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## **Inventorying authentic teaching materials on Youtube for listening learning plan of Pupuh in elementary school**

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### **ABSTRACT**

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The preliminary observation confirms that authentic teaching materials have not been integrated into the teaching of Sundanese. For this reason, the present study aims to describe authentic teaching materials for teaching Sundanese to elementary school students. A descriptive-analytical method with a qualitative approach was employed. Data were collected by examining authentic teaching materials from YouTube and identifying their relevance to the 2013 Curriculum (Revised edition in 2017). It is hoped that the data obtained can be used as authentic materials in the Merdeka Curriculum. At the time this research was conducted, several driving schools in West Java had begun implementing the Merdeka Curriculum. The authentic materials investigated in this research can be used as materials for project-based learning on Merdeka Curriculum. The present research has gathered 17 types of pupuh. The content of 4 out of 17 pupuh are relevant to the teaching themes for elementary school students based on the Curriculum. Three pupuh namely, Dangdanggula, Asmarandana, and Gurisa, are relevant to the theme of the second grade Basic Competence. One pupuh, Maskumambang, is relevant to the theme of the third grade Basic Competence. The data were assessed for their quality based on the criteria for good teaching materials based on the experts' judgment. Selected Sundanese language teachers were involved as the experts. The results of the quality test show that the examined pupuh are relevant to the Basic Competence as stated in the Curriculum, can motivate students to learn, is practical to use, is useful for students, is interesting to learn, facilitate students to learn, and improve students' listening skills and follows the norms prevailing in the society.

**Keywords:** Listening, Teaching Materials, YouTube, Authentic, Pupuh

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### **Article history**

*Received:*  
07 October 2022

*Revised:*  
18 November 2022

*Accepted:*  
06 January 2023

*Published:*  
31 May 2023

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**Citation (APA Style):** Haerudin, D., Hermawan, B., Ruhaliah, R., Wibawa, S., Awaliah, Y., & Hardini, T. (2023). Inventorying authentic teaching materials on Youtube for listening learning plan of Pupuh in elementary school. *Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan*, 42(2), 549-564. DOI:<https://doi.org/10.21831/cp.v42i2.46233>

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## **INTRODUCTION**

Listening skills are activities of listening to oral symbols with full attention, understanding, and interpretation. They serve as the key to effectively receiving messages (Maryati et al., 2022). Tyagi (2013) believes that listening skill is a combination of hearing what the interlocutors say and psychological involvement with them. When teachers speak and deliver the learning materials, the students perform listening activities. In this case, listening skills are badly needed. A person's ability in listening is not only needed when learning in the classroom but in everyday life. One approach that promotes a variety of real learning materials from everyday life is the authentic learning approach. In authentic learning, students are asked to collect information, understand various phenomena or symptoms and their relationship thoroughly, and relate what they learn to the real world outside school.

A learning approach similar to authentic learning is elaborated in 2013 Curriculum as a Scientific Approach. 2013 curriculum has added some important aspects for supporting teaching

and learning (Nursaniah, 2023). However, Scientific Approach is no longer used in the latest curriculum, known as Kurikulum Merdeka which utilizes a Project-Based Learning. Project-based learning has been added since it can improve the students' skills (Wagiran et al., 2023, Purwianingsih et al., 2023; Sambudi & Ramli, 2021; Putra & Sakti, 2022). Despite the changes in curriculum, authentic learning materials can still be used in the teaching-learning process. The use of the authentic materials as we investigated will most likely be compatible with the Kurikulum Merdeka and will serve as good materials for students to perform project-based learning. It is essential to examine how authentic teaching materials are used in the project-based learning in Kurikulum Merdeka but it is beyond the scope of the present article. When this research was conducted, Kurikulum Merdeka had still been in its early design and had not been officially used in schools.

The steps of the scientific learning approach include observing, reasoning, experimenting, building networks, and communicating. These steps are not much different from those of the authentic learning approach. The focus of learning that utilizes a scientific approach is on solving complex and contextual tasks. As for the assessment process, the teacher can use criteria that follow the construction of knowledge, scientific studies, and experience gained from outside the school.

Many different research on authentic learning and assessment approaches have been conducted. Concerning the application of the authentic learning approach in the classroom, Rahmawati and Sukaesih (2014) conclude that the implementation of authentic learning can develop a democratic character and improve learning outcomes. Meanwhile, Sa'idah et al. (2017) suggest that the application of authentic assessment can increase the students' ability, encourage honesty, improve politeness, and develop responsibility. In addition, it can facilitate students' active participation in learning. In the assessment aspects, Abidin (2012) investigates the authentic assessment model in learning to read. His research results show that authentic assessment can improve reading skills, truly measure students' actual reading abilities, and build students' character. Concerning the teachers, Nurgiyantoro (2009) suggests that teachers must have the knowledge and skills in performing authentic assessments. Mentoring, upgrading, and training serve as strategies to empower teachers in authentic assessment. Through these strategies, teachers can understand and create an authentic model of evaluation tool.

