THE MODEL OF TEACHING MATERIAL FOR POETRY: STUDY BASED ON CHARACTER EDUCATION
(A Development Research in STKIP Muhammadiyah Bogor)

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ABSTRACT

The research on the development of poetry as the model for teaching materials based on character education (Development Research at STKIP Muhammadiyah Bogor) focuses on developing poetry as teaching materials. The background of this study was raised due to the incomplete teaching resources in the course of Poetry Study thus it should be rewritten in accordance with the existing lesson plan. The existing lesson plan was written based on character education, as a character personality shaper according to the goals of national education in terms of character education. This research used to research and development (R&D) methods. The expert validator/expert of poetry study material gives an average value on a Likert scale of 3.89 and is equivalent to 97.36% in the very good category. Meanwhile, expert validators/experts on book design and language gave an average value of 3.78 equivalent to 94.64% in the very good category. The results of the calculation of the effectiveness test, t-count (8.35) > t-table (1.70) which means that there are significant differences in learning outcomes before and after using teaching materials for poetry studies based on character education for second-semester students of STKIP Muhammadiyah Bogor.

Keywords: Development of Teaching Materials, Study of Poetry, Character Education.

INTRODUCTION

Since human civilization existed, literature is present in it. Literature is basically a process of recognition and understanding of human life. Therefore, literature can be said to be a source of inspiration for virtue and wisdom (Hasan, 2022). With literature, the physical and spiritual aspects will be balanced within students in accordance with national education goals which are the substance of character education. Studying literature means developing the ability to love, be gentle, and be sharp-minded.

In literary works, there are various descriptions of community life with characters that are used for learning. Lickona introduces components of character values including moral knowing, feelings (moral feeling), and actions (moral action), we can find these three components in literature (Lickona, 2013).

In the Poetry Studies course, teaching materials for Poetry Studies courses based on character education are needed, because there are no teaching materials that refer to the syllabus or RPS in STKIP Muhammadiyah Bogor.

METHOD

Time and Place of Research

This research lasted for nine months, from November 2019 to July 2020. The research will be carried out at STKIP Muhammadiyah Bogor, which has the address Jalan Raya Leuwiliang No.106 Bogor, West Java.

Research design

The development of this teaching material is based on the results of the document review and needs analysis. This teaching material development research refers to the theory of Borg and Gall which is described in Figure 3.1 as follows:
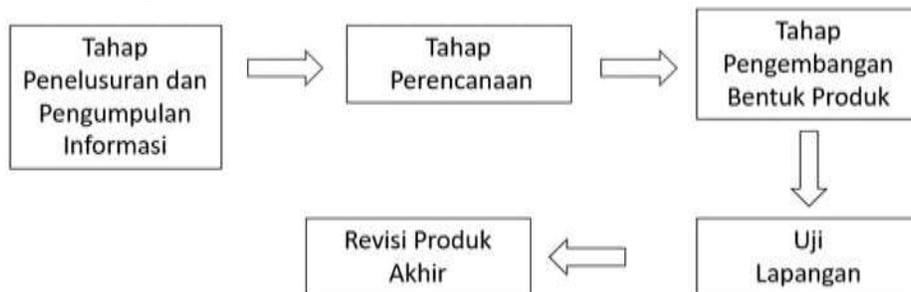
The mechanism for planning and compiling the teaching material model above can be described as follows:

Table 3. 1 Stage of Search and Information Gathering

Activity	Target
Observation or observation for, observing the learning of Character Education-based Poetry Study courses in semester II at STKIP Muhammadiyah Bogor, especially in terms of teaching materials (books)	Stating information about analysis of the needs of teaching materials for the Poetry Studies course based on character education from both lecturers and second-semester students at STKIP Muhammadiyah Bogor

Table 3. 2 Planning Stages

Activity	Target

| Identifying the goals to be achieved for using teaching materials for Poetry Studies courses based on character education, preparing RPS for Poetry Studies courses, compiling a model framework for teaching materials for poetry studies, guidelines for writing poetry study books based on character education, and others. | Producing a list of a set of learning conditions and input models of teaching material for character education-based Poetry Studies courses that are ready to be developed (teaching material framework). |

Table 3. 3 Stages of Initial Product Development

Activity	Target
• Develop a model framework for teaching materials for poetry studies based on character education • Test the validator, both the validator in the field of poetry studies and the book and language design validator	• Teaching materials for poetry studies based on character education have been developed, and • the results of the two validators on the assessment of teaching materials for poetry studies based on character education.

