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INTEGRATING CHARACTER EDUCATION: CONDUCTING A NEEDS ANALYSIS FOR CRAFTING POETRY TEACHING MATERIALS FOR UNIVERSITY STUDENTS

Rina Nuryani¹, Halimah²

¹STKIP Muhammadiyah Bogor, Jalan Raya Leuwiliang No. 106, Bogor, Indonesia.

²Suryakencana University, Jl. Dr. Muwardi Komplek Pasirgede Raya, Cianjur, Indonesia

Correspondent Email: ²halimahhalimah639@gmail.com

¹rinanoeryanii@gmail.com

ABSTRACT

This research aims to conduct a needs analysis for the development of teaching materials for poetry studies containing character education. The method used is development research (*research and development*). Product development is carried out according to the steps of the research and development model (Gall, Gall, and Borg 2003). Two data in the research were obtained through questionnaires and interviews. The data that has been collected from the questionnaire is then analysed statistically to obtain the average value of all respondents, while the qualitative data is analysed descriptively qualitatively. The research results show that students need teaching materials that are relevant to the curriculum, learning outcomes, student needs, and can be applied in students' daily lives. In the aspect of teaching material content, students need concise, clear, interesting and easy to understand descriptions of teaching material so as to create a sense of comfort and foster self-confidence, material that can provide new knowledge and integration of character values in teaching material, availability of study steps poetry and instructions on how to do assignments, and the availability of various poems to study.

Keywords: Teaching Materials, Poetry Study, Need Analysis, Development

INTRODUCTION

A growing issue regarding the negative consequences of globalization today is moral degradation in the younger generation (Manurung & Rahmadi, 2017; Subiyakto et al., 2022). This makes it seem as if students have forgotten the noble cultural values that have become the hallmark of the Indonesian nation (Ramdani, 2018). According to Wibowo (2020), the impact of globalization that is currently occurring has made Indonesian people forget character. The national character is experiencing erosion (Kusmayadi, 2017). Furthermore, the result of globalization is that there is quite a high level of crime and criminality, such as drugs and free sex (Rabiah, 2014), even in education, a decline in morals can

be seen in negative behavior among students, namely the occurrence of deviations in student academic behavior (Mawarti, 2021). According to Asiyai (2019) academic deviant behavior also occurs among pupils and students at Delta State University, Abraka. These academic deviant behaviors include being late to school, absenteeism from school, *bullying*, examination malpractice, smoking, stealing, inappropriate dressing, making noise, acts of violence, and sexual harassment. Deviant student behavior also occurs in Nigeria (Boniface & Bekom, 2021); (Gbenga & Chiamaka, 2022).

Meanwhile, technological developments have also contributed to the deviation in the



character of academic honesty (“*academic misconduct*”). Facts show that dishonesty behavior is increasingly prevalent among students. The indicators are simple, there are several examples of a culture of student dishonesty, for example cheating, plagiarism (copying written work), taking absences, etc. (Abood et al., 2022); (Astuti et al., 2016); (Angelia et al., 2021); (Pratiwi & Kurniawan, 2021). According to Mawarti (2021), academic deviation is classified into several forms, including: (a) fabrication, (b) falsification, (c) plagiarism, (d) invalid authorship, (e) conflict of interest, (f) multiple submissions.

The lack of material for implementing etiquette is one of the causes of the destruction of our nation's morals. This is caused by the lack of attention of lecturers as educators in terms of forming student character. Lecturers place too much emphasis on the cognitive aspects and do not pay enough attention to the affective aspects of learning. The result is that students become smart in certain subjects, but have bad character. Many students are smart when working on study material, but do not respect lecturers, like to disturb other people, and do not have honesty in their daily lives (Tuerah et al., 2019).

In order to realize character education, it is not necessary to create new courses, but can be integrated into learning in each course (Chrisiana, 2005). Character education can be integrated with various courses taught in class, for example in literature learning (Susanti, 2013). Because, in studying literature, literary works contain various depictions of people's lives with characters that are used as learning.

