Integrating Character Education and Contextual Approach in French Literature

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Abstract—**This study provides an overview of character values cultivation in French literature. It implements the meaningful character education values for students. The study used the Research and Development (R&D) approach. Data collecting techniques are observation, interviews, document review, and direct learning in class. Data analysis techniques use two approaches, namely, qualitative and quantitative approaches. According to the result of effectiveness, it is revealed that the average score of a class using improved models of 87.80, while the other model is 79.90. In brief, it is concluded that the application of character education in the France literature was able to increase the learning process and students' learning outcomes.**

Keywords—character education, learning model of French literature, contextual approach.

I. INTRODUCTION

Since many natural disasters occurred due to damaging environmental behaviours, it is imperative for the society, or at least the intellectual group, to have a good understanding of the significance of environmental preservation. Because of this, our university had included some environmental contents into our general subjects, the character building (commonly called CB in short) subjects serials. The inclusion of the contents is intended to improve the students' environmental awareness, considering that environmental issues are rarely put into the lecture materials, but it is essential for socialisation and internalisation in the character building.

Environmental education has dual purposes. First is to increase the students' environmental awareness for preventing damaging environmental behaviours and natural disasters [1]. Second is to develop their understanding that environmental preservation and improvement of environmental quality will lead to a comfortable living, which eventually improves the quality of life in the society as well. The environmental education here consists of increasing environmental awareness in an individual's everyday life, and as a group, in business and professional practices

Various problems found on the learning of French literature in the French Language Department, the Faculty of Language and Arts, Jakarta State University. In these problems, students have not been able to speak well by the

language, level context, and language skills. The teaching materials used are not suitable for student needs. It has not been adapted to the principles of contextual approach and character education. Many students lack discipline and responsibility. Also, they do not do assignments. Therefore, it is necessary to develop learning models that can instil character values and can improve students' language skills.

A concept of character education proposed by Lickona [2], Abourjilie [3]; Berkowitz and Bier [4]; Miller [5]; and Soedarsono [6]. The character education emphasises the cultivation of ethical values and personal responsibility. The individual human character is an inner power that is inside out as a driving force for humans to realise virtue. A character education enhances the development of student value systems which consists of social norms, cultural diversity, students' understanding of the importance of values of justice, caring and responsibility [7].

Also, there is a study conducted by A'yunin, namely "The Value of Character Education in the Happy Little Soul by Autobiography Book of Retno Hening Palupi (a semiotic review of Roland Barthes)." In this study, the character education values contained in an autobiographical book and analysed denotatively and connotatively [8]. The value of character education which contained in the autobiography book can use as an example for us to instil character education starting with ourselves and our families.

Furthermore, there is a study from Suyanta, namely "Building Character Education in Society." In this study, the principles of building character education in a society to be more detailed [9]. In Integrating Character Building in Pronunciation Courses through Project-Based Learning, this study aims to improve the learning process of Pronunciation courses and to integrate character building into the course [10]. Project-based learning is a learning model chosen to achieve both goals, and the project taken is a drama show.

Finally, there is a study which examines "Development of Reading Material with Character-Oriented Illustration Story for Reading Learning of Class II SD Students." This study aims to produce the latest learning media namely reading material oriented character education for learning to read second grade of elementary school students who are qualified and suitable for use in the teaching and learning process [11]. Also, it describes the quality of the reading

product development results. This study revealed that the percentage of student learning completeness after using reading products developed. It means that the reading material products had a good impact on students' learning completeness.

One of the approaches to learning French Literature is Contextual Teaching and Learning [12]. Contextual is a comprehensive system, which consists of interconnected parts. If these parts intertwined with each other, it will have an effect that exceeds the results given separately. Referring to the description, it argued that language learning has great potential in developing character values for students. By learning the language, we learn the value system in the language user community, and we learn the regular habits, customs, and culture.

