

The Development of Character Education Content for Learning Writing Skills

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ABSTRACT

This research is intended to overcome the lack of material in teaching fable texts. Students need more simple and practical teaching materials such as modules as one of the learning materials in seventh grade. Therefore, this study seeks to explain the process of developing project-based learning modules on fable text material, which is classified as valid (related to the content, presentation, linguistic and packaging), practical (in terms of ease of use, time, and learning activities), and effective (in the view of learning achievement) to be applied to the seven graders of SMP Negeri 3 Kec. Pangkalan Koto Baru. This research is classified as research and development. The development model used is a 4-D model (definition, design, development and dissemination). The subjects of this study were seventh grade students at SMP Negeri 3 Kec. Koto Baru Base with 25 students. Research data consists of qualitative data and quantitative data. Qualitative data were collected through filling out module validation questionnaires, model practicality questionnaires, and student activity observation sheets. Quantitative data obtained from the value of student learning outcomes in learning to write fantasy story texts. The results showed that the learning module for writing fantasy texts containing the value of character education was proven to be valid, practical, and effective. This is evidenced by the results of the validity, practicality, and effectiveness of the module. The validity of the module by expert judgment was obtained based on the value of the module validity of 95.91% so that the module was categorized as very valid. The practicality of the module was obtained based on the practicality value of the teacher of 83.33% in the very practical category and the student's practicality of 100% with the very practical category. Student learning activities get a score of 90% with very active category. Module effectiveness based on student performance test results, the average score obtained by students is 90.66 with an A predicate. Module effectiveness based on student knowledge the average score obtained by students is 88.3 with A predicate. obtained a value of 90.48 with the predicate A so it is categorized as very effective.

Keywords: *module, character building, writing, fantasi text.*

1. INTRODUCTION

To improve students' writing skills, innovation is needed in the learning process. The innovation that can be done is by developing a teaching material or learning module that can help students in learning (Oktavia, & Hulu, 2017). This activity is very important because teaching materials that match their needs will make it easier for students to learn and implement the knowledge they have gained (Nurwanti, Semhati & Karomani, 2015). By developing learning media, students' interest in learning becomes higher. Students can also self-study at home by utilizing the media that has been created (Kastiyawan, 2017).

Modules are teaching materials written with the aim that students can learn independently without or with teacher guidance. Therefore, the module must contain learning instructions, competencies to be achieved, content of subject matter, supporting information, practice questions, work instructions, evaluations, and evaluation results (Prastowo, 2011). Furthermore, the module is a set of teaching materials that are presented systematically so that users can learn with or without a teacher. In other words, a module is a set of learning materials that provide a number of information for the needs of achieving certain

knowledge or skills that can be learned independently or with teacher guidance (Depdiknas, 2008:20).

In recent years, research on the module has been extensively conducted in the field of education in countries such as Japan, Taiwan, Malaysia, Saudi Arabia, the United States, Bosnia and Herzegovina, and Iran. In Japan, a module in task-based learning called Learning Log Navigator can improve student learning experiences (Mauri, Uosaki, & Ogata, 2018; Mouri, Ukobo, Shimada, & Ogata, 2016). In Taiwan, the module is used to provide remedial teaching to class VIII students who have low academic achievement. Modules can result in better student test performance and can improve student learning experiences. (Feng, Pin-Chang, Shu-Fen, 2014; Ning, Kao, Hsu, Pan, Cheng, & Huang, 2016; Wei Lin & Lin, 2018).

In Saudi Arabia, study groups that use module teaching materials have higher scores than study groups that use traditional books. Furthermore, the emergence of information and instructional technology and its influence on teaching and learning has brought significant changes in the academic environment in the Kingdom of Saudi Arabia (KSA) (Ebied & Rahman, 2015; Al-Asmari & M Shamsur, 2014; Al-Astal & Ahmad, 2015;). In Malaysia, the use of modules makes it easier for teachers in classroom management to monitor the activities of each student (Noor, Embong, Abdullah, 2012; Chong, YP Lim, & SW Ling, 2010; Embong, Noor, Ali, Bakar, 7 Amin, 2012).

To help students understand the material and write easily, the development of this module will be developed with a character education module. Writing skills have an important role in teaching character education to students (Hudhana & Sulaeman, 2019). Modules that contain character education can affect the improvement of students' character. This is related to the research that has been done, Izzati, et al (2013). The results showed that thematic and innovative modules with character on the theme of environmental pollution can positively influence the improvement of students' character, especially on the character of environmental care, curiosity, confidence, communicative, independent and fond of reading.

