

DEVELOPMENT OF SHORT STORY TEXT READING MATERIAL BASED ON CHARACTER EDUCATION AS A SCHOOL LITERACY MOVEMENT MATERIAL OF STUDENTS CLASS IX SMP TUNAS PELITA BINJAI

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ABSTRACT: *This study aims to find out: (1) the preparation of short story text reading material based on character education as a school literacy movement material, (2) the feasibility of short story reading material based on character education as a school literacy movement, (3) the effectiveness of short story text reading material based on character education as school literacy movement material of students class IX SMP Tunas Pelita Binjai. This type of research is research and development based on Borg and Gall development model. The test subjects consisted of material experts, design experts, Indonesian language teachers, students of SMP Tunas Pelita Binjai. Data on product quality was collected through questionnaires and short story text writing tests. The results of this study indicated that: (1) material validation included content eligibility with an average of 91.25% in very good criteria, presentation eligibility with an average of 84.61% in very good criteria, language feasibility with an average of 84, 09% on very good criteria, (2) validation of design experts r`ih on average of 92,54% on very good criteria, (3) individual trials with an average of 85.83% with very good criteria, (4) small group trials with an average of 90.28% with very good criteria, and (5) limited field test with an average of 92.34% with very good criteria, (6) the effectiveness of reading material showed a percentage of posttest of 80% higher than the percentage of pretest of 69.37%. Thus, reading material for short stories based on character education as a school literacy movement developed is feasible and effective to be used as reading material in the school literacy movement.*

KEYWORDS: Development, Short Story Text, Character Education, School Literacy Movement

INTRODUCTION

Activities in the School Literacy Movement are inseparable from reading material. Based on the School Literacy Movement Guide in SMP (2016:5) the reading material used in the School Literacy Movement activities is an enrichment book. The enrichment book is a non-learning book or supplementary textbook. This is in line with Sitepu (2015:16), that enrichment books or supplementary textbooks contain information that complements the main textbooks. The enrichment in question is to provide information about certain topics. The enrichment book used in the School Literacy Movement is one of the supplementary books to help students achieve the objectives of learning materials.

One of the Indonesian language learning material highlighted by the researcher was short story text learning material for students in grade IX. Learning outcomes in writing short story text material are low. Data on learning outcomes in writing short story texts with an average score of 69, this score is still below the minimum completeness criteria. This data was obtained by the researcher from class IX Indonesian language teacher, Dedeh Eka Susilawati, S.Pd. The

same problem was found by the researcher in Prima's research article (2017) that the score of writing short stories is low. This is a big question for the researcher thus interested in doing research on short story text material.

The results of the preliminary study based on the needs questionnaire that have been given to 32 students of class IX SMP Tunas Pelita Binjai showed that writing short stories was caused by the lack of learning resources and supplementary books that students did not have interest and skills in developing their ideas into writing.

The enrichment book in the activities of the School Literacy Movement to achieve the learning objectives of writing short story text of the students is only an enrichment book entitled *Understanding & Writing Short Stories* which is a book written by Aminudin in 2009. In accordance with the title, the book contains theories and tips for writing short stories from short story experience. In the book there are only two examples of short stories. As a result, students tend to memorize concepts rather than write short stories. This may hamper students' creativity in writing short stories. Students also need more examples of short stories to be able to develop ideas in writing.

In addition, the content of character values in the short story text sample has not been so clear because the short story text presented is only in the form of a short story text to explain the intrinsic elements in the short story text. In fact, the character values in the enrichment book are both natural and important because the nation's character development program has become one of the programs in the National Policy: Nation Character Building 2010-2025. In order for the program to achieve optimal results, a fun and non-patronizing method is needed so that students can develop their creativity. As stated by Salahudin and Irwanto (2013:257), that the purpose of character education is to empower students to have life skills, knowledge, develop creativity, independence, insight, and other positive behaviors.