Studies investigating the use of authentic teaching and learning materials include Sari (2016) who found that student's motivation in learning increased significantly when authentic materials were used in the learning process. This is in line with Mestari (2016) who state that the use of authentic teaching materials can increase students' interest in learning English. Authentic teaching materials such as audio, video, newspapers, and magazines in grammar lessons can provide opportunities for students to expose the actual language use.

The word "authentic" means true, real, or genuine. Meanwhile, "learning" is the process of interaction between teachers, students, and various learning resources in a learning environment. Learning is a series of external events designed to support internal processes that take place in learning. Authentic learning activities at various levels and educational contexts still require a lot of attention and study. Authentic learning generally emphasizes real-world-based learning activities, including problem-solving using student-defined solutions, role play, problem-based activities, and case studies.

There are ten main elements in authentic learning, namely 1) authentic teaching materials should be adapted to students' activities in everyday life; 2) authentic teaching materials direct students to complete the questions in the assignments or exercises; 3) Authentic learning considers the time allocation needed with the materials provided properly; 4) Authentic learning provides opportunities for students to choose the materials they need; 5) tasks are completed in groups; 6) learning reflection includes individual and in group; 7) Authentic learning links the materials studied with other disciplines; 8) assessments are carried out in an integrated manner; 9) students not only conclude the materials they have learned but also produce products that are relevant to the materials; 10) students are directed to respond objectively through open answers.

In authentic learning, teachers do not emphasize the use of textbooks but other non-textbook learning resources. Lectures and explanations are minimized and replaced with activity-

based learning which focuses on problems. This shows that peer and students-teachers interaction and collaboration play an important role in authentic learning. With such a learning approach, students can choose the right or wrong answer and give their arguments.

In authentic learning, students not only get learning material in the form of theories but also have the opportunity to practice the theory they have learned. Lombardi, Bahr & Rohner summarize three main points that serve as the advantages of authentic learning as follows: (1) students are trained to find the relationship between the learning materials being studied and the previous learning materials; (2) knowledge is easier to remember as it is practiced; (3) theories or concepts that students learn can be explored relevant to the real-world context.

In authentic learning, students no longer memorize facts in abstract or artificial situations, but they gain experience based on reality (see <https://www.msyarifah.my.id/metode-pembelajaran-otentik-outentic-learning>). The power of authentic learning is motivating and improving students' ability to carry out activities. The advantages of authentic learning include: 1) students are motivated to learn to solve problems both individually and in groups and learning can be performed outside the classroom. While one of the shortcomings of authentic learning is that it tends to be carried out by students who have above-average intelligence levels.

Teaching materials are a series of information that students learn in the learning process (Afifah et al., 2022; Nugraha, 2023). Teaching materials are materials that are systematically arranged and used by teachers and students in the learning process. Various forms of teaching materials include 1) audio teaching materials such as cassettes, radios, vinyl records, and audio compact discs; 2) audio-visual teaching materials such as video compact discs and films; 3) interactive multimedia teaching materials such as Computer Assisted Instruction (CAI), interactive multimedia learning compact disc (CD); and 4) web-based learning materials. Teaching materials are classified into seven types, namely 1) printed teaching materials and their duplicates, such as handouts, worksheets, self-study materials, and group study materials; 2) Non-projected display teaching materials such as flipcharts, posters, models, and photos; 3) projected still display teaching materials, such as slides and filmstrips; 4) audio teaching materials, such as audio discs, audio tapes, and radio broadcasts; 5) teaching and audio-visual materials, such as sound slide programs, sound filmstrip programs; 6) video teaching materials, such as television broadcasts and videotape recordings; and 7) computer teaching materials, such as CAI and Computer Based Tutorial (CBT).

Based on their nature, teaching materials can be grouped into four types: 1) print-based materials, such as books, pamphlets, student study guides, tutorial materials, student workbooks, maps, charts, photos, materials from magazines and newspapers, and others; 2) technology-based teaching materials, such as audiocassettes, radio broadcasts, slides, filmstrips, films, video cassettes, television broadcasts, interactive videos, CBT, and multimedia; 3) teaching materials for practice or projects, such as science kits, observation sheets, interview sheets, and others; and 4) teaching materials for human interaction (like in distance education), including telephone and video conferencing. Meanwhile, some researchers classify teaching materials based on how they work: 1) Non-projected teaching materials such as photos, diagrams, displays, and models; 2) projected teaching materials, such as slides, filmstrips, overhead transparencies, computer projections; 3) audio teaching materials, such as cassettes and compact discs; 4) video teaching materials, such as videos and films; and 5) computer teaching materials (media), such as Computer Mediated Instruction (CMI), Computer-based Multimedia or Hypermedia.