Based on the explanation above, the development of a module containing character education is expected to provide assistance for students in learning writing skills. The skill material that will be used in the development of the module with character education is

the skill of writing fantasy story texts that are learned in the seventh grade of junior high school.

2. RESEARCH METHODS

The research method used in this study was development research. A 4D development model (four-D models) was applied in this study. The four stages of the 4-D development model are (1) defining, (2) designing, (3) developing, and (4) disseminating. The participants in this study were 25 students from SMP Negeri 3 Kec. Koto Baru Base, who were in seventh grade. There were both qualitative and quantitative data in the study. Interviews, questionnaires, and observation sheets were all used to gather qualitative information. Student learning outcomes in learning to write fantasy story texts yielded quantitative data.

3. RESULTS AND DISCUSSION

3.1 Defining Stage (Define)

3.1.1 Final Preliminary Analysis

The final preliminary analysis uses interview guidelines to determine the basic problems found in learning Indonesian. Based on the results of the interviews obtained the following results. (1) In the learning process, writing fantasy texts is dominated by the teacher. Students only do what the teacher tells them to do. (2) Students find it difficult to use the right words to represent what they want to convey in writing. (3) The teacher uses only learning resources, one of which is textbooks that already exist in the library. (4) Students have difficulty in completing assignments, especially in learning to write, because the time available is not enough.

Based on the results of the initial and final analysis, it can be concluded that the most elementary problem is in learning to write was the limited teaching materials. Students need other learning resources that suit their needs, and can generate motivation to learn. The module was created by researchers as one of the learning materials resources that are simple to understand, interesting, and tailored to the needs of students in order to complete the textbook they are using.

3.1.2 Student Analysis

Based on the results of the analysis of students, it can be seen that the problem in learning is the limitation of learning resources. Students require learning materials that are tailored to their needs, including the use of letters, pictures, and color

combinations, as well as communicative language. Teaching materials in the form of modules are one type of learning resource that can be used. As a result, students will be able to comprehend the material and perform well on the exercises.

3.1.3 Curriculum Analysis

The Core Competencies (KI) and Basic Competencies (KD) are also adjusted to the curriculum used, namely the 2013 curriculum. The basic competencies related to learning to write fantasy texts are KD 4.3 "Retelling the contents of narrative texts (imaginary stories) that are heard and read orally, written, and visual" and KD 4.4 "Presenting creative ideas in the form of imaginative stories orally and in writing by taking into account the structure, use of language, or oral aspects".

3.1.4 Concept Analysis

Based on the results of the concept analysis, the concept of fantasy text learning needs to be presented in teaching materials developed to meet student needs. In determining the main concept for the fantasy story text writing module, the results of curriculum analysis and concept analysis are used as a reference. Therefore, formulating the concept cannot be separated from the formulation of the curriculum and syllabus. The learning concepts that will be described in the teaching materials for writing fantasy texts can be seen in the following table.

Table 1. Description of the Writing Concept Module containing character education for Learning to Write Fantasy Story Texts.

No	Concept Description of Writing Fantasy Story Text
1	Deepening the Concept of Fantasy Story Text Material a. Understanding the concept of fantasy story text b. Definition and characteristics of fantasy story text c. Fantasy story text structure d. Language features of fantasy story texts
2	Writing Fantasy Story Text a. Steps to write fantasy story text

3.2 Stage of Design (Design)

The learning activities are divided into two, namely learning activities 1 and learning activities 2. In learning 1, which is based on KD 4.3 regarding aspects of knowledge, while learning activities 2, is based on KD 4.4 regarding aspects of skills. After compiling the framework, it is continued by compiling the supporting elements of the module. These elements are the cover of the module, the introduction, the table of contents, and the list of references.

3.3 Development Stage (Develop)

3.3.1 Module Validation

Validation is reviewed from four aspects, namely the feasibility of content, presentation, language, and graphics. The module is validated by three experts or experts, namely Prof. Dr. Yasnur Asri, M.Pd. from the lecturer of Indonesian Language and Literature, Prof. Dr. Harris Effendi Thahar, M.Pd. from the lecturer of Indonesian Language and Literature, and Dr. Ramalis Hakim, S.T., M.Pd. from a lecturer in Education Technology, Padang State University. Based on the assessment that has been carried out, the following results were obtained.