Integrating character education into literature courses can be done by including character education in learning process activities and teaching materials. Lickona (1991) introduced components of character values including moral knowledge (*moral knowing*), feeling (*moral feeling*), and act (*moral action*), these three components can be found in literature. These components are interrelated to create a good character with concrete examples found in a literary work. Literary works are essentially the embodiment of life, the result of a writer's observation of the life around him (Prahesti et al., 2022; Nurhamidah et al., 2019).

Thus, teaching materials are needed that are truly appropriate (relevant) to the learning needs of both students and lecturers which contain theoretical and practical knowledge (Winarni et al.,

2021), teaching materials must improve student performance (Arop et al., 2019). Textbooks are needed to provide theoretical and practical knowledge about various types of literature such as traditional poetry and writing techniques. The principles for developing teaching materials must be in line with the syllabus and RPS that have been determined by the faculty and study program at the university. Therefore, this research intends to develop a model of poetry study teaching materials based on character education for students by taking students from STKIP Muhammadiyah Bogor semester II by taking one research sub-focus, namely, what are the teaching materials for poetry studies needed by lecturers and students at STKIP Muhammadiyah Bogor?

Definition of Teaching Material

(Tomlinson, 2011) defines materials or 'materials' as anything that teachers or students use to facilitate learning. While Harsono (2015) interprets the word materials as anything that helps a teacher in teaching students. Another definition is from (Kennedy et al., 2019) say that materials are tools to improve the performance of conventional products and processes. Materials, according to Aydin & Aytakin, (2018); Rohimajaya et al., (2021) include everything that can be used to facilitate learning. Meanwhile, according to Sarip et al. (2018), materials are things, objects or materials that can be seen. Meanwhile, the word teach is the basic form of the word "teaching" means instructions given to people so that they know (follow). As stated by Tomlinson (2011) that teaching is everything that is done by material developers or teachers to facilitate learning.

Several researchers define teaching materials differently. Fitriyah (2015) defines teaching materials as the resources used by teachers in delivering learning. Meanwhile, Arsanti (2018) defines teaching materials as all forms of materials used to assist teachers/instructors in carrying out teaching and learning activities in the classroom. Furthermore, Puspita & Rosnaningsih (2020) define teaching materials as anything that is pleased with a systematic description of the techniques and exercises used by instructors and students in the learning process.

Principles of Teaching Material Development



The development of teaching materials must be based on an analysis of the learning needs of the learning community and the potential of the learning material environment in learning activities is the main need. There are sixteen basic principles in developing teaching materials (Tomlinson, 2011).

First, materials should achieve impact This means that the material must achieve the principle of achieving impact. *Second, materials should help learners to feel at ease* or the comfort principle, namely that the material must help students feel comfortable. The material must provide comfort for students and avoid feelings of fear and discomfort. *Third is materials should help learners to develop confidence*, meaning that teaching materials must be developed based on the principle of self-confidence, that is, the materials used must help students to develop self-confidence. Relaxed and confident learners learn faster. Principle *fourth is what is being taught should be perceived by learners as relevant and useful* or the principles of relevance and usefulness. *Fifth, materials should require and facilitate learner self-investment*, is the principle of self-investment, that is, the material must facilitate the learner for self-investment. Principle *sixth, learners must be ready to acquire the points being taught*. Principle *seventh is materials should expose the learners to language in authentic use* meaning the materials can provide exposure to authentic input through the suggestions they provide, the instructions for their activities and the spoken and written texts they include. Principle *eighth is the learners' attention should be drawn to linguistic features of the input* What this means is that teaching materials must target relevant linguistic aspects, for example grammar, vocabulary selection, and so on. Linguistic principles, namely that teaching materials must contain linguistic features or linguistic functions that students must master. Principle *ninth is materials should provide the learners with opportunities to use the target language to achieve communicative purposes*, that is, teaching materials must be developed in accordance with communicative principles, that is, materials must provide opportunities for learners to use the target language to achieve communicative goals. *Tenth, materials should take into account that the positive effects of instruction are usually delayed*. The teaching material presented must have a positive effect on students. *The eleventh is*