One of the essential points in teaching in Indonesian schools is how to maintain the cultures, such as Pupuh and Kawih (Muliawati & Maryanti, 2022) in Sundanese. This must be integrated into the educational practices (Ababil et al., 2021; Arciosa et al., 2023; Ahsan et al., 2022; Organia et al., 2023). Pupuh is a Sundanese poetry determined by the rules of vowel sounds and the number of syllables in each line and the number of lines in each stanza. The sound of each line is usually called a guru lagu, while the number of syllables in each line and the number of each line in each stanza is called guru wilangan. Based on its type, there are 17 pupuh in Sundanese. Each type of the pupuh has its character or traits and is used for different topics of a story.

In the teaching of Sundanese in Indonesian schools, pupuh becomes one of the teaching materials taught at every level of education. In the Curriculum for Regional Level of Local

Content Curriculum in 2017, the teaching of pupuh for elementary school students is determined based on the theme. In junior high school, pupuh is taught to the students in the form of guguritan, while in senior high school, it is delivered in the form of a wawacan story. In its teaching process, pupuh is delivered through the listening subject. This aims to develop students' skill in singing and encourage the students' understanding on the content of the story.

Authentic teaching materials are different from traditional teaching materials. The difference is in the stage of preparation. Authentic teaching materials are real teaching materials that support the learning process and are not specifically designed. On the other hand, the traditional teaching materials are systematically arranged based on the learning objectives

Listening is one of the difficult language skills because students must be able to listen to the materials and understand vocabulary. Vandergrift (1999) states that although listening skills are considered passive skills, they are not simple in practice. Listening involves cognitive aspects. When the listening process takes place, focusing the attention is required.

According to Fitriyah (2015), it is essential to provide authentic teaching materials in the learning process because they can improve and develop students' listening skills. Further, she suggests that authentic teaching materials are beneficial for students and educators. Authentic teaching materials provide students with learning experiences based on the real-life contexts. They increase students' learning motivation because authentic teaching materials are interesting and varied. In addition, authentic teaching materials can generate students' curiosity as they are challenged to listen to new learning materials. Field (1998) suggests that authentic materials in improving listening skills are badly needed as they make students understand the information and gain real listening experience from the information sources. Students can observe how the words are spoken and observe the facial expressions of the speaker or source person. Authentic materials for language learning are materials contained in text, audio, or video designed for native speakers.

Authentic teaching materials for teaching listening are quite varied. Authentic teaching materials are teaching materials including texts, photos, videos, and other learning resources that are not specially prepared for learning purposes (see <http://fuadmunajat2.blogspot.com/2017/04/keefektifan-penggunaan-bahan-otentik.html>). Authentic materials are different from traditional materials which are specially developed for second language learners. Authentic materials may ignore the language rules, may not be structured, and may not use certain grammar or vocabulary.

The advancement of the digital era today brings many advantages and conveniences for humans. One of the sectors greatly impacted by digital technology is business. Social media is media platforms that focus on the existence of users and facilitates them in their activities and collaborations. For this reason, social media can be viewed as a medium that strengthens relationships between users. In addition, social media can be used as a means of education. The examples of social media include YouTube, Instagram, Facebook, Twitter, Line, Tik Tok, Snapchat, Tumblr, Pinterest, and Reddit. These social media platforms have been used in the teaching and learning process (Mulya et al., 2023; Sutanto et al., 2022; Nafilah and Sakti, 2022; Risnandar and Sakti, 2022; Issa et al., 2021; Mediayani et al., 2021; Dermawan et al., 2022).

One of the social media investigated in this study is YouTube. YouTube was founded by Chad Hurley, Steve Chen, and Jawed Karim who were previously PayPal's first employees (see <https://www.kompasiana.com/jesicalaurensia/56cb0156c0afb3218bb231e/mengenal-youtube>). Youtube is a social media application that provides information in the form of videos. This application has been used as an excellent medium in education (Mulya et al., 2023; Sutanto et al., 2022; Nafilah & Sakti, 2022). In this application, everyone can upload videos by registering first. Videos uploaded on YouTube is very diverse, such as movie clips, TV clips, music videos, and video blogs or commonly abbreviated as vlogs. These uploaded videos can be viewed by the people worldwide. Of the various contents, many videos can be used as authentic materials for teaching. The students and teachers can get information to increase their knowledge via Youtube videos.

The present research aims to answer the following questions. 1) Is there any information on YouTube that can be used as authentic materials in learning Sundanese? 2) Are the authentic teaching materials on YouTube relevant to the learning theme for elementary school students? 3)

Are the authentic teaching materials meet the criteria for good teaching materials? 4) How are the suggested lesson plans for the authentic materials?

## METHOD

The research utilized a descriptive-analytic method with a qualitative approach. This method was employed to describe data related to research problems and objectives. The data for the research were collected by making inventory and identifying information related to authentic teaching materials needed in teaching listening of pupuh for elementary school students. The research data were 17 types of pupuh teaching materials, namely Dangdanggula, Kinanti, Asmarandana, Sinom, Pucung, Pangkur, Gambuh, Gurisa, Durma, Ladrang, Mijil, Maskumambang, Magatru, Balakbak, Lambang, Jurudemung, and Wirangrong. The data were collected from YouTube. The instruments for capturing the data were presented in Table 1.

