acceptance. Auditory means learning must include listening, observing, presenting, debating, expressing opinions, and responding. Movement means body movement (direct physical activity) in which learning is carried out and experienced.

Therefore, one of the teacher's tasks is to design a learning style that suits these three. Learning using the VAK model assumes that learning will be effective if it pays attention to students' learning styles and utilizes existing potential by training and developing them. Most of us prefer and tend to use a specific learning style rather than using several learning styles simultaneously. VAK learning aims to provide a direct and enjoyable learning experience. According to Deporter (2003); Ngalimun (2013); Sukardi (2013); and Huda (2014), the VAK learning model is a learning design that emphasizes direct and enjoyable learning experiences for learners, namely by listening, remembering, moving, and emotions.

Local Wisdom

Local wisdom is a local idea with good value and is applied wisely by community members (Sartini, 2008). Meanwhile, according to Zulkarnain and Febriamansyah, local wisdom appears in the appearance of specific methods and principles that are respected, understood, and implemented by local communities in interacting with their environment and transformed into a system of traditional values and standards (Zulkarnain and Febriamansyah, 2008). It does not only focus on ethics but also on community norms, actions, and behavior, which originate from the noble worth of cultural traditions to arrange the orderliness of community life. It is found in folklore, proverbs, regional songs, and games.

Writing Fairy Tales

Fairy tales are readings or stories that we have often heard since childhood. Not only imaginary stories, but fairy tales also have implied meanings or messages for the reader. A fairy tale is a story that did not happen, especially events in ancient times that were considered strange. Fairy tales can be linked to people's belief in supernatural things and applied to everyday human life. Usually, fairy tales involve extraordinary events that make the reader feel the atmosphere in the story. Most fairy tales, whether oral or written,

cannot be identified by their authors. Because many fairy tales are stories passed down from ancestors, fairy tales are classified as old literature that has existed since ancient times.

Fairy tales seem like actual events that happened, even though fairy tales are just imaginative fiction. Even though they are only imaginary stories, fairy tales are still fun entertainment and have many positive impacts on children because they contain many moral messages. It can be concluded that fairy tales are fictional or imaginary folk tales with imaginative themes that often make no sense (Danandjaja, 1994; Burha, 2005; KBBI, 2007).

RESEARCH METHODOLOGY

Research Design

The research method used to develop visual, auditory, and kinesthetic learning models based on local intelligence is research and development using 4D modeling. The 4D model has four stages: definition, design, development, and deployment.

Data Collection

Techniques in data collection used interviews, observation, and instruments.

Data Analysis

Analysis of the data used quantitative descriptive analysis. Starting from developing new learning models/methods, researchers must also analyze the feasibility of new learning models/methods. Existing data will be explained at the design, development, implementation, and evaluation stages.

FINDINGS AND DISCUSSION

Finding

Feasibility test/Expert Validation

At this stage, experts and practitioners ask for theoretical considerations regarding the validity of the prototype. Validators consist of material experts, media experts, and language experts. Suggestions from validators are taken into consideration in revising the resulting learning model. The learning model will be modified based on validator feedback to make it more suitable and high-quality.

Table 1. Feasibility test/expert validation

No	Evaluation Indicator	Numbers	Question No	Result	Target
1	Material Suitability	3	1,2,3	16	17
2	Material Accuracy	7	4,5,6,7,8,9,10	38	41
3	Additional Learning Materials	5	11,12,13,14,15	28	30
4	Newest Material	2	16,17	10	12
	Total	17	17	92	100

The results of this assessment show that the average score obtained is 92 out of 100 expected scores. So, the percentage of assessment results for the visual, auditory, and kinesthetic learning model based on local wisdom from material experts is as follows:

$S_v = \frac{S_{r\,x}}{S_m} 100\%$

$S_v = \frac{92}{100} \times 100\%$

$= 92\%$

Based on the calculation results above, a total score of 92 was obtained with a percentage of 92%, included in the valid criteria.

