Developing Learning Essay Writing Module Based on Character Education at Fourth Grade Students of Elementary School

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Abstract: *This research aimed to develop a learning essay writing module based on character education at fourth grade elementary school students. The model used in this study is the research and development model (R&D). Data collection include: interviews, observation, achievement tests (pretest-posttest), students responses, and documentation. Main field testing was conducted by using the one-group pretest-posttest design. The result on main field testing was analyzed by using t-test. The results can be concluded that: 1) the result of students responses toward the module development on preliminary field testing stage are 77.62%, they include in a good and feasibility category; 2) the students learning achievements on main field testing stage before and after the essay-writing module utilization are increased. Besides, based on the t-test shows that $t_{obs} = 7,4066$ and $t_{(0,05;40)} = 1,7247$, so $t_{obs} > t_{(0,05;40)}$ that $t_{hit} \in DK$, therefore H_o is rejected. Eventually, it can be concluded that the developed module is eligible for teaching learning.*

Keywords: *module development, learning writing essays, character education.*

I. INTRODUCTION

"One of the indicators of the achievement of Indonesia advanced, independent, and fair in the construction of the next 20 years is the realization of Indonesian society that has high morals, ethics, culture, and exist" (Barnawi & Arifin, 2012, p. 51). It implies that the Indonesian people should have a personality with strong character. Therefore, education must be managed properly in order to produce quality graduates to face the world with a variety of challenges and problems and can produce graduates of noble character, ie: has the skill and intelligence, high creativity as well manners of behaving and communicating, honesty, self-discipline and has a high responsibility, or in other words, education should be able to carry out the mission of development and the formation of character (character building) so that in the end will

produce graduates who are able to participate in nation-building and successful without leaving the noble character that has been formed previous. In addition, strengthened in the National Education Minister Regulation No. 23 of 2006 on Graduates Competency Standards where: "competencies of graduates should be achieved in education at all levels of schools related to character education includes the following points: (1) practicing religion professed in accordance with stage of adolescent development; (2) showing a confident attitude; (3) complying with the social rules that apply in the wider environment; and (4) respecting for diversity of religion, culture, ethnicity, race, and socioeconomic groups nationwide".

To support this case, then it seems necessary to have an education system that has comprehensive learning materials as well as supporting the right implementation of character education teaching, especially in primary schools, to help, develop and provide early characters education to the students as the future generation of Indonesia, in order to support the success of students in school learning.

There are many factors supporting the accomplishment of learning, one of them is learning material. Learning material is a crucial component in every teaching learning, besides its main function as learning media, it also can help students in learning activities. Learning material is subject materials arranged completely and systematically based on the learning principles used by teachers and students in teaching learning process (Sungkono, 2009, p. 50). Learning material which supports independent students learning is a module. APEID (1976) a module was defined as a set of learning opportunities organized around a well defined topic which contains the elements of instruction, specific objectives, teaching learning activities and evaluation (Padmapriya, 2015, p. 44). Module is a learning material which is learnt by students with different learning time ability (Kurniawati, 2013, p. 10). One of the characteristics of modules is self-instructional; it is a state where the students are able to learn by themselves without guiding from teachers (Depdiknas, 2008, p. 4). Therefore, it is

hoped that through developed module, the students can learn independently.

One of the interesting teaching materials with the use of a module is learning the Indonesian language, especially writing essays. Writing is one of the existing language competences in every level of education, from preschool to university level. Writing is a process of thinking and expressing the ideas in the form of discourse or essay (Mulyati, 2008, p. 5.3). Writing skill is not automatically mastered by the student, but it must go through training and practicing repeatedly, so that the students can easily express themselves in writing activities. Through writing one can express feelings and ideas to others. Therefore, the writing skills should be increased from education at the primary level.

The development of the modules that related to the above criteria is the development of learning essays writing modules based character education. The module acts as a supplement or supporting books for students to learn independently without teacher's assistance. Moreover, the module is used as a complementary source of student learning towards the previous teachers and students' books. The modules will be made as attractive as possible by showing an illustration of daily events that contains elements of character education. Moreover, essay writing material will also related to the elements of character education. So there will be tradeoffs between learning to write essays with character education.

Based on the explanation above, the purpose of this study was to determine the stages of development of learning modules write essays based character education at the fourth grade elementary school students. The purpose of this stage is to develop a prototype (an early draft) modules that have been validated by experts and also a reviewer into learning modules write essays based character education in the fourth grade students of primary schools which include: 1) describe the results of prototype development (an early draft) modules into learning modules essay-writing based character education according to an expert assessment; 2) describe the results of the development and improvement of learning modules write essays based on a character education at fourth grade students according to preliminary field testing.