**Table 1. Authentic Material Identification Instruments**

Learning Materials	Social Media	Topics	
		<i>peaceful life</i> (√)	<i>caring for animals and plants</i> (√)
17 sekar pupuh	YouTube		

Quality testing was conducted on the teaching materials obtained from YouTube. The quality testing was performed by Sundanese language teachers who were considered experts in the research field. The instruments to test the quality of the teaching materials were presented in Table 2. The table was adapted from the Guide to ICT-Based Teaching Materials, Ministry of National Education, Director General of Primary and Secondary Education Management, Directorate of High School Development, and Criteria for Teaching Materials.

**Table 2. Teaching Material Quality Assessment Instrument**

No.	Aspects	Indicators	Value		
			3	2	1
1.	Relevance	Relevant to learning objectives			
		Less relevant to learning objectives			
		Not relevant to learning objectives			
2.	Motivating	Motivating students to study			
		Less motivating for students to study			
		Not motivating students to study			
3.	Practicality	Practical to be used as teaching materials			
		Less practical to be use as teaching materials			
		Not practical to be used as teaching materials			
4.	Usefulness	Very useful and important			
		Useful and quite important			
		Not useful or important			
5.	Interesting	Very interesting to study			
		Interesting to study			
		Not interesting to study			
6.	Norm	Consider the existing norms in the society			
		Less considering the existing norms in the society			
		Do not consider the existing norms in the society			

The recommended format of the lesson plan for the authentic learning materials should consist of the name of the subject, class, standard competence, name of teaching material, theme, and learning activity.

## FINDING AND DISCUSSION

This section presents the research findings which include: 1) authentic teaching materials for pupuh materials and their link addresses, 2) the analysis results of the conformity of pupuh content with the themes in the curriculum, 3) the results of material quality analysis based on expert assessments, and 4) learning design offered.

### Finding

#### Authentic teaching materials for pupuh materials and the link addresses

Based on the examination, the research finds 17 pupuh that meet the criteria of good teaching materials set in this research. Of the 17 pupuh, 4 belong to the Sekar Ageung group, and 13 belong to the Sekar Alit group. The Sekar Ageung group are Dangdanggula, Kinanti, Asmarandana, and Sinom. The Sekar Alit group includes Pucung, Pangkur, Gambuh, Gurisa, Durma, Ladrang, Mijil, Maskumambang, Magatru, Balakbak, Lambang, Jurudemung, and Wirangrong.

Each pupuh has a certain character or nature. Kinanti's nature is concerned, with waiting. Pupuh Sinom's nature is happy and amorous. Pupuh Dangdanggula is cheerful and happy. Pupuh wirangrong's nature is shy, humiliated, or unlucky. Pupuh Pucung's nature is giving advice and instructional proverbs. Pupuh Pangkur's nature is wandering or traveling in a state of anger, ready to be happy, and telling of the journey. Pupuh Mijil has a sad, difficult, and confused character. Pupuh Maskumambang has a sad or miserable character. Pupuh Magatru has a sad, concerned, and funny or humorous nature. Pupuh Lambang has the character of humor or joy. Pupuh Ladrang has a sense of humor character. Pupuh Jurudemung's nature is confused, difficult, and regretful. Pupuh Gurisa has the character of someone who is waiting for something or someone. Pupuh Gambuh has the character of being sad, overcome with problems confused, and not having a clear direction or purpose in life. Pupuh Durma has the character of being angry and in a state of war. Pupuh Balakbak has the character of being humorous or jovial. The links are presented in the table below.