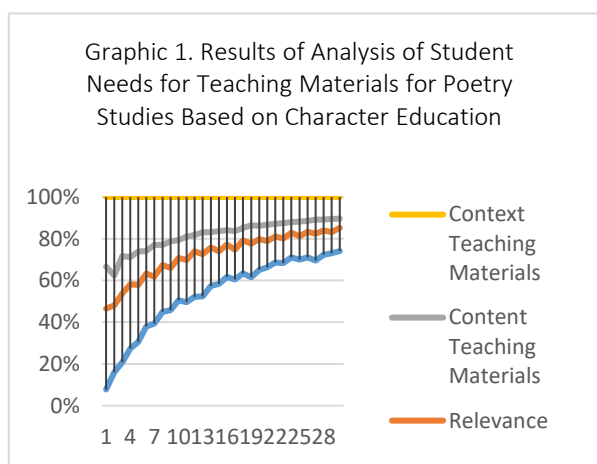
materials should take into account that learners differ in learning styles or diversity, namely differences in learning styles. Not all students have the same learning style. Language learning styles include visual, auditory, kinesthetics (e.g. students prefer to do something physical, such as following instructions), study (e.g. students like to pay attention to the linguistic features of the language and want to be correct). *Twelfth is materials should take into account that learners differ in affective attitudes*, namely that the development of teaching materials must pay attention to differences in students' affective attitudes. Principle *thirteenth is materials should permit a silent period at the beginning of instruction or silent period* principle. Principle *fourteenth is materials should maximise learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right- and left-brain activities* The material should maximize learning potential by encouraging intellectual, aesthetic and emotional engagement that stimulates right and left brain activity. Principle *fifteenth, materials should not rely too much on controlled practice*, meaning the material should not rely on controlled exercises. By providing lots of practice, students will be able to explore and gain optimal learning experience. *The sixteenth, materials should provide opportunities for outcome feedback*, i.e. materials should provide opportunities for feedback on results.

RESULTS AND DISCUSSION

Poetry Study Teaching Materials Needed by Students

Data mining regarding the need for teaching materials for poetry studies based on character education was carried out by conducting a needs analysis. Needs analysis is one of the important activities in the development research process (Arip et al. ,2021; Halimah, 2018; Nuruddin, 2016). In this research, needs analysis is part of the preliminary research stage. A needs analysis is carried out to answer the appropriateness and suitability of teaching materials for students, with the curriculum, and the situations in which Poetry Study teaching materials are used. Needs analysis is carried out to avoid presenting teaching materials that are not needed in preparing teaching materials (Morrison et al., 2013).

The questionnaire was given with the aim of finding out the need for teaching materials for students in the Poetry Study course based on Character Education. The components of the needs analysis were reduced to the form of statement items, so that the result was that teaching materials for poetry studies based on character education were needed for second semester students majoring in Indonesian Language Education, STKIP Muhammadiyah Bogor. The results of the questionnaire are presented as follows.



Graphic 1 Results of Analysis of Student Needs for Teaching Materials for Poetry Studies Based on Character Education

Graphic 1 displays the results of an analysis of student needs for poetry study teaching materials provided through a questionnaire. The questionnaire consists of three aspects, namely relevance, teaching material content, and teaching material context. The relevance aspect consists of five statements, the teaching content aspect consists of 11 statements, and the context aspect of teaching material consists of 19 statements.

Based on the results of calculating the relevance aspect, it can be described that the average score is 4.3 and is in the 'Very Needed' category, this means that students really need teaching materials that are relevant to the curriculum, learning outcomes, student needs, and students' daily lives. This is in accordance with the principle of developing good teaching materials, namely that good teaching materials must meet the principle of relevance. Romansyah (2016) believes that choosing the right teaching materials can help students achieve competency

standards and basic competencies optimally. Therefore, it is important for a lecturer to develop teaching materials that suit the needs of students.