The problem is the concept of character education that has not been fully understood by French Literature lecturers so that lecturers have not been able to implement character education to students well. The application of character education is only limited to the concept. It has not been implemented correctly by the lecturer. They have not been able to design text learning of French Literature creatively, innovatively, and meaningfully for students.

Based on the above problems, the research questions are (1) how the learning model of French Literature is based on theoretical studies and needs analysis? (2), what is the feasibility of the French literary learning model based on character education with a contextual approach from experts and users ?, (3) what is the effectiveness of learning models of French Literature based on character education with a contextual approach?

A. Character Education

According to Berkowitz & Hoppe [13]; and Katilmis, Eksi, & Öztürk [14], character education is a growing discipline with a deliberate attempt to optimise students' ethical behaviour. Character education is not a new idea [15]. Initially character education was an essential mission in the public educational system; nevertheless, because of fear of conceptual interconnection between morality and religion, it was phased out [16]. The central principle of good character is respect, truth, fairness, and responsibility [15].

Character traits which also are "legitimised, modelled, and reinforced by school and teachers". They suggested that the easiest way to promote character education is using literature study since the stories serve as role models that connect experiences and morals [15]. Teachers who implement teaching programs should be competent both in their fields and in character education in order to educate a qualified generation. The outcome of character education has always been encouraging, solidly, and continually preparing the leaders of tomorrow. The promotion of character education should not just a leap service but has an action plan for practice. In order words, education policy should take the lead to actualise moral education. Taken together, parents, teachers, and administrators as stakeholders, should join this camp to encourage students to manifest those good values in their lives.

Some beneficial suggestions for the implementation of character education: (1) the involvement of the teachers in

program planning will increase faculty support and commitment, which in turn improve the effectiveness of the program; (2) with regard to the curriculum, it should be relevant to students' life and also challenge them intellectually, emotionally, and socially; (3) administration should support and give enough space for teachers to exercise flexible pedagogy in specific character traits; (4) conducting class discussions could effectively engage students in the program. Further, through the reflection, it will lead to the opportunities of in-depth discussion; (5) finally; the responsibility of the school is to develop an environment in which reinforces bright sides of students learning and behaviour, thereby students also practising those good values they learned from the character education program [15]. The promising ground to bringing the framework of character education is to "make critical links between the lessons of greater social sympathy in the classroom and benevolent action in life" [16].

B. Contextual Approach

The word contextual means 'to have relevance with the context' or 'in context'. The context itself can be interpreted as a situation or event. In general, contextual can imply (a) in connection with, important, a direct relation, following context, and (b) bringing purposes, meaning and meaningfulness [17]. The above meaning of 'contextual' generates 'contextual rule'. The contextual rule is a rule that is set up by the meaning of contextual itself. In teaching-learning context, it is a situation in which students successfully achieve the objective (i.e. knowledge mastery) which is relevant to the students, flexibly transferable from one problem to another, from one context to another, contextual teaching can provide them with a skill to solve the problem. When the learning activity is to let students work in groups, they will be encouraged to work together, show respect, and help with each other. Consequently, they will start building empathy, sympathy, and solidarity, making the class peaceful and harmonious.

The Directorate of the First Secondary Education asserts that Contextual Approach bases itself on the learning notion such as learning process, learning transfer, students as subjects, and the importance of learning atmosphere. Contextual Approach was developed by John Dewey, who concluded that students would achieve their best when they learned the object which is relevant with what they already knew and with what would probably occur in their surroundings. The approach emphasises the high order of thinking, knowledge transfer, conclusion and data analysis, and solution to the specific problem.

Contextual learning is a learning approach that fully engages students in the learning process [18]. Contextual learning is not only to listen to and record, but learning is the process experienced directly. Through the process of the students experienced the expected developments occurred as a whole, which develops not only the cognitive aspects but also practical and psychomotor aspects.

