

# **Development of Indonesian Language Learning Materials Based on Character Education for Secondary School Students in Klaten Regency**

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**Abstract:** The study aimed to explore (1) the Indonesian language learning process that should integrate the values of character education, (2) the design development of Indonesian language learning materials based on the values of character education, and (3) the development product of the Indonesian language learning materials based on the values of character education for the secondary school students in Klaten Regency. The study is a research and development model which consists of the exploration phase, development phase, and experimental phase. The object of the study included the Indonesian language learning materials, teachers, and students of four secondary school institutions in Klaten Regency. It deployed interview, document analysis, and observation as the data collection techniques. Meanwhile, the data analysis utilized a descriptive qualitative model to observe various activities during the development phase, including material development and quantitative analysis to discover the product validity. The findings confirmed a well-running process of the Indonesian Language learning activities that should implement the values of character education for the secondary school students in Klaten, even if the teachers still ought to rely on their creativity in finding the relevant materials. The design development of Indonesian language learning materials based on the values of character education for the secondary school students in Klaten mainly integrated the values of character education with the reading materials contained in the available Indonesian language teaching instruments (books). The development product of the Indonesian language learning materials based on the values of character education for the secondary school students in Klaten had been carried out as an experiment in State 5 Klaten Secondary School and confirmed a good result. There were a few strength and weakness of the prototype, as the basis for the quality improvement of Indonesian Language learning materials that should contain the values of character education.

**Keywords:** *development research, Indonesian language learning materials, character education*

## **INTRODUCTION**

According to Minister of Education and Culture of the Republic of Indonesia, Muhadjir Effendi through his remarks in *Konsep dan Penguatan Pendidikan Karakter Tingkat Sekolah Dasar dan Sekolah Menengah Pertama* (Concept and Enforcement of Character Education for Primary and Secondary Schools) (Kemdikbud, 2016), a great nation is a nation that possesses strong characters with high competences, raised and developed by a pleasant education and environment that apply good values in all aspects of life regarding the nation and state. The declaration of the character education enforcement is attached as one out of several points of *Nawacita* proclaimed by the President of The Republic of Indonesia, Joko Widodo through the *Mental Revolution National Movement (Gerakan Nasional Revolusi Mental – GNRM)*. The character education enforcement also reflects the aim of National Education to develop the students' potential and grow them as the human beings who have

faith in God as well as possess noble characters, health, knowledge, capabilities, creativity, independency, democratic principles, and responsibility. Based on the reasons, National Education must focus on producing character in the sideline of competence establishment. However, a number of preliminary studies proved that the materials of Indonesian Language learning still lack of the implementation of the values of character education. The Indonesian Language learning modules that contain the internalization of character education for primary and secondary education levels have also yet been available (Mardikarini & Suwarjo, 2013). Based on the interview, a number of teachers revealed that the majority of secondary high school students have yet performed strong characters, as they lack of independency and enthusiasm, easily give up, put less respect to their teachers, and show less manner and ethics in their family environment. Out of 18 points of character education values, this study mainly highlights the values of religiosity, honesty, discipline, independency, creativity, democratic, social caring, and responsibility.

The teachers that were involved in the interview positively welcomed the initiative to embed the values of character education in the Indonesian Language learning materials. The teachers expected that the availability of character education values for the Indonesian Language learning modules could contribute the benefits in dealing with all of the deficits in learning process and improve the learning quality, especially in terms of the material selection, which includes the core competencies, basic competencies, and standard of process for the authentic assessment; in addition to help the students in comprehending the initial, ongoing, and final subjects, as part of their study and guidelines in the education institutions, especially the secondary level. In detail, the research is formulated by the following problems:

1. How is the implementation of Indonesian Language learning design through the integration of character education values for the secondary school students in Klaten Regency?
2. How is the design development of Indonesian Language learning through the integration of character education values for the secondary school students in Klaten Regency?
3. How is the development product of Indonesian Language learning through the integration of character education values for the secondary school students in Klaten Regency?

Departing from those problems, this study aims to describe:

1. The implementation of Indonesian Language learning design through the integration of character education values for the secondary school students in Klaten Regency.
2. The design development of Indonesian Language learning through the integration of character education values for the secondary school students in Klaten Regency.
3. The development product of Indonesian Language learning through the integration of character education values for the secondary school students in Klaten Regency.