Table 2. Description of Module Validity Data by Experts

No	Rated Aspect	Score	Validity	Category
1	Module Content	71,5	97,1	Very valid
2	Eligibility Module	31	96,8	Very valid
3	Language Module Presentation	80	100	Very valid
4	Graphics Module	30	93,75	Very valid
Overall module validation		21,5	96,1	Very valid

Based on the table above, the validity value is obtained with a very valid category. This is in accordance with Riduwan's opinion (2012, 15) which states that the value interval of 81-100 is categorized as very valid.

3.3.2 Module Practicality

3.3.2.1 Practicality of Modules by Teacher

The practicality of the module by the teacher is obtained through filling out a questionnaire. The results of the practicality analysis of the module by the teacher can be seen in the following table.

Table 3 Practical Results of Modules by Teachers

No	Rated Aspect	Score	Validity	Category
1	Easy of Use	50	83,33	Very Praktikal
2	Time Used	10	83,33	Very Praktikal
Amount		60		
Practical Value		83,33		Very Praktikal

Based on the table above, the practicality value is obtained in the very practical category. This is in accordance with the opinion of Riduwan (2012, 15) which states that the interval 81-100 is categorized as very practical.

3.3.2.2 Practicality of Modules by Students

The practicality of the module by students is obtained through filling out a questionnaire which is carried out after the learning activities are completed. The results of the analysis of the practicality of teaching materials by students can be seen in the following table.

Table 4 Practical Results of Modules by Students

No	Rated Aspect	Score	Validity (%)	Category
1	Ease of Use	1400	100	Very Praktikal
2	Time Used	300	100	Very Praktikal
Amount				
Practical		1700	100	Very Praktikal

Based on the table above, the practicality value is obtained in the very practical category. This is in accordance with Riduwan's opinion (2012,15) which states that the 81-100 interval is categorized as very practical.

3.3.3 Module Effectiveness

3.3.3.1 Student Learning Activities

Student learning activities are obtained through observation or observation. Observations were made through student learning activity observation sheets. The results of the analysis of the student activity sheet indicate that student learning activities using the module are categorized as very active. This can be seen from the results of the percentage of 90% with the very active category.

3.3.3.2 Attitude Assessment (Affective)

Attitude assessment is obtained through observation or observation. Observations were made using the student attitude assessment observation sheet. Based on the results of the analysis of the observation sheet, the assessment of student attitudes during learning using the developed module, as a whole, obtained an average score of 95.55% with an A (very good) predicate.

3.3.3.3 Student Learning Outcomes

Based on the results of the analysis, the average value of the knowledge (cognitive) test of students as a whole is 90.48 with the predicate A (very good) and Based on the results of the analysis carried out on the results of students' performance tests in writing fantasy texts, the average score of the test is obtained overall student performance of 97.2% with the predicate A (very good). This value has reached the KKM for knowledge and skills competence, which is 70.

3.4 Stage of Dissemination (Disseminate)

The module was modified prior to deployment based on suggestions for practicality and effectiveness tests. The distribution was conducted according to the recommendations given by the trial class's collaborating teacher. There are two stages to the module deployment process. The module is first distributed to other teachers who are not collaborators in the trial class, namely teachers who teach in other classes, in a limited manner. One file (or softcopy) and a printed module are sent to the teacher. The module is then distributed to students in the second stage. Students receive the module by receiving files or softcopy modules in an amount equal to the number of students in the class, which they can print themselves.

Then, the module is reproduced by photocopying, at least it is used one by two by students in class students on cognitive test results after learning to use the module achieved the predicate A (very good). Furthermore, the score of students' performance test results in writing fantasy story texts reached the predicate A (very good). Based on the description, it can be concluded that the designed module is effective in supporting students' activities, attitudes, and learning outcomes in learning to write fantasy texts.

4. CONCLUSION

Based on the module development process, which is carried out through four stages, namely the definition, design, development, and deployment stages. The research results that can be concluded are as follows. First, the designed module has been declared valid. Second, the designed module has been declared practical. Third, the designed fantasy story text writing module has been declared effective. The judgement of the efficacy of the module is divided into three, namely the assessment of student learning activities, assessment of student attitudes, and student learning outcomes. Based on student activities, the value of learning activities in the very active category was obtained. Furthermore, the value of students' attitudes in learning to use the KKM to achieve attitude competence, namely A (very good). The value of learning outcomes.

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