Contextual Teaching and Learning (CTL) is a learning system that matches the performance of the brain, to construct patterns that embody meaning, by linking the academic content with the context of the everyday life of the learners [19]. It is essential to apply so that the information received is not only stored in short-term memory, which is

quickly forgotten but can be stored in long-term memory so that it will be appreciated and applied in the job task. Meanwhile, a contextual approach is a concept of learning that help teachers link between the material taught with real-world situations students and encourage students to make connections between the knowledge possessed by the applicability in their lives daily, involving contextual learning seven major components, namely: (1) *constructivism,* (2) *questioning,* (3) *inquiry,* (4) *learning community,* (5) *modeling,* (6) *reflection,* and (7) *authentic assessment* [20].

CTL approach was the approach of learning where teachers relate the material taught with real-world situations and encourage the students to be able to connect to their knowledge which is taught with their daily lives as a member of family and society [21]. With this concept, learning outcomes were expected to be more meaningful for students. The learning process takes place naturally in the forms of work activities and experience, and it was not just a transfer of teacher's knowledge to students. In the approach of CTL mentioned learning is more concerned with process than results. In that context, students needed to understand what it meant to learn, what the benefits of learning, in what status they were and how to achieve it. They were aware that what they were learning was useful for later life. That is why students take a position as someone who requires life provision in the future. They learned what was beneficial to him and trying to reach it through the teacher as the director and counsellors.

According to the Indonesian Ministry of National Education, the contextual teaching covers the following steps: (a) Stimulate students' mindset that they will achieve most when they are challenged to, by themselves, work, discover, and construct new knowledge and skills (*Constructivism*), (b) Do as much as inquiry learning in all topics. (*Inquiry*), (c) Develop students' inquisitiveness by asking questions. (*Questioning*), (d) Create a learning community or learning in groups. (*Learning Community*), (e) Demonstrate so that they can see a model. (*Modeling*), (f) Do reflection at the end of the session (*Reflection*), (g) Do authentic and objective assessment in various methods [17].

II. METHOD

The research design used Research and Development (R&D) Borg and Gall model (1983: 775). It consisted of 4 stages, namely: a) preliminary research, b) model development planning, c) validation, evaluation, model revision, and d) model implementation. The validation was carried out by colleagues, experts, field trials, and the effectiveness test of the model developed. Data collection techniques used observation, interviews, implementation of classroom learning, and document review. Data sources need lecturer and student learning models. A needs analysis data collected by survey, documentation, and interview toward questionnaires, interview guides, and documentation sheets. Data on the feasibility of learning models used questionnaires. The instrument used a questionnaire with a Likert scale. Learning outcomes data collected through a pretest, observation of learning implementation, and posttest. Qualitative data analysis developed to describe the effectiveness of the learning model. Quantitative data to compare the effectiveness of the application of the learning

model used t-test. Respondents of this study were students of French Language Department, the Faculty of Language and Arts, Jakarta State University.

III. RESULTS AND DISCUSSION

A. *A Form of French Literature Learning Model Based on Theoretical Studies and Needs Analysis*

The learning model developed is a learning model that is arranged based on field conditions. Based on the analysis of field conditions and students and lecturers needs, a learning model developed that has the following characteristics: 1) The learning process of French Literature needs to be mastered by students as a whole, which includes: a) mastery of 18th, 19th and 20th century French Literature, b) ability to communicate well according to the language context and c) understanding and implementing the values of the nation's character through language; 2) The process of learning French Literature that can motivate students to move; 3) The learning process that encourages students to be creative; 4) the learning process that can be carried out inside and outside the classroom; 5) Utilization of various learning resources including natural surroundings; 6) Learning that provides what concepts students learn can be meaningful to the lives of students; 7) Learning that provides a fun and challenging atmosphere; 8) The learning process that can develop useful life values; and 9) Assessment of learning that includes learning processes and outcomes as well as cognitive, affective, and psychomotor domains.

Based on these characteristics, a learning model of French Literature based on character education with a contextual approach. The model design was developed based on the analysis of field needs and integrating character education with a contextual approach. The following is a chart of learning models developed.