## **LITERATURE REVIEW**

A number of relevant studies related to the character education-based material development were proposed by the following researchers. Abu, Mokhtar, Hassan, & Darmanita Suhan (2015) **How to Develop Character Education of Madrassa Students in Indonesia** discovered a significant correlation between character education and development for the students.

Muttaqin & Raharjo, 2018) Cheng, Chao-Shun (2007) through the **The Implementation Main Values of Character Education Reinforcement in Elementary School** revealed the urgency of implementation main values of character education for the elementary school them to improve awareness, attitude, characters, and common sense; in addition to the significant correlation of character education with the individual characters, abilities, and potential development.

A summary report titled *Learning Materials in Instructions* produced by Theresa Kline from the University of Calgary discovered the quality of a learning group that involved more than 50 percent learning modules related to professions could contribute a higher development abilities, especially their reading skills, document utilization, and calculation compared to another group that applied less learning modules (<http://ebookbrowse.com/learning-materials-in-instruction-report-pdfd462919090>).

Character building is a crucial aspect for a nation, as its implementation will lead Indonesia to rise as a great, advanced, glorious, and dignified nation (Samani, Muchlas & Haryanto, 2012). The implementation of character education should be carried out early, as an attempt to foster the students' customs in carrying out positive and sublime behavior. The stimulation of sublime characters can be enforced through a number of learning strategies, such as through the language and literature, history, folktales, and others (D. B. P. Setiyadi, 2014, 2017; D. Setiyadi & Haryono, 2019; P. Setiyadi, 2012). The implementation of character building will help Indonesia to grow as a nation based on the national education objectives (Anwar, Negeri, & Unp, n.d.; Cornelius & Greg, 2013).

The implementation framework of character building can run through the integration of character education values with particular school subjects. With regards to the idea, Indonesian Language learning will potentially encourage national character education. Therefore, a proper learning model for the integration of Indonesian Language subject with the character education should be initiated. The integration is expected to optimize the students' Indonesian Language competencies and foster their positive behavior (Banicki, 2017).

## **METHODOLOGY**

This study is a research and development model, as it focuses on the Indonesian Language learning material development based on the character education values. The material development refers to Sukmadinata (2005) model, which consists of the following three phases, including:

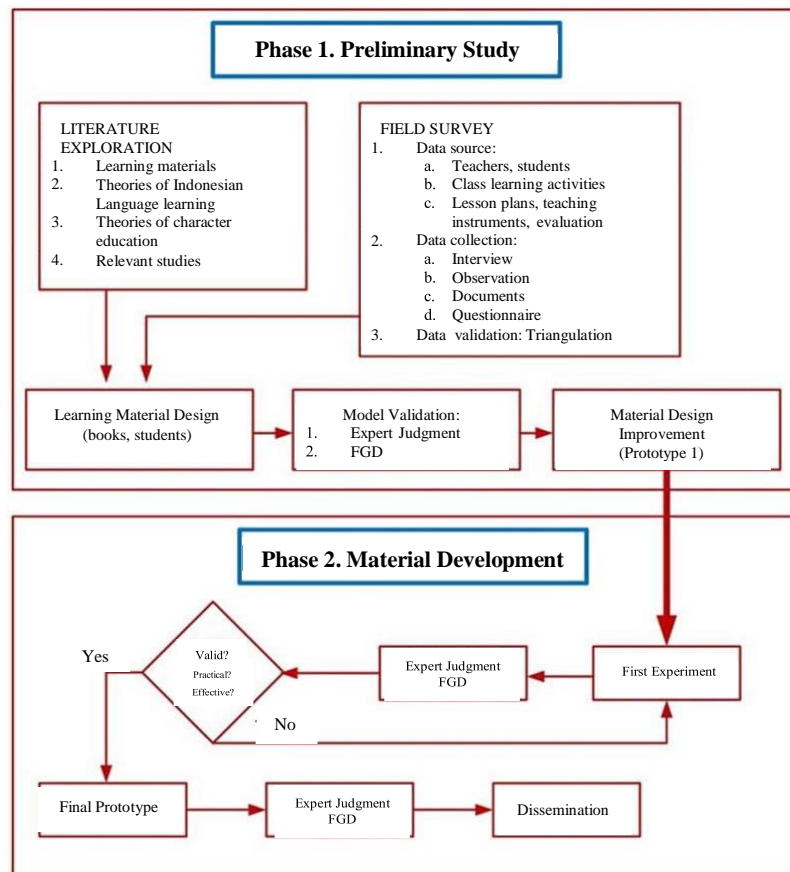
1. The exploration or preliminary phase that aims to garner factual information related to the Indonesian Language learning condition at the secondary schools for the integration of character education values. The first phase represents need analysis regarding the material development that relates to the integration of character education with Indonesian Language learning.
2. The development phase that consists of three activities, including design, limited experiment, and revision. This phase involves the roles of experts to assess the designs and products.
3. The experimental phase that emphasizes two matters, including validation and prototype testing in the form of character education-based Indonesian Language materials. Those three phases will generate a valid, practical, and effective Indonesian Language materials based on the values of character education. Following the complement of those three phases, the next procedure is dissemination.