**Tabel 3. Pupuh Material Link Address**

No.	Pupuh Types	Link Address
1.	<i>Dangdanggula</i>	<a href="https://www.youtube.com/watch?v=4kG18ZvUdOg">https://www.youtube.com/watch?v=4kG18ZvUdOg</a>
2.	<i>Kinanti</i>	<a href="https://www.youtube.com/watch?v=qOmFonWxEBk">https://www.youtube.com/watch?v=qOmFonWxEBk</a>
3.	<i>Asmarandana</i>	<a href="https://www.youtube.com/watch?v=fx_VPavoohw">https://www.youtube.com/watch?v=fx_VPavoohw</a>
4.	<i>Sinom</i>	<a href="https://www.youtube.com/watch?v=GC1xe9kC1ZQ">https://www.youtube.com/watch?v=GC1xe9kC1ZQ</a>
5.	<i>Pucung</i>	<a href="https://www.youtube.com/watch?v=sRaLo7xXFWA">https://www.youtube.com/watch?v=sRaLo7xXFWA</a>
6.	<i>Pangkur</i>	<a href="https://www.youtube.com/watch?v=s7fv1BY0gvk">https://www.youtube.com/watch?v=s7fv1BY0gvk</a>
7.	<i>Gambuh</i>	<a href="https://www.youtube.com/watch?v=07bsvisf7RA">https://www.youtube.com/watch?v=07bsvisf7RA</a>
8.	<i>Gurisa</i>	<a href="https://www.youtube.com/watch?v=GCYyQoWRX0g">https://www.youtube.com/watch?v=GCYyQoWRX0g</a>
9.	<i>Durma</i>	<a href="https://www.youtube.com/watch?v=EOSr4vM0krA">https://www.youtube.com/watch?v=EOSr4vM0krA</a>
10.	<i>Ladrang</i>	<a href="https://www.youtube.com/watch?v=-vXyEwQf9nk">https://www.youtube.com/watch?v=-vXyEwQf9nk</a>
11.	<i>Mijil</i>	<a href="https://www.youtube.com/watch?v=unqfv2kKPAI">https://www.youtube.com/watch?v=unqfv2kKPAI</a>
12.	<i>Maskumambang</i>	<a href="https://www.youtube.com/watch?v=ZNtUu6U5h54">https://www.youtube.com/watch?v=ZNtUu6U5h54</a>
13.	<i>Magatru</i>	<a href="https://www.youtube.com/watch?v=RfD9_Lizdy4">https://www.youtube.com/watch?v=RfD9_Lizdy4</a>
14.	<i>Balakbak</i>	<a href="https://www.youtube.com/watch?v=BKaVxppalJE">https://www.youtube.com/watch?v=BKaVxppalJE</a>
15.	<i>Lambang</i>	<a href="https://www.youtube.com/watch?v=NOKYBDUku8w">https://www.youtube.com/watch?v=NOKYBDUku8w</a>
16.	<i>Jurudemung</i>	<a href="https://www.youtube.com/watch?v=e-4i0_mmYDU">https://www.youtube.com/watch?v=e-4i0_mmYDU</a>
17.	<i>Wirangrong</i>	<a href="https://www.youtube.com/watch?v=y43ccEX7RXQ">https://www.youtube.com/watch?v=y43ccEX7RXQ</a>

Not all links presented in the table initially mention the title of the pupuh. For this reason, a title is given to the pupuh based on the first verse of the songs as follows. 1) Pupuh Dangdanggula entitles Lambang RI Jero Ngandung Harti, 2) Pupuh Kinanti entitles Budak Leutik

Bisa Ngapung, 3) Pupuh Asmarandana entitles Aya Nu Lumpuh Musafir, 4) Pupuh Sinom entitles Harta pada Naréangan, 5) Pupuh Pucung entitles Hayu Batur Urang Diajar sing Suhud, 6) Pupuh Pangkur entitles Seja Nyaba Ngalalana, 7) Pupuh Gambuh entitles Beurit Lintuh, 8) Pupuh Gurisa entitles Barudak keur Mijah, 9) Pupuh Durma entitles Moal Ngejat Sanajan Ukur Satapak, 10) Pupuh Ladrang entitles Coba Teguh Masing Telik, 11) Pupuh Mijil entitles Aduh Gusti anu Maha Suci, 12) Pupuh Maskumambang entitles Itu kusir, 13) Pupuh Magatru entitles Coba Teguh Naon nu Sukuna Tilu, 14) Pupuh Balakbak entitles Aya Monyet Tingguntayang, 15) Pupuh Lambang entitles Ngarucu Langlayangan, 16) Pupuh Jurudemung entitles Mungguh nu Hirup di Dunya, 17) Pupuh Wirangrong entitles Ulah Kadalon-dalon.

### **The Relevance of the Pupuh contents with the Theme in the Curriculum**

Based on the analysis, of the 17 pupuh above, 4 (24%) of the pupuh have contents following the Basic Competencies (KD) of Elementary School theme for Second Grade, namely living in harmony with the KD of Elementary School and theme for Third Grade, namely caring for animals and plants. Also, the research found 4 pupuh, namely 1) Lambang RI Jero Harti, Dandanggula, 2) Aya nu Lumpuh Musafir, Asmarandana, 3) Barudak keur Mijah, Gurisa, 4) Itu Kusir, Maskumambang. Each of the pupuh's verses is presented in the following.

#### **Pupuh Dandanggula**

Lambang RI jero ngandung harti  
Lamun bener diamalkeunnana  
Persatuan tangtu tembung  
Teu cukup ku disebut  
Atawana apal na biwir  
Bhineka tunggal ika  
Maksudna gumulung  
Kabéh sélér-sélér bangsa béda-béda  
Tatapi asal sagetih  
Béda tapi saasal

#### **Translation:**

The symbol of the Republic of Indonesia means very deep  
If you really practice it  
Unity will appear  
It's not enough just to be called  
Or just on the lips  
Bhinneka Tunggal Ika  
It has a broad meaning  
All ethnic groups are different  
But one blood  
Different but from the same origin.