Material Expert Validation Instrument

The material expert validation instrument is used to measure the suitability of the content (material) to measure whether the learning model delivered is based on local wisdom. As well as to find out the validator's suggestions or input in terms of material regarding the learning model being developed.

Table 2. The material expert validation instrument

No	Evaluation Aspect	Numbers	Results	Targets
1	Straightforward	3	10	12
2	Communicative	1	3	4
3	Interactive	2	7	8
4	Suitability To Student Development	2	8	8
5	Suitability To Language Rules	1	4	4
6	Use Of Terms, Symbols, Or Icons	3	11	12
Totals		12	43	48

The results of this assessment show that the average score obtained is 43 out of the expected score of 48. So, the percentage of assessment results from language experts is as follows.

$$S_v = \frac{S_r}{S_m} \times 100\%$$

$$S_v = \frac{43}{48} \times 100\%$$

$$= 89\ \%$$

The results of this assessment show that the average score obtained is 43 out of the expected score of 48. So, the percentage of assessment results from language experts is 89%.

Product Test

The product in developing teaching models has passed a series of validation tests. Therefore, it is necessary to hold a feasibility test on students as students.

Table. 3 Activity results in the implementation of VAK model development oriented to local wisdom

No	Evaluation Aspects	P1	P2	Rata-rata
1	Introduction	4	4	4
2	Explaining the material according to the VAK learning model based on local wisdom in front of the class.	4	4	4
3	Providing instructions and allowing students to observe the substance of material related to VAK based on local wisdom	4	4	4
4	Active student participation through interaction between lecturers, students, and learning resources (asking questions)	4	4	4
5	Involving students in searching for broad and deep information about the material being studied (reasoning)	3	3	3
6	Distribute assignments to students to produce literary works using VAK learning based on local wisdom	3	3	3
7	Provide opportunities for students to display their work in front of the class	4	4	4
8	Reflect with students at the end of learning activities	4	4	4
	Total	**30**	**30**	**30**
	Percentage (%)	**93,7%**	**93,7%**	**93,7%**
	Criteria	Reasonable	Reasonable	Reasonable

Based on the data above, the % of lecturers' responses to implementing teaching materials is 93.7%. With these results, the development of this learning model is very reasonable and can be used.

Table 4. Results of student activities in implementing the development of a VAK learning model based on local wisdom

No.	Evaluation Aspects	Ya	P(%)	Tidak	P(%)
1	Student response when the lecturer delivers the material	26	86,7	4	13,3
2	Student responses when understanding the material presented by the lecturer	27	90,0	3	10,0
3	Student responses when working on the practice of writing literature	28	93,3	2	6,7
4	The time required for students to receive/listen to the material and prepare a practice plan for writing literary works	26	86,7	4	13,3

5	Students are interested in learning the material after hearing the lecturer's explanation	28	93,3	2	6,7
6	Students gain new knowledge after receiving an explanation and implementing the development of a VAK learning model based on local wisdom in writing literary works	30	100,0	0	0,0
7	Students can understand the material presented in implementing the development of a VAK learning model based on local wisdom in writing literary works	27	90,0	3	10,0
8	Students can write literary works by implementing the development of a VAK learning model based on local wisdom	27	90,0	3	10,0
Total		**219**		**21**	
Percentage (%)		**89,8**			
Criteria		**Reasonable**			

Based on the data above, it can be concluded that the results of student activities in implementing the VAK learning model based on local wisdom in writing literary works obtained an average percentage of 89.8%. In other words, the learning model above is excellent and suitable for use.