The research object included the Indonesian Language learning materials, teachers, and

students from four secondary school institutions in Klaten Regency. The study deployed the following techniques for its data collection:

1. Interview to obtain the data regarding the learning condition at the secondary schools. The result of the interview will become references for Indonesian Language learning material development.
2. Document analysis to explore all of the written information related to the study.
3. Observation to explore the data regarding the application of the developed Indonesian Language learning materials.

The data analysis techniques utilized both qualitative and quantitative method. The qualitative data included the Indonesian Language material contents for the secondary schools, lesson plans, learning instruments, and the Indonesian Language material development with the complement of character education values. Meanwhile, the quantitative data consisted of the evaluation scores at the final experiment. Due to the different characters of both methods, the study tended to deploy a descriptive qualitative analysis model to observe a number of activities at the development phase, such as material development. Meanwhile, the quantitative analysis was targeted to find out the product effectiveness and practicability. The research procedures are depicted in the following diagram:



## FINDINGS AND DISCUSSION

Based on the preliminary studies regarding the need analysis, the implementation of the 2013 learning curriculum was confirmed well. Teachers utilized proper materials by referring to the standardized instruments published by the Ministry of Education and Culture (Kemdikbud,

2016). Additionally, they also utilized additional instruments from other publishers which varied in each school. However, the materials published by the Ministry of Education and Culture as well as the other publishers had yet integrated the character education values in every learning chapter.

The teachers who had implemented the 2013 Curriculum confirmed the unavailability of character education embedment in their teaching instruments (Muttaqin & Raharjo, 2018). Thus, they autonomously performed their creativity to integrate the character education values with the Indonesian Language subject. Through an interview, a number of Indonesian

Language teachers in four secondary schools in Klaten Regency admitted that they used to discover different learning models to provide character education teaching materials. However, such an effort would depend on individual creativity. The creative teachers surely would provide relevant materials that could support the enforcement of character education values for their students, such as through poetries, stories, folktales, or histories which contains the values of character education. However, less creative teachers might neglect the aspects, as they would only assess their students' characters based on their daily attitude at school. Additionally, less than 60 percent of the total students who were involved in the interview indicated a level of awareness regarding the availability of character education values in their learning materials.

This study attempted to provide a relevant product in the form of Indonesian Language teaching instrument which is integrated with the values of character education (Setiyadi & Haryono, 2019). The arrangement of the teaching instrument still referred to the 2013 Curriculum that currently undergoes revision. The character education materials could be integrated through the reading materials or sub-chapters that focus not only on the material books but also the references of other forms which are available outside the school libraries, such as the unlimited sources from internet.

The design of the teaching instrument was arranged during the study, however, the instrument currently only contains two chapter due to the limited time of arrangement. It contains the values of character education in its reading materials based on the Character Education Enforcement Program which is divided into five aspects, including religiosity, nationalism, independency, cooperation, and integrity (Kemdikbud, 2016). The availability of the materials will essentially encourage the teachers to convey the information to their students, thus will produce a justified learning standard in all schools without sacrificing the teachers' creativity in picking up the materials based on the lesson plans.