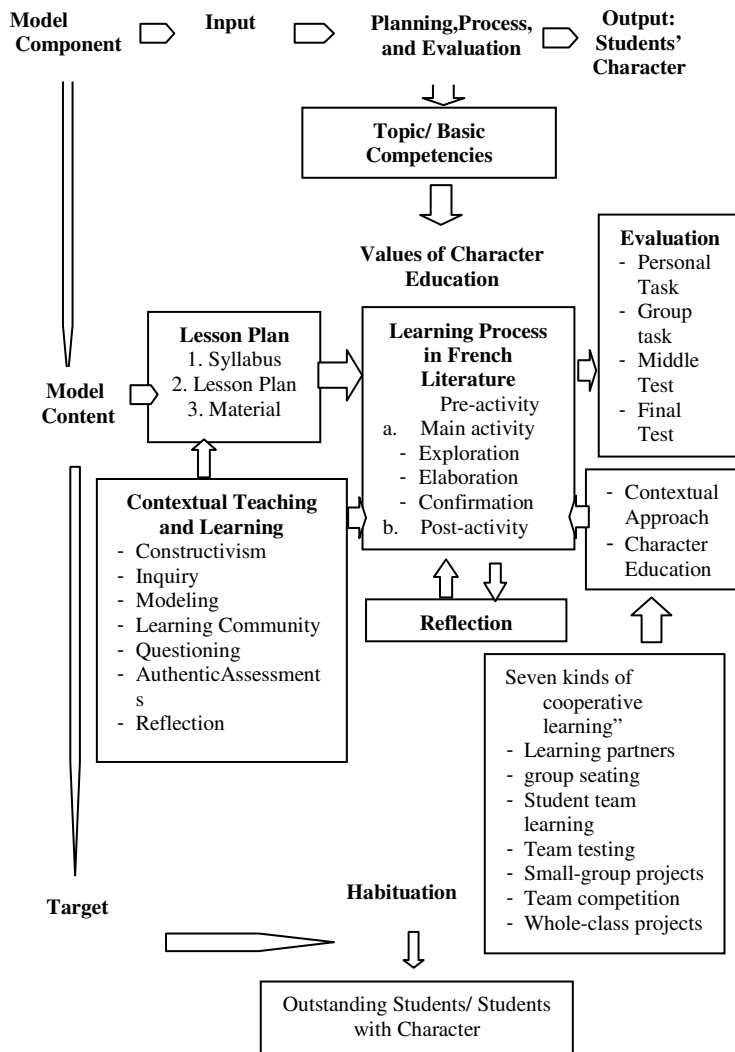Model Component → Input → Planning, Process, and Evaluation → Output: Students' Character

Fig.1 French Literature Learning Model Based on Character Education with a Contextual Approach

Related to Figure 1, it contains three components of the learning process, namely input, learning process, and output. Input is students who are the subject of learning. The learning process refers to teaching and learning activities to achieve the expected competencies. The learning process carried out in 3 stages, namely: a) preparation of learning planning consisting of syllabus, implementation plan of learning, and development of teaching materials, b) carrying out the learning process in the classroom by implementing prepared to learn planning, and c) evaluation refers to the process measure, assess to find out how far students master the learning material, and how far the learning process carried out by the lecturer succeeded. Types of evaluations carried out include the evaluation of processes, tasks, and daily tests. Output refers to students after following the learning process. Output targets are high achieving and character students. In the learning process, the values of character education integrated into the syllabus, implementation plan of learning, teaching materials, learning process, and evaluation which includes assessment of processes, assignments, and mid and end semester exams, as well as through habituation.

An application of contextual approaches consists of seven contextual elements, namely: constructivism, inquiry, modelling, learning community, questioning, authentic assessment, and reflection. The contextual approach emphasises student activities, contextual, fun material, and link learning with real-life students. The concept of fun learning is expected to character values will grow in student behaviour. In order for learning, it refers to be more conducive, not dull, and meaningful so that it needs to be varied with a cooperative approach that is contextually affiliated.