Based on existing problems, the form of reading material that will be developed in this study is a short story text enrichment book consisting of short story text recognition, short story text examples containing character values that need to be instilled in junior high school students and writing short stories. To strengthen the knowledge and ability to write short stories then provided a practice sheet for students. This enrichment book is expected to be used as material in the activities of School Literacy Movement for students to achieve learning goals in short stories, inspire, increase students' reading interest, and become a means of planting character values in students.

LITERATURE REVIEW

Reading Material

Reading material is used only to enrich the reader's knowledge in increasing knowledge in terms of intellectual recreation and other supporting knowledge and not cited in scientific works, such as information on Blogs, Wikipedia, and other non-scientific sources (<http://lib.psikologi.undip.ac.id>). Furthermore, Dahlan (2013:24) explained, "Reading material for study in general is material in the form of nonfiction consisting of various types. However, it is certain that fiction is also used as study reading material if the field of discipline in question is literature ". Reading material for pleasure in general is material in the form of fiction, light

articles, newspapers, and others. Furthermore, reading material has readability criteria. Dahlan (2013:24) argued that readability is appropriate whether or not a reading for a particular reader.

Interesting reading material is material that is close to the lives of students, currently discussed in the community and is useful. In addition, reading material is based on consideration of various values (such as content, benefits, education, moral, aesthetic, ethical, etc).

Based on the descriptions above, it can be concluded that reading material is all print media or books that can be read and used by readers in accordance with the level of cognitive and psychological development of the reader. Good reading material for students are of course those interesting reading material that contains knowledge, and character values.

Short Story Text

Short story text is one of the works of prose fiction that tells something that are fictitious, imaginary and do not really happen thus the truth is to be sought. According to Oxford Advanced Learner's Dictionary (2005:1408) short story is a story usually about imaginary characters and events, that is short enough to be read from beginning to end without stopping. This was confirmed by Poe (in Nurgiyantoro, 2015:12) Short-story is a narrative that can be read at one sitting of from one-half hour to two hours. In line with Poe's argument, Kosasih (2014:222) explained that the story according to its physical form is short, the length of the short story is relative and is read out for about ten minutes or half an hour, and the number of words around 500-5.000 words is called a short story or short story.

Based on the notions of the short story text, it can be concluded that the short story is a story where its physical form is short and reads about ten minutes or half an hour and concentration or compaction of something that is told.

Character Education

Forming students with character is very important in education, the essence of which is to build a person in whole, namely a good human being with character. According to Salahudin and Irwanto (2013:42) explained that character education is interpreted as value education, character education, moral education, character education, which aims to develop the ability of students to give good and bad decisions, maintain goodness, realize and spread goodness in daily life with all its heart. This is confirmed by the Ministry of National Education in Character Education Handbook (2011:6) which states that character education is an attempt to instill good habits (habituation) so that students are able to behave and act based on the values that have become their personality. In other words, good character education must involve good knowledge (moral knowing), a good feeling or a loving feeling (moral feeling) and good behavior (moral action) to form the manifestation of the students' unity of behavior and life attitude.

Based on the opinions above it can be concluded that character education is a character education that involves knowledge, feelings and actions that are good for themselves, others and the surrounding environment.

Benefits of Short Story Text as Character Education

Short story text as one of the works of fiction literature has many benefits for its readers. Fiction stories offer moral messages or characters related to the noble qualities of humanity which are essentially universal. This is in accordance with Kenny (in Nurgiyantoro, 2015:430) who explained that morality in literary works is usually intended as a means that relates to certain moral teachings that are practical, which can be taken (interpreted) through the story concerned by the reader.

This explains that a short story is a learning tool that has a great influence because its potential stimulates the imagination of students and is effective in instilling understanding in students.

Ampera (in Suprihartin, 2015:45) also complemented and added, the suitability in choosing literature as children's reading will provide benefits that can be directly felt by the child, including: children will get pleasure when reading or listening to stories read to them, children can develop their imagination, children gain extraordinary experience, children can develop their intellectual, children's language skills will increase, children will better understand social life, children will understand the value of beauty, and children will know culture.