Meanwhile, there were 11 statements given on aspects of the approach to studying poetry as teaching material content. The content referred to here is the teaching material that will be included in the teaching materials. The 11 teaching materials for the poetry study approaches proposed are objective/structural, mimetic, expressive, pragmatic, stylistic, semiotic, hermeneutic, postmodernism, postcolonial, subaltern and ethnocentrism studies. The calculation results for the content aspect of teaching materials obtained an average score of 2.2 and were categorized as 'Less Needed'. Of the eleven teaching materials, there is one teaching material that is in the 'Very Needed' category with an average score of 4.4, namely poetry study material with an objective/structural approach. Based on the results of the need for teaching materials, students need knowledge about poetry study approach materials, thus the eleven approach materials will be used as theoretical material in the teaching materials being developed, but in practical learning students will only use the structural approach to study poetry. based on character education.

Furthermore, in the content aspect of teaching materials, there are 19 statements regarding content needs, namely that students need descriptions of teaching materials and instructions on how to do assignments. Teaching materials should be packaged in an attractive and easy to understand manner so as to arouse interest in reading and motivate students to learn. Easy material will increase students' self-confidence. Material that is easy to understand can be authentic material and is related to one another. This is in accordance with the criteria for developing teaching materials, namely comfort and creating a sense of self-confidence (Tomlinson, 2013).

The results of the questionnaire are supported by the results of in-depth interviews conducted with students regarding the poetry study material they need. Implicitly, from the interview data, it is known that students are not satisfied with the current poetry studies learning. Students are of the opinion that learning poetry should entertain students because poetry is an art full of beauty to be enjoyed. However, because the teaching materials are too dense and there are no supporting illustrations, it makes students less comfortable studying. Then, in the learning process students

need learning activities that are appropriate to the course, namely studying poetry. To be able to study poetry well, students need step-by-step material in studying poetry.

Furthermore, students also need the integration of character values in the teaching material, so that what is aspired to in the learning achievement of poetry study course graduates can be optimally achieved. Poetry Study Learning is given with the aim of having implications (*outcome*) on the learning. For this reason, teaching materials used or developed by lecturers in learning need to consider content aspects that are connected to character values. Instilling character values in higher education is really needed along with technological developments which contribute to deviations in the character of academic honesty (*“academic misconduct”*) (Abood et al., 2022). Based on the fact that there are many irregularities that occur in the educational environment, according to Nurpratiwi (2021), it is currently urgent to carry out character education, including in higher education environments. Character problems in the world of education are a global problem, including in Indonesia. The same thing was also conveyed by Tuerah et al. (2019) in the era of industrial revolution 4.0, character education is a serious challenge to implement. Based on these facts, including character education is really needed by students. Briefly, the results of the needs analysis are presented in the following table.

Table 1 Summary of Results of Analysis of Needs for Teaching Materials for Poetry Studies Based on Character Education

Context Analysis of Teaching Materials
1) Students need teaching materials that are relevant to the curriculum, learning outcomes, student needs, and can be applied in students' daily lives.
2) In the aspect of teaching material content, students need concise, clear, interesting and easy to understand descriptions of teaching material so as to create a sense of comfort and foster self-confidence, material that can provide new knowledge and integration of character values in teaching material, availability of study steps poetry and instructions on how to do assignments, and the availability of various poems to study.

CONCLUSION AND SUGGESTION

Data mining regarding the need for teaching materials for poetry studies based on character education was carried out by conducting a needs analysis. Needs analysis is carried out by distributing questionnaires to students and lecturers. The questionnaire used in this research has been validated by experts. The results of the questionnaire show that students need teaching materials that are relevant to the curriculum, learning outcomes, student needs, and can be applied in students' daily lives. In the aspect of teaching material content, students need concise, clear, interesting and easy to understand descriptions of teaching material so as to create a sense of comfort and foster self-confidence, material that can provide new knowledge and integration of character values in teaching material, availability of study steps poetry and instructions on how to do assignments, and the availability of various poems to study.

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