II. RESEARCH METHODS

The model of this research is the research and development of Borg and Gall (2003, p. 571) as modified by Sukmadinata (2013, p. 164) into three steps, namely: (1) Preliminary Study/ Study of Exploration Stage; (2) Stage of Product Development; (3) Product Testing Stage. The products development stage include: (1) preliminary field testing activities which were conducted over 6 students in public elementary schools Peneket. The data obtained through observation and questionnaires were then analyzed; (2) The second product revision, revision was based on preliminary field testing activities; (3) main field testing activities were conducted in SDN 2 Sidoluhur and SDN 2 Panjer; (4) The third product revision was based on test results using the product of learning essay writing modules based character education in the fourth grade elementary school students in the main field testing.

Data collection techniques in this study are using interviews, observation, achievement tests (pretest-*posttest*), student responses, and documentation. Data analysis techniques used are the analysis of qualitative and quantitative data. Analysis of qualitative data derived from the results of the students' responses, while the quantitative data obtained from the results of main field testing; scores of pretest and posttest from students essay writing results as consideration for the improvement of the draft next module. Testing data on main field testing stage design is using *one group pretest-posttest* of Sugiyono (2015, p. 500). Furthermore, to determine the significance level the learning modules influence before and after the learning, student learning results are, then, tested by using t-test.

Main field testing stage produces last draft output of the learning modules essay writing based character education in the fourth grade of elementary school students who have been revised and has the following specifications: (a) the cover page; (b) francis page (the page); (c) the preface; (d) a table of contents; (e) the introduction, contains a description of the modules, instructions for use modules, the ultimate goal and the grain content of the module; (f) the learning material contains about essay writing material description, narration, exposition, argumentation and persuasion; (g) a summary of the material; (h) the exercise or assignment; (i) evaluation; (j) instructions answer key; (k) evaluation rubric; (l) references.

III. RESULTS AND DISCUSSION

This stage is employed to know the utilization of character education based module development on learning essay-writing. Students' responses on preliminary field stage toward learning using draft II of the product being developed are presented on the following Table 1:

Table 1. The Frequency Distribution Of

Preliminary Field Stage

No	Criteria	Aspek							
		Material		Sentences Clarity		Material Presentation		Physical appearance	
		F	%	f	%	f	%	f	%
1	Least	0	0	0	0	0	0	0	0
2	Less	0	0	0	0	0	0	0	0
3	Adequate	13	43,3	0	0	5	20,83	4	22,22
4	Good	17	56,7	8	66,67	12	50	13	72,22
5	Very good	0	0	4	33,33	7	29,17	1	5,56

In addition to students' responses toward module, the researcher also obtains the final scores of essay-writing learning that are gained by students on preliminary field stage which presented in the following Table 2.

Table 2. The Data Of Preliminary Field Stage Scores

Interval	f	Percentage
62 – 67	1	16,67%
68 – 73	3	50%
74 – 79	1	16,67%
80 – 85	1	16,67%
Total	**6**	**100%**

Entirely, students' responses toward the development of character education based development on learning essay-writing on preliminary field stage are good. Yet, there are some students that look confused on the content of module and there are some mistakes that students find dealing with typing and printing errors.

The main field testing was carried out on 21st up to 24th October 2016 in SDN 2 Sidoluhur and SDN 2 Panjer with 9 students, so that the overall students of main field testing are 18 students with low, moderate and high capability category. This stage is aimed to determine whether this character education based module development on learning essay-writing has positive effect for further quality improvement so that the module is ready to use in a larger scale. The data of students' result learning which are obtained from pretest and posttest are presented in the following Table 3:

Table 3. The Data Of Pretest Scores

Interval	f	Percentage
52 – 58	4	22,22%
59 – 65	5	27,78%
66 – 72	5	27,78%
73 – 79	2	11,11%
80 – 86	2	11,11%
Total	**18**	**100%**

Based on the table 3 above, the result of students' pretest scores with 18 students shows that the highest score achieved is 84, the lowest score is 52 and the students' mean score is 66.67. The number of students who obtain scores with the range 52 – 58 are 4 students, scores between 69 – 65 are 5 students, scores between 66 – 72 are 5 students, the range 73 – 79 is 2 students and the scores in the range 80 – 86 are 2 students.