The pupuh above tells the symbol of the Unitary State of the Republic of Indonesia. The messages in the pupuh encourage people to understand the content of the state symbol. One of the important messages is that every ethnic group must be able to unite despite their difference. The message of this pupuh is following the theme of teaching materials for Second Grade of Elementary School students, namely living in harmony.

#### **Pupuh Asmarandana**

Aya nu lumpuh musafir  
Bari sila sisi jalan  
Kadupak ku anu lolong  
Anu eukeur balasiar  
Neangan sandang pangan

Anu lolong gebut labuh  
Anu kadupak katindihan

Duanana pada nyeri  
Anu kadupak nyarekan  
Anu ngadupak bati bengong  
Sasadu menta hampura  
Lantaran henteu awas  
Ahirna pada sasadu  
Pedah pada henteu terang

Ahirna jadi ngahiji  
Sosobatan dalit pisan  
Ki lumpuh terus diakod  
Ku Ki lolong anu bedas  
Tatapi henteu awas  
Ku pitulungna ki lumpuh  
Bisa ngider ka mamana

Translation :  
There was a paralyzed beggar  
Sitting cross-legged on the side of the road  
Got nudged a blind man  
Who was trying,  
To look for food and clothing  
The blind man fell  
The one who was nudged, got hit by the falling man

Both of them were in pain  
The one who got nudged got angry  
He who nudged just stared  
He apologized  
As he could not see  
They finally apologized to each other  
As they both did not know.

Finally, they were teamed up  
Close friendship was tied up  
The paralyzed was then carried  
By the fit blind man  
who didn't see  
Because of the help of the paralyzed  
He could go around everywhere

The pupuh above tells the story of two people with disability. The first person does not see and the second person cannot walk. On the way, they collide. Then, they forgive each other. The lesson from this incident is that they finally help and love each other. The content of this pupuh follows the theme for teaching materials for Second Grade of Elementary School students, namely living in harmony.

**Pupuh Gurisa**

Waktu barudak keur mijah  
Arulin semu barungah  
Ger hujan gede pohara



Barudak breng lalumpatan  
Ngiuhan di bale desa  
Ngadago raatna hujan.

Amir ngomong ka baturna  
Keur tamba kesel nungguan  
Ngayakeun tatarucingan  
Baturna pada mupakat  
Amir kapeto ti heula  
Tarucing dimimitian

Aya barang weweg panjang  
Tatapi pondok ngarana  
Na di mana nya ayana  
Sarta keur naon gunana  
Di antara batur urang,  
Cing sugan aya nu terang.

Translate:  
When the kids were playing  
Having fun playing  
Rain was falling very hard  
The kids were running  
Taking shelter in the village hall  
Waiting for the rain to stop

Amir said to his friend  
“So as not to be upset waiting  
Let’s play guessing.”  
His friends were in agreement  
Amir got the first turn  
The guessing game began

It was something strong and long  
But its name was short  
Where was that thing?  
And what was it used for?  
Among our friends  
Maybe someone knew.

The pupuh above tells the story of a group of children. They are having fun. Their togetherness is not bothered even though the day is raining. They still gather and play guessing games while waiting for the rain to stop.

**Pupuh Maskumambang**

Itu kusir bangun ambek-ambek teuing  
Turun tina delman  
Kuda dipecutan tarik  
Teu aya pisan ras-rasan

Teu ngaraskeun abong kena ka sato laip  
Padahal mogokna  
Lantaran geus cape teuing  
Hayang ngaso eureun heula

Coba lamun aya nu neunggeul ka kusir  
 Geus tangtu karasa  
 Nyeuri moal salah deui  
 Sato ge kitu sarua

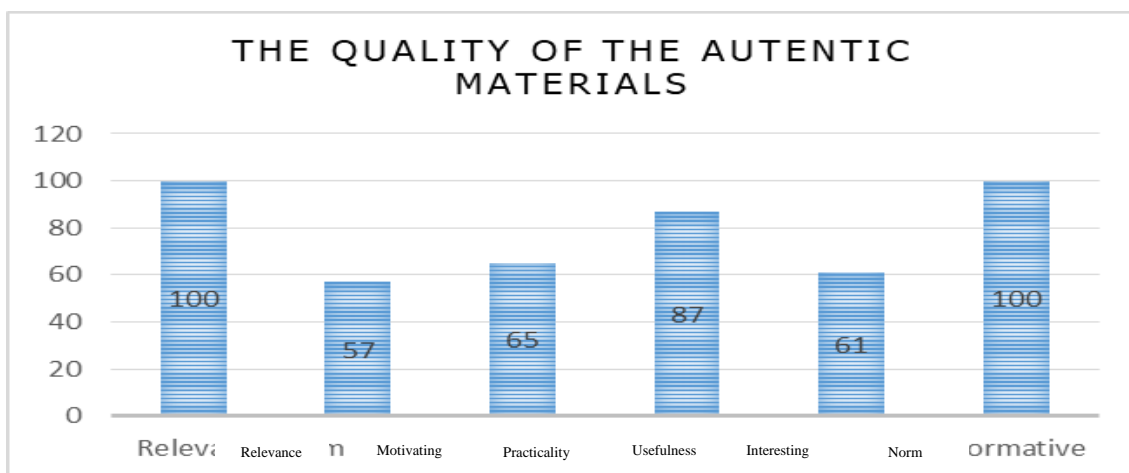
Translation:  
 That coachman seemed very angry  
 Got off the cart  
 Horse was whipped hard  
 He had no sympathy