Table 3. 4 Initial Field Tests and Main Product Revisions

Activity	Target
• Pretest, before the pretest questions are tested for validity and reliability first • Using character education-based poetry study teaching materials • Posttest Test the effectiveness of teaching materials	Obtain information about the poetry study teaching materials developed.

Table 3. 5 Stages of Final Product Revision

Activity	Target

	Revising teaching materials for poetry studies based on character education	Teaching materials for poetry studies based on character education have been revised and are ready to be used by second-semester students of STKIP Muhammadiyah Bogor

Instrument Arrangement

Research on developing teaching materials based on character education uses instruments consisting of validation sheets, questionnaires, observation guidelines, and tests.

Data and Data Analysis Techniques

At this stage, the results of the field test are in the form of qualitative data and the follow-ups are described in table 3.7 below:

Table 3. 7 Field Test Results

No	Instrument Arrangement	description
1	Questionnaire Results	The questionnaire was filled in by students and lecturers
2	Interview result	Interviews were conducted with students and lecturers regarding teaching materials for poetry studies based on character education
3	accessibility of teaching materials	This aspect relates to the practicality of using teaching materials for poetry studies based on character education. Whether or not the components of teaching materials for poetry studies based on character education can be understood by students and lecturers.
4	Absorption of Teaching Materials for the Formation of Knowledge	This aspect aims to determine whether or not the knowledge structure is formed in students after using character education-based poetry study teaching materials. This can be seen through whether or not there is a change in students' knowledge, values, and skills after using character education-based poetry study teaching materials.
5	Follow Up (Revision)	Follow up on operational field test

> results and final product revision
> based on the implication map of the
> observations.

Several activities will be carried out, namely analysis of the needs of character education-based Poetry Study teaching materials, development of character education-based poetry study teaching materials, validation tests of poetry study experts and book and language design experts, pretests conducted by 30 students taking study courses poetry, applying the Poetry Study teaching material model based on character education in learning, the posttest was attended by 30 students after attending the Poetry Study course, and revision of teaching materials.

DISCUSSION
Model Validation, Evaluation, and Revision Stages
1. Expert/Expert Assessment

One way to test the feasibility of teaching materials for poetry studies based on character education that researchers have developed is an assessment by experts. Experts/experts are people who are experts in their field and can evaluate the product development of teaching materials that researchers develop. The experts/experts that the researchers involved consisted of each field, namely material experts/experts and book design and language experts/experts.

The results of the data from material experts/experts are generally good and are explicative verification, instructional, and actual. Explicative means that there is an explanation that makes it easier for the reader to understand the material. Verification means that teaching materials for poetry studies are open to study, examination, and prove their truth. Instructional means that teaching materials for poetry study based on character education have instructions with goals or objectives that are achieved after the material is taught according to the lesson plan. And means that teaching materials for poetry studies based on character education have novelty.

The results of the expert/expert validation test on character education-based poetry study material are presented in the table below:

Table 4. 3 Expert/Material Expert Validation Test Results

No	Indicator	Statement Point	score	Percentage Per Item (%)	Average Number Per Indicator	Percentage Per Indicator (%)
1	Content Eligibility	Conformity of content with RPS	4	100	3,80	95,00
		Conformity of content with learning objectives	4	100		

No	Indicator	Statement Point	score	Percentage Per Item (%)	Average Number Per Indicator	Percentage Per Indicator (%)
		The quality of the character education-based Poetry Study material	3	75		
		Accuracy of examples of character education-based poetry studies	4	100		
		Relevance of practice questions with achievement indicators	4	100		
2	Language	Legibility	4	100	4,00	100,00
		Compliance with PUEBI	4	100		
		Use of language effectively and efficiently	4	100		
3	physical quality of the book	The presentation is arranged sequentially	4	100	3,86	96,43
		There are motivational words/sentences	3	75		
		information is presented in full	4	100		
		appearance	4	100		
		attractiveness	4	100		
		Font size	4	100		
		blank field	4	100		
4	Presentation	Clarity of learning objectives (achieved indicators)	4	100	4,00	100,00
		Material presentation order	4	100		
		Motivational words/sentences that make students enthusiastic	4	100		

No	Indicator	Statement Point	score	Percentage Per Item (%)	Average Number Per Indicator	Percentage Per Indicator (%)
		Completeness of information (materials, practice questions, glossary, etc.)	4	100		
total			74,00	1850,00		
Average			3,89	97,36		
CATEGORY			Very Good			

The table above shows that overall the character education-based Poetry Study teaching materials that the researchers developed to have an average Likert scale of 3.89 and the equivalent of 97.36% in the very good category.