Furthermore, peer validation was done by asking for input directly by filling out questionnaires and interviews. Peers provide input that character values need to be integrated into all stages of learning ranging from learning planning, implementation of learning, and assessment of learning outcomes. The expert team's assessment results show that the model developed is excellent. Overall the expert team's assessment results showed an average value of 88.50. The score is excellent.

B. The effectiveness of Learning Models

A normality test results obtained 1, 245. It means that the small group test pre-test data is categorised as usual because the number is higher than the 0.05 p-output number. In the pre-homogeneity test, the results obtained 0.575. It means that the effectiveness test data pre-test was categorised as usual because the number was higher than the p-output number of 0.05. The results of 30 respondents pre-test obtained the highest score data of 55 and the lowest of 30. The calculation of the prates descriptive statistics is 1110, and the mean is 55.75, the standard deviation is 3.888.

The normality test post-test obtained some 1.239. It means that the data after the effectiveness test categorised as usual because the number 1, 239 is higher than the p-output value of 0.05. The results of the post-test homogeneity test yielded a figure of 0.767, which means that the post-test data on the effectiveness test categorised as usual because it is higher than the p-output number of 0.05. The results of academic writing prates from 35 respondents in the post-test effectiveness test obtained the highest score of 89 and the lowest score of 77. Post-test descriptive statistics obtained a total score of 1988, mean of 76.55, and standard deviation of 4,558. Increased individual scores on pre-test and post-test showed an increase. In the trial, the small group means pretest is 44.25 and posttest is 80.55 with t count 45, 612 and t table 1.708 with a significance level of 95% (a = 0.05). In brief, the t-count value is greater than the t-table.

TABLE I   DESCRIPTIVE DATA ANALYSIS

Mean Pre-test N=30	Mean Pre-test N=35	t-count	t-table	
			a=0,05	a=0,01
55,75	76,66	45, 612	1,708	2.787

T-test obtained 45, 612. It means that the results are higher than t-table with a significance level of 95% (a = 0.05). Based on this data, it concluded that the class using the model developed by learning activities is better than the class using other models (conventional). Thus, from the t-test calculation, Ha learning model of French literature based on

character education with a contextual approach was accepted while Ho rejected.

Referring to the results presented, it stated that the model developed can motivate students and can improve student learning processes and outcomes. The findings obtained about conceptual alignment with language learning. It focuses on communicative functions, focusing on meaningful tasks, not learning grammar or vocabulary, but making assignments through realistic situation analysis, relating to real/authentic life, functioning group activities, and creating a situation that is fun, safe, and conducive. A student learns with a model of learning French literature based on character education in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, competent, creative, independent, and a democratic and responsible citizen. Also, it needs to be integrated into the syllabus, learning implementation plans, teaching materials, and learning processes specifically and measurably as well as combined with other approaches, namely cooperative learning, active learning that is appropriate. With a contextualised approach more motivated and better learning outcomes, students more characteristic than students who learn to use other models following the steps of Candide's learning by Voltaire, XVIII century French Literature based on contextual approaches.
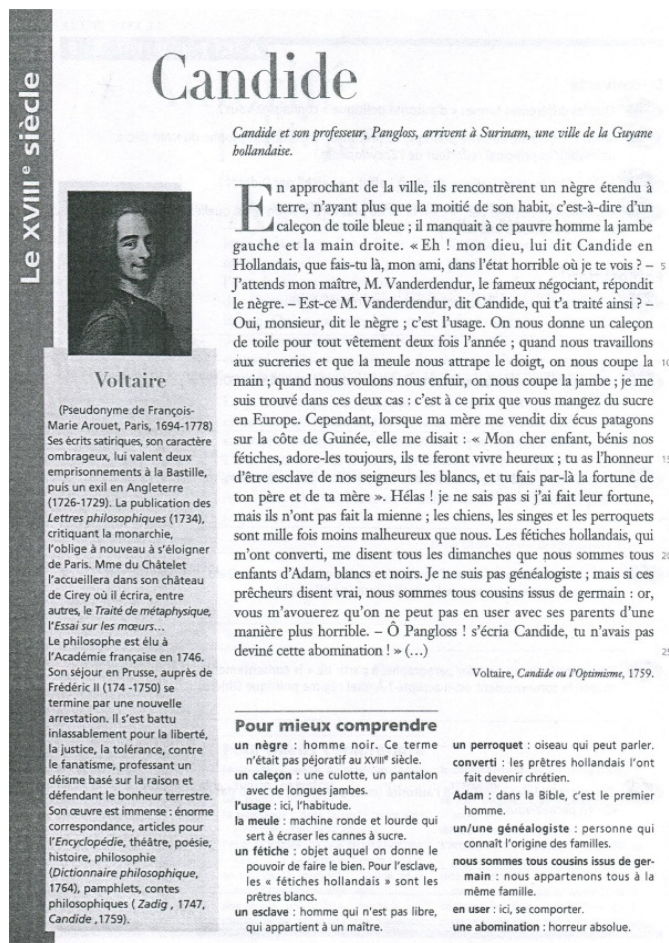