This is reinforced by the opinion of Nurgiyantoro (2015:434) who explained that literary texts are believed to contain moral and values that can be used as 'raw material' for education and character building. Literary text plays a role in an effort to shape and develop a child's personality and as character building.

Based on the explanation of the various benefits of the short story, it can be concluded that the short story text is useful for the formation and development of children's character or morals.

School Literacy Movement

School literacy movement is one of the programs to strengthen the growth of students' character. This is explained in the Regulation of the Minister of Education and Culture No. 23 of 2015. The School Literacy Movement is a movement that aims to make students have a culture of reading and writing so as to create lifelong learning and foster students' character.

The Handbook on Literacy Movement in SMP (2016) suggests the objectives of the School Literacy Movement at the learning stage, namely:

- a. Develop the ability to understand the text and relate it to personal experience to form a lifelong learning personality.
- b. Develop critical thinking skills.
- c. Process and manage communication skills creatively (oral and written).

Literacy activities are not only focused on students only, teachers as facilitators are also the subject of learning. Extensive access to information sources can make students more knowledgeable than teachers. Therefore, the activities of students in literacy should not be separated from the participation of a teacher because the teacher is one of the exemplary figures of literacy in school.

METHODOLOGY

This research was conducted at SMP Tunas Pelita Binjai. Subjects in this study were students class IX SMP Tunas Pelita Binjai. To see the effectiveness of the product being developed, the researcher took a sample of 32 students. This type of research is a development research that refers to the development theory proposed by Borg and Gall (in Tegeh et al 2014) in the Development Research Methods book. The data obtained was data about the state of reading material for short stories based on character education as a school literacy movement material. Instruments for collecting data used are expert team validation instrument, the teacher's and student's response instruments, and test of student learning outcomes. Assessment instruments for individual validators and trials, small groups and limited field groups are created in the form of Likert scales. Then the data is analyzed by descriptive quantitative, by calculating the percentage of indicator for each category on developed instructional material.

$$\text{Score percentage} = \frac{\text{total indicator per category}}{\text{total indicator total category}} \times 100 \%$$

Based on the results of the calculation of the formula above, then obtained numbers in percent form. The score classification is then converted into a classification in the form of percentages (Sugiyono, 2011:118), then interpreted with qualitative sentences.

DISCUSSION OF RESEARCH RESULTS

Development of Short Story Text Reading Material Based on Character Education as a School Literacy Movement Material

The results of the development of this reading material were analyzed first. The problems analyzed were based on the findings in the initial observations as well as interviews with Indonesian language teachers. The problem found was that students still found difficulties in understanding and writing short stories. The inability of students to understand and write short stories is because of the limited reading material in short story text material that students were not able to develop their ideas to write short stories.

Next, after analyzing the problem then the researcher conducted a curriculum analysis. The curriculum used in learning activities was revised 2016 curriculum 2013. Every basic competency contained in the revised 2016 curriculum 2013 related to language skills and character values given to students, for example the form of characters in collaboration with friends in completing tasks, respect the opinions of friends or other people who were disagreeing with students or form the character of responsibility. This proves that the application of character values is very important for students.

After conducting the problem analysis and curriculum stage, the next stage was the analysis of theoretical studies. Analysis of this theoretical study was carried out after previously distributing needs questionnaires to reading material distributed to students and teachers. Through the questionnaire that has been given, reading material was designed through reviewing the problems that arise using the correct theory. The theoretical study used in formulating reading material used the theory of Ausabel. This theory is a theory of meaningful learning. Meaningful learning in question is learning that is linked to information or relevant concepts contained in students' cognitive (Dahar in Trianto, 2011:37).

Next, conducted needs analysis by distributing questionnaires to students and teachers. The results of the development of reading material products in the form of enrichment books as material for the school literacy movement which contained the following: (1) book covers, photos of junior high school students and people who are writing, school literacy movement logos and intelligent characters with a cover color which is a combination striking blue and soft peach color; (2) preface; (3) table of contents; (4) apperception; (4) core competencies and basic competencies with short story text material for grade IX students of junior high school; (5) Chapter 1 Introduction to short story; (6) Chapter 2 Character values in short stories, which contain various examples of short stories containing character values; (6) Chapter 3 Let's write short stories; (7) Evaluation, (8) glossary; (9) bibliography.