Table 4. The Data Of Posttest Scores

Interval	F	Percentage
60 – 64	2	11,11%
65 – 69	3	16,67%
70 – 74	6	33,33%
75 – 79	3	16,67%
80 – 84	3	16,67%
85 – 89	1	5,55%
Total	**18**	**100%**

Based on the table 4 above, the result of students' posttest scores with 18 students shows that the highest score achieved is 88, the lowest score is 60 and the students' mean score is 73.67. The number of students who obtain scores with the range 60 – 64 are 2 students, scores between 65 – 69 are 3 students, scores between 70 – 74 are 6 students, the range 75 – 79 is 3, the scores in the range 80 – 84 are 3 students and student who obtains scores between 85 – 89 is one student.

The data of hypothesis testing result on pretest and posttest data are described in the following Table 5:

Table 5. The Result Of Hypothesis Testing

On Pretest And Posttest Data

Variable	t^2_{hit}	$t_{(0,05;40)}$	Decision
Pretest			Different
Posttest	7,4066	1,7247	(Ho is rejected)

Based on table 5 above, it shows that t test on pretest and posttest, , t_{obs} = 7,4066 dan $t_{(0,05;40)}$ = 1,7247, thus $t_{obs} > t_{(0,05'40)}$ that $t_{hit} \in$ DK, Ho is rejected. It shows that the module of character education based essay-writing learning developed can be utilized as learning activities.

Some feedbacks given by students toward module appearance are to print clearer, to have bigger writing font, and some error typing that needs to prepare. On the whole, students consider that the module is good and able to help students learning autonomously.

Students responses as revealed above will not occur if the researcher does not consider the components included in the module. In addition to facilitate students learning, the module being developed also contains the value of education character. Riyadhi say that "to produce learning module which is able to portray its function and role in effective learning, the module needs to be designed and developed by observing some elements, namely: format, organization, attractiveness, font size, a blank space, and consistency" (2009, p. 7).

Based on the result of students' responses described in Table. 1, it is concluded that the module developed by researcher is in good category. However, although getting good judgments, there are some feedbacks for the module betterment namely the improvement on some typing errors and the lack of image clarity on the module. After the improvement of stage II, the module revision results draft III module which is then tested in larger scale that is main field testing.

In this stage, before being given the learning module of character education based essay-writing to learn, the researcher conducted pretest to know the initial ability before using module. After that, the students are given module and explained the procedures of using module. Then, students are allowed to learn the module and discuss with other students. Furthermore, after learning the module, students are given posttest to examine the use of module in learning essay-writing.

In addition to give pretest and posttest, students are also given instrument sheet of students' responses to find out students' responses toward module given. Based on the pretest and posttest result, it shows that there is improvement on students' mean scores as 7.00 from 66.67 in pretest to 73.67 in posttest score. The result of hypothesis testing on pretest and posttest score shows that, tobs= 7,4066 and t(0,05;40) = 1,7247, therefore tobs > t(0,05'40) that tobs $\in$ DK, thus Ho is rejected. It shows that the learning module character education based writing essay which is developed is effectively used in learning activities.

Besides, the result of students' responses shows that students respond well to the module being developed. Students are interesting to learn

with the module for the different display module from the textbook they have, meanwhile module designs are colorful and have so many images that make students happy to learn. Although overall students respond positively to the learning but some students have difficulty in using the module in learning, this is because students feel that the material presented in the module is difficult to understand. It is due the different characteristics and traits students have. There are students who have faster and lower thinking process in comprehending the learning materials.

These cases may occur since the students' academic abilities are different from one another, so that their ability to understand material will be different. Thus, there are some improvements to consider namely some of typing errors and lack of writing clarity. The integration of the character education values in the module also increases students' encouragement to learn to people with good characters. This is in line with the following definition of character; character is a quality or strength mental or moral, morals or individuals' attitude which is a special personality that leads boosters and actuators, as well as differentiating with other individuals (Hidayatullah, 2010, p. 16). The module being developed is used as media for teachers and students to create a fun learning and provides opportunities for students to be independently active learners.

IV. CONCLUSION

Based on the finding and discussion above, it is concluded that: students' response toward the module being developed in preliminary field stage is 77.62% including in good and appropriate to use. The module final product developed by researcher has colorful design with a lot of images illustrations and contains character education. Besides, based on the main field testing shows that the t test of pretest and posttest, , t_{obs} 7,4066 and $t_{(0,05;18)}$ = 1,7247, therefore $t_{obs} > t_{(0,05;18)}$ that $t_{hit} \in$ DK, thus Ho is rejected. It shows that the learning module of character education based essay-writing developed is effectively used in learning essay-writing activities.

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34