Table 5. Student learning results in implementing the VAK learning model based on local wisdom in improving the competence of prospective teachers in literature

No	Student Name Code	The Value of Microteaching Practices (Preliminary Test)	The Value of Microteaching Practices (Final Test)	Information
1	ND	75	85	Passed
2	CP	75	85	Passed
3	GS	62	65	Not Passed
4	MFS	75	78	Passed
5	TDM	95	100	Passed
6	RHM	83	92	Passed
7	HMS	75	85	Passed
8	ARS	65	83	Passed
9	KHS	65	68	Not Passed
10	DR	85	85	Passed
11	FS	75	85	Passed
12	KL	75	85	Passed
13	BS	85	100	Passed
14	MS	85	92	Passed
15	CH	75	85	Passed
16	SCA	75	83	Passed
17	DS	65	68	Not Passed
18	SC	75	75	Passed
19	MS	75	85	Passed
20	SS	85	100	Passed

21	SR	85	95	Passed
22	MA	75	78	Passed
23	EM	85	100	Passed
24	KD	85	92	Passed
25	AS	75	85	Passed
26	MA	75	83	Passed
27	IS	75	75	Passed
28	SY	75	85	Passed
29	CH	85	92	Passed
30	TH	75	85	Passed
Total		**2135**	**2554**	**Passed: 27**
Mean		**68,52**	**77,21**	**Not Passed: 3**
Completeness		**43,5%**	**71,5%**	

Student learning outcomes in the initial test obtained an average score of 68.52 with a completeness score of 43.5%. Meanwhile, the final test obtained an average score of 77.21 with completeness of 71.5%. Increasing learning outcomes from limited trials and extensive trials of students can demonstrate mastery of the material through a VAK learning model based on local wisdom to increase prospective teachers' competency in the literature field.

Discussion

The academic ecosystem is the world that has the most potential to produce quality writing. Students must regularly carry out writing activities to produce written works, including scientific works such as books, articles, newspapers, and literary works. Writing contains intellectual information and will be an effective symbol in developing people's knowledge regarding speech. In fact, like reading activities, writing activities have not become a culture for Indonesian students. This is reflected in the tendency of people to prefer speaking rather than writing. The number of scientific works a university produces is still much lower than expected compared to other countries. Currently, many qualified speakers, presenters, and motivators exist in Indonesia. However, he has not been able to produce written works as important as those mentioned. These big ideas can only be expressed orally, not in writing.

Students expressed various reasons and obstacles for not carrying out writing activities. Lack of talent, lack of motivation, lack of time, and lack of references are some causes. A student who gets an assignment from a lecturer to write a simple paper on a specific topic cannot finish it on time because they do not have references, do not know where to start, or do not have time. Maybe because they do not understand and master the scientific writing model, many people think that when they start writing, they will encounter many difficulties.

Appropriate topics should be selected based on ideas discovered through experience and exploration. Unfortunately, not having ideas is still the reason someone does not write. In addition, they are afraid of making mistakes and lack self-confidence. Fear and anxiety about making mistakes make many people lack confidence when writing. As a result, writing becomes hampered, and writing fails.

With the results achieved, the development of this learning model is very reasonable and applicable. The results of activities implementing the VAK learning model based on students' local intelligence in writing literary works achieved improvement. In other words, the learning model above is good and can be used. In summary, Fatimah's article 2017; Nurjannah, 2016; Simbolon, 2020; Nurellah, 2016 said that applying the VAK learning model based on local wisdom in literature subjects positively impacted learning outcomes and student engagement.

CONCLUSION

The expert validity assessment results show that the average score obtained is 92 out of 100 expected scores. According to the calculation results above, a total score of 92 was obtained with a percentage of 92%, included in the valid criteria. The material expert validation instrument is used to measure the suitability of the content to measure whether the learning model delivered is based on local wisdom. The assessment shows that the average score obtained is 43 out of the expected score of 48 or 89%. The product, developing a teaching model, has passed several validation tests. The percentage of lecturers' responses to implementing teaching materials is 93.7%. With these results, the development of this learning model is very reasonable and can be used. The results of student activities in implementing the VAK learning model based on local wisdom in writing literary works obtained an average percentage of 89.8%. In other words, the learning model above is excellent and suitable for use.

Student learning outcomes in the initial test obtained an average score of 68.52 with a completeness score of 43.5%. Meanwhile, the final test obtained an average score of 77.21 with completeness of 71.5%. Increasing learning outcomes from limited trials and extensive trials of students can demonstrate mastery of the material through a VAK learning model based on local wisdom to increase prospective teachers' competency in the literature field.

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