The results of the development of this product were well received by teachers and students. This can be seen from the needs analysis conducted where the teacher and students stated that they needed reading material for short stories based on character education as a material for the school literacy movement.

Feasibility of Developing Short Story Text Reading Materials Based on Character Education as Material for School Literacy Movement

The acquisition of short story text product validation results based on character education as the material for school literacy movements as follows.

1. Validation results from the material expert which included 3 aspects of assessment in the category of "very good", namely the feasibility of content with a percentage of 91.25%, the feasibility of presentation with a percentage of 84.61% and language assessment with a percentage of 84.09%.
2. The results of the validation from the design expert was categorized as "very good". The results of the assessment of design aspects in terms of size obtained a percentage of 100%, the cover design obtained a percentage of 87, 5%, and the design content of 90.13%. All aspects of the category were very good with an average of 92, 54%.
3. The results of product validation by Indonesian language teachers obtained a percentage of 97.32% with the category of "very good".
4. The results of product appraisal in individual test in the category of "very good" with a percentage of 85.83%, small group test obtained a percentage of 90.28 with the category "very good" and limited field test obtained a percentage of 92.34 with the category "very good".

Based on the discussion, it can be concluded that the reading material of short stories based on character education as a material for the school literacy movement was very feasible because it has been validated by material experts and design experts and in the "very good" category. This is also seen from the results of the trial and student responses which was also in the "very good" category. This reading material can be used by students and teachers.

Effectiveness of Using Short Story Text Reading Material Based on Character Education as a School Literacy Movement Material

Discussion of the results of the effectiveness test of short story text based on character education as a school literacy movement material as follows.

1. The pretest conducted on 32 students was in the form of a test to write short stories before using the developed reading material. Spread of value of 55-90. A total of 2 students scored 55, as many as 5 students obtained a score of 60, as many as 6 students got a score of 65, as many as 9 students got a score of 70, as many as 5 students got a score of 75, as many as 3 students got a score of 80, 1 student got a score of 85, and 1 student got a score of 90. It can be concluded that based on the minimum completeness criteria that 10 students understood the short story text thus only 10 students were able to write short stories.
2. The posttest conducted on 32 students was in the form of writing short story text. Spread of value of 60-95. 1 student got 60, 1 student got 65, 4 students got 70, 5 students got 75, 10 students got 80, 5 students got 85, 3 students got 90 and 3 students got a score of 95. It was concluded that based on completeness criteria, at least 26 students understood the short story text thus they were able to write short stories. This was because the presence of many examples of short story text in reading material that students can easily obtained ideas in writing short stories.

From the results of the data presented above, it can be concluded that there was a significant increase in student learning outcomes from pretest to posttest of 10.63. It was known the average score of students before using the developed material (pretest) of 69.37 and the average score of students after using the material developed (posttest) of 80.

CONCLUSION

Based on the discussion in the research on the development of reading material for short stories based on character education as a school literacy movement materials for students class IX SMP Tunas Pelita Binjai which was stated earlier can be summarized as follows.

1. Development of reading material for short stories based on character education as a material for school literacy movement based on needs analysis questionnaires of teacher and student which shows that both teachers and students need reading material for short stories to be able to understand and write short stories.
2. Products developed in the form of enrichment books on short story text material based on character education as a material for school literacy movements and have fulfilled the requirements and are suitable to be used as reading material on school literacy movements based on assessment of material experts, design experts, teacher and student responses in individual trials , small group test, and limited field test which are included in very good category that they are acceptable and suitable for use as reading material.
3. The use of the developed reading material is declared effective, this is indicated by the learning outcomes of students taught using developed reading material higher than the learning outcomes of students taught not to use reading material developed.

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