Table of Analysis of Book Design and Language Expert Validation Results

Table 4. 4 Analysis of Book Design and Language Expert Validation Results

No	Indicator	Question item	score	percentage per item (%)	Average Number Per Indicator	Percentase Per Indicator (%)
1	Writing	Writing size	4	100	3,75	93,75
		Font type	4	100		
		Blank field	4	100		
		color	3	75		
2	picture	Appearance	3	75	3,75	93,75
		Frint style	4	100		
		attractiveness	4	100		
		squares and lines	4	100		

No	Indicator	Question item	score	percentage per item (%)	Average Number Per Indicator	Percentase Per Indicator (%)
3	appropriateness (Language)	*Correct use of PUEBI*	4	100	4,00	100,00
		punctuation	4	100		
		Use of sentences, paragraphs	4	100		
4	Language	legibility	4	100	3,66	91,66
		Information Clarity	4	100		
		Compatibility with good and correct Indonesian language	3	75		
Total			53,00	1325,00		
Average			3,78	94,64		
CATEGORY			SANGAT BAIK			

Based on the analysis table of the validation results of experts/experts in book design and language, it can be concluded that the categories are very good. This is evidenced by the average value of 3.78 equivalent to 94.64%.

Character Education Indicators in Character Education-Based Poetry Study Teaching Materials In research on character education developed through teaching materials for poetry studies, some indicators become a reference for researchers in seeing changes that occur in students after the application of teaching materials for poetry studies based on character education to students. These indicators are listed in table 4.12 as follows.

Table 4. 12
Character Education Indicators in Character Education-Based Poetry Study Teaching Materials

INDICATOR	SUB INDICATOR	After Learning (%)	Before Learning (%)	Improved character education (%)	Average total	%Average	
Religiosity	• Students fear God	91,3	47,33	43,97			

	Almighty						
	• Students listen to the call to prayer	88	50	38			
	Students pray in congregation at the mosque	86	63	23	208,31	34,72	
	Thinking about the afterlife and then the worldly life	84,6	60,66	23,94			
	believe in fate	90,6	54,6	36			
	Surrender to God Almighty	94	50,6	43,4			
Honesty	Do not add/reduce messages or messages from the other person (speak as is)	81,3	62,6	18,7		18,7	
Tolerance	Respect different cultures	92	58	34		34	
Discipline	Facing God Almighty to pray on time	90,6	59,3	31,3		31,3	
Hard work	Grab the future	86	52	34		43	

	without having to mourn the past						
Creative	Successfully produced several literary works	90	62,2	27,8		51,1	25,55
	The use of sign systems in the use of language	81,3	58	23,3			
Independent	Personally pray to the God	88	54,6	33,4			33,4
Democratic	Respect differences	90,6	63,3	27,3			27,3
Curiosity	Digging that the month of Ramadan is a month of kindness	86	54,6	31,4			31,4
Spirit of nationality	Thinking of a solution to the government's injustice to the common people	85,3	58	27,3			27,3
love the motherland	Loving the culture, language, and natural	82,6	66	16,6			16,6

	beauty of Indonesia						
Appreciate Achievements	Appreciate various cultures, tribes, customs, religions, etc	88,6	58	30,6		30,6	
Friendly/Communicative	It doesn't matter who will take the lead in friendship	71,3	50,6	20,7	51,4	25,7	
	Don't feel like the greatest person	92	61,3	30,7			
love peace	No gossip	92	47,33	44,67	73,97	36,98	
	Do not oppress small people / minorities	89,3	60	29,3			
like to read	Can understand the communication of the interlocutor	92	58,6	33,4		33,4	
environmental care	Preserving the universe	82	60	22		22	
Social care	Student relations with the community	82,6	57,3	25,3	59,3	29,65	

	Help the little people	93,3	59,3	34			
responsibility	Live with loved ones	92	50,6	41,4		41,4	
						543	30,16%

CONCLUSION

There is an increase in the average value to 80, meaning that the average value increases by 24 points. Then the effectiveness test calculations were carried out, based on the effectiveness test yielded count (8.35) > table (1.70) meaning that there were significant differences in learning outcomes before and after using character education-based poetry study teaching materials for second-semester students of STKIP Muhammadiyah Bogor.

It can be concluded that this character education-based poetry study teaching material book is appropriate for use in Poetry Studies courses for second-semester students of STKIP Muhammadiyah Bogor.

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