Fig.2   Candide's learning by Voltaire

1. ***Constructivisme* (Constructism)**
   a. *Qu'est-ce que c'est un roman?*(What is romance?)
   b. *Quels sont les éléments qui constituent un roman?* (What elements make up a romance?)
   c. *Quels sont les facteurs extrinsèques qui influencent un roman?*(What extrinsic factors affect romance?)
2. ***Découvrir*(Inquiry)**
   a. *Le conte philosophique d'où ce texte est extrait est connu sous le titre de«Candide» , nom du personnage principal. «Candide» signifie «naïf, simple, qui s'étonne de tout ». Quelles hypothèses pouvez-vous faire sur les intentions de Voltaire dans le choix d'un tel titre?* (In Philosophical story entitled 'Candide', the main character refers to naive, humble, and astonished at everything. What assumptions can you make about Voltaire's intention in choosing a title like that ?)
   b. *Lisez le chapeau : qui sont les personnages ? Quels sont les indices de lieu?* (Who is the main character ? What is the romance's background ?)
   c. *Parcourez le texte et relevez les noms propres.*(Please look at the text again !)
   d. *Quelles relations historiques pouvez-vous établir entre les noms relevés qui se réfèrent à des langues et des lieux?* (What historical connection can you make between names that refer to language and place ?)
3. ***Questionner*(Question)**
   a. *Réconfirmer des données recues* (Rearrange the data contained in the novel)
   b. *Raconter le contenu du Candide*(Retell the contents of novel outline)
4. ***Communauté d'Apprentissage*(Learning Community)**
   a. *Comparez le contenu du Candide avec les roman indonésiens*(Compare the contents of Candide's story with Indonesian romance?)
   b. *Trouvez la différence culture entre roman français et roman indonésien*(Discover the culture between French romance and Indonesian romance!)
5. ***Modèle d'Apprentissage*(Modeling)**
   a. *Après la présentation des étudiants concernat Candide, le professeur leur rappel ce que c'est Candide!*(After the student presented roman about Candide, the lecturer re-asked the question about dialogue that contained in the romance)
   b. *Les étudiants doivent reviser leur travail* (Students are required to collect presentation results)
6. ***Reflection***
   a. *Présenter votre revision* (Present results of the revision)
   b. *Donner le commentaire* (Leave a comment)
   c. *Donner la conclusion* (Give a summary)
7. ***Evaluation***
   a. *Y-a-t-il des influences des extrinsèques dans le roman!* (What is the influence of extrinsic factors in the romance?)
   b. *Justifiez votre réponse* (Justify your answers) [23]

IV. CONCLUSION

This learning model was developed according to the students and lecturers' needs. It consists of a syllabus, lesson plan, and teaching materials which have integrated design of building character values. From the expert and the user, the learning model has fulfilled the eligibility requirements as a learning model of French literature. The effectiveness test shows better learning outcomes compared to conventional learning models.

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