Just because it was an animal  
 In fact, it went on strike  
 Because it was so tired  
 Wanted to rest for a while  
 What if someone hit the coachman  
 Of course, he would feel  
 hurt for sure  
 That was how the animals felt too

The first and second stanza of the pupuh above tell a tired horse. The coachman does not give him food or drink. Instead, he whip the horse hard. The third stanza states that we should treat animals with love as we love ourselves.

**Material Quality Based on Expert Assessment Results**

In addition to be relevant to the theme, the feasibility of pupuh as teaching materials should be proven academically. The results of the quality assessment on each aspect of pupuh as teaching materials performed by experts, Sundanese language teachers, are presented in the following diagram.



**Figure 1. Pupuh Quality as Teaching Materials**

The diagram shows the judgement of the expert teachers involved in the research to assess the quality of pupuh as teaching materials on the aspect of relevance. For question “Is the factual material in the links based on the targeted competence (KIKD) for the elementary school level?”, 23 expert Sundanese language teachers reviewing the material (100%) stated that the pupuh was relevant to KIKD for the Elementary School level.

To know to what extent the teaching materials can motivate students, the teachers’ answers for question number 2 namely “ Can the pupuh teaching material in the YouTube link

motivate students to learn?” is analyzed. Of 23 teachers, 13 (56%) stated that the materials can motivate students to learn, while 10 (45%) stated that the materials are quite motivating students to learn. To reveal the practicality of the teaching materials, question number 3, namely “Are the pupuh materials in the youtube link practical to use as teaching materials?” was asked to the teachers. Of the 23 teachers, 15 (65%) stated that they were practical to use as teaching materials, while 8 (35%) stated that they were quite practical to use as teaching materials.

To investigate the usefulness of the material, question number 4, “Is the pupuh material in the YouTube link useful and important?” was asked to the teachers. Of the 23 teachers, 20 (87%) stated that it was very useful and important, while the remaining 3 (13%) stated that it was useful and quite important. To know the attractiveness of the material, question number 5, “Is the pupuh material in the YouTube link interesting for students to learn?” Of the 23 teachers, 14 (61%) stated that the material was very interesting for students to learn, while 9 (39%) stated that it was quite interesting.

To examine the educational values contained in the material, question number 6, “Does the pupuh material in the YouTube link follow the norms that apply in society and promote educational values?”. For this question, all teachers (100%) stated that the material follows the norms prevailing in society and promote educational values.

### **Authentic Learning Material Design**

The pupuh teaching materials investigated in this research generally meet the needs of teaching Sundanese in elementary schools. This is based on the result of a relevance test; the teaching materials are matched and assessed against the Core Competence, and Basic Competence (KI-KD) in the revised 2017 curriculum for Sundanese language subjects at Elementary School/Madrasah Iftidaiyah (SD/MI).

The KD (Basic Competence) 3 and 4 for pupuh teaching material for the Second Grade of elementary school are “knowing and understanding pupuh texts about living in harmony, and (being able to) chant the pupuh text about living in harmony.” The KD 3 and KD 4 for pupuh teaching materials for Third Grade of elementary school is “understanding the contents of pupuh text about loving animals and plants, and (being able to) chant the pupuh text about loving animals and plants.

Learning can be realized both spoken and written. The following is the suggested learning design. Basic competencies: Recognizing and understanding pupuh texts about living in harmony. Singing the pupuh about living in harmony. Materials: Pupuh text, important words and expressions such as: get along well, kind, close friend. Learning Activities: Listening to the teacher's explanation about living in harmony, Listening in a disciplined and attentive manner, and identifying the pupuh elements sung by the teachers or audio/visual which describe living a harmonious life in pluralism, Asking questions about the contents of the pupuh, Imitating in a disciplined and polite manner in singing the pupuh about the harmony of life in pluralism, Singing the pupuh about the harmony of life in pluralism confidently in front of the class in turns.

Design of pupuh learning activities in the Third Grade of Elementary School, Basic competencies: Understanding the contents of the pupuh texts about loving animals and plants, Singing the pupuh about loving animals and plants. Materials: Pupuh Pucung, Two/three syllables root words (i.e, Engang), Single sentence. Learning Activities: Listening to the pupuh sung by the teachers and then repeating it classically and individually. Closely reading the pupuh text to understand the contents of the pupuh. Identifying two, three, and four syllables root words. Practicing singing the pupuh until students can sing it well.