The current available teaching instrument prototype only contains two chapters, since the study is still at the ongoing process of the first-phase multiyear research that was previously planned to be completed within two years. However, due to the seminar requirement, those two chapters were firstly proposed to the experts for validation. The new design of Indonesian Language learning materials was arranged based on the observation and limited experiment at State 5 Klaten Secondary School. The product was validated by two experts.

Meanwhile, the initial field experiment included the validation at the development phase by involving two experts, one of whom came from University of Widya Dharma Klaten, while another one was a teacher that took a role as the field executor. The validation covered a number of matters, including materials, readability, and learning instrument. The following diagram represents the results of field experiment.

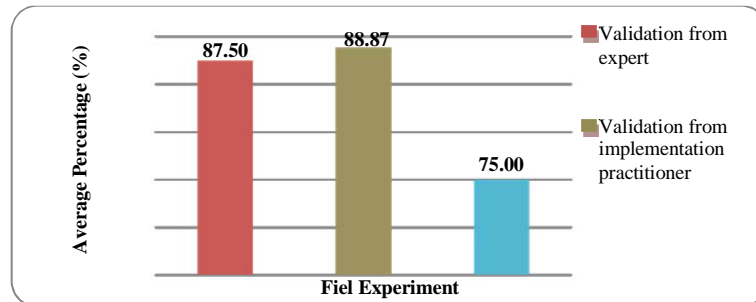


Figure 1. Histogram of Average Percentage of Initial Field Experiment

Figure 1 signifies satisfying validation assessment from the expert and seventh-grade teaching practitioner. Ten students that were involved at the questionnaire-based inquiry also confirmed satisfying assessment related to the modules.

The validation results were then brought to the group discussion forum that involved teachers and experts. At the FGD, the researchers conveyed the research process completely. The signature feature of the product included the readiness of the learning materials that could facilitate the teachers by the availability of character education explanation. Other results might be produced following the final product’s massive publication. The experts explained that despite its well-structured character education highlights, teachers still needed to learn the contents first. However, the weakness could be solved by encouraging the teachers to explore *Buku Pedoman Penguatan Pendidikan Karakter* (Guidelines of Character Education Enforcement) published by the Ministry of Education and Culture.

The character education is essential due to the worry of current youth’s characters that tended to show less politeness in speeches and less appreciation to others (Nur, 2018). Such a phenomenon is particularly influenced by the social media trend. Therefore, the government should aggressively procure a character education enforcement program. The character education was firstly introduced in 2010, in spite of its less satisfying outcomes. Currently, the government has launched *Program Penguatan Pendidikan Karakter* (Character Education Enforcement Program) which aims to stimulate the youth with the values of virtuous characters through the integration with learning activities.

This study also integrated the character-based education materials with the learning instruments. The Indonesian Language subject contains a number of aspects, including reading, writing, listening, and speaking. Rather than the common reading source, the reading materials will be better of containing the values of character education in every chapter or sub-chapter of the instrument (Muttaqin & Raharjo, 2018). Such a strategy aims to provide the students with sufficient knowledge related to character education through Indonesian Language learning. Thus, the values of virtuous characters will grow within their hearts. To find out the success of this notion, an unpredictable time is required, as the development is not a single matter that could be achieved just in a shot.

## CONCLUSIONS

Based on the analysis, this study eventually comes up with the following conclusion:

1. The implementation of Indonesian Language learning that should integrate the values of character education for the secondary school students in Klaten Regency has been carried out well, however, the learning instruments published by the Ministry of Education and Culture as well as other publishers that referred to the 2013 Curriculum application have yet contained the integration with character

education values. Thus, teachers should develop the conveyance of character education materials through their creativity.

2. The development of Indonesian Language learning based on the values of character education for the secondary school students in Klaten Regency as part of the 2013 Curriculum implementation was integrated with the reading materials in every chapter or sub-chapter of the learning instruments.
3. The development result of Indonesian Language learning based on the values of character education for the secondary school students in Klaten Regency had been carried out as an experiment at State 5 Klaten Secondary School, and induced a positive assessment. A few strength and weakness of the products would become the consideration for the product enhancement.

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