### **Discussion**

Social media convey a myriad of various information (Hashim et al., 2020; Haristiani & Rifa’I, 2020; Bedua et al., 2021; Abubakar et al., 2022; Suroto & Nandiyanto, 2021; Ramdhani & Nandiyanto, 2021; Sopian et al., 2022; Prabowo & Suroso, 2021; Aladesusi et al., 2021). Some information from social media can be authentic teaching materials. Before being used as the teaching materials, the information should be adjusted to the needs of students and assessed on their relevance to the curriculum. In line with this research result, Nasution and Azhar (2018)

suggest that the materials studied by students must consider the aspects of relevance, consistency, and adequacy. The materials provided in the learning process must be ensured its conformity with the curriculum and the students' background.

The learning process using an authentic learning approach requires careful planning, especially in the teaching and learning of Sundanese. However, research found that the use of authentic teaching materials facilitates the improvement of students' skills, for example in listening (Ghaderphani, 2012). Also, it creates positive attitudes from teachers. The authentic learning involves students facing real problems. The learning materials come from real things, visible, and are not artificially designed. The present research reveals that the factual information on YouTube can be used as authentic teaching materials that support the learning process. Concerning the fact that YouTube stores records of real life events, learning must consider the external events in real life. The use of authentic teaching material in the form of pupuh from YouTube supports what Gagne suggest that "... external events in real life are expected to be able to support previously designed internal processes".

Based on the results of expert judgment in the research, the materials designed in this research generally (67%) meet the criteria for good teaching materials. To this point, teaching material must be relevant to the curriculum and students' needs and should constitute the content of learning and the elaboration of basic competencies. In addition, teaching materials must motivate students to learn further, be practical, useful, and interesting, and should consider linguistic aspects relevant to the students' abilities.

The findings of this research are in line with other research reports which apply authentic material in reading comprehension learning. They found that authentic materials had a positive impact on students and teachers in English teaching and learning. Authentic materials can create fun learning for students and increase students' motivation to understand the content of the reading texts.

In authentic learning, students no longer memorize facts in abstract or artificial situations, but they gain experience based on reality (see <https://www.msyarifah.my.id/metode-pembelajaran-otentik-outentic-learning>). This statement is in line with the research conducted by Ryandani (2018) stating that the use of authentic materials and clear goals setting can have a positive impact on students, including in completing assignments and exercises. Authentic teaching materials can foster students' motivation and aspirations because they find real things in the material.

The advantages of authentic teaching materials are obtained by students and teachers. Kusumawardani and Santosa (2018) found that variations of authentic teaching materials such as texts obtained from the internet, videos, pictures, and story books may avoid students' boredom in learning. Artha et al. (2020) state that teachers gain broad experience and insight in choosing to use authentic materials needed by students. Thus, they can create conducive learning. Likewise, Sari et al. (2020) state that by presenting authentic teaching materials, students are motivated to listen and have an interest in reading.

In relation to the selection of material presented on YouTube, Rahmatika et al. (2021) state that the materials must be adjusted to the students' age and psychological development so that students can understand the material presented on Youtube easily. Students obtain many benefits when utilizing materials from YouTube. Kiranti et al. (2022) state that spoken information with moving image can sharpen understanding of the material in addition to increasing interest and vocabulary. This is in line with research conducted by Retnasari (2020) which states that listening to authentic material can improve listening skills and the quality of learning outcomes because students can understand the materials they are learning.

## **CONCLUSION**

Based on the results of the study, the material broadcasted on YouTube can be used as Sundanese language learning materials. The material broadcasted on YouTube is authentic, interesting, motivating students to learn, improving listening skills, and increasing vocabulary. YouTube is also practical to be used by teachers.

Of 17 types of pupuh examined in this study, four types of pupuh whose contents met the criteria for the quality of teaching materials are obtained, namely Dangdanggula, Asmarandana, Maskumambang, and Gurisa. The contents of the four types of pupuh are appropriate to the character of the students and contain character education values.

Based on the judgement of teachers as experts in this study, the pupuh materials obtained from YouTube is relevant to the learning objectives or learning outcomes in Merdeka Curriculum. Moreover, as learning media, YouTube is practical to be used by teachers and can motivate students to learn. Pupuh material in the form of audio-visual media is very interesting to study. The contents contained in the four types of pupuh have taken into account the norms that apply in society, besides being very useful and important.

Activities that students can learn about pupuh can be guided by the teachers, including 1) listening to the teacher's explanation about pupuh; 2) identifying the elements contained in the pupuh, such as the number of lines for each stanza, the number of syllables for each line; 3) interpreting the contents of the pupuh by examining each word; 4) asking questions about the contents of pupuh; and 5) singing based on the character of the pupuh type.

These stages are not carried out in one meeting. When implemented in the Merdeka Curriculum, as an essential material, every student can choose the way they like in studying pupuh. By paying attention to the principle of differentiation, each student is expected to be able to develop his abilities. Thus, quality learning can be realized.

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