

DEVELOPING TEACHING MATERIALS BASED ON SOCIAL CARE CHARACTERS BASED ON FRANCISCAN SPIRITUALITY WITH CONTEXTUAL TEACHING AND LEARNING (CTL) STRATEGIES

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ABSTRACT: *This study aimed to: (1) produce appropriate teaching materials to shape the social care character of early childhood, (2) produce effective teaching materials to shape the social care character of early childhood. This type of research was research and development (R&D) using the ADDIE development model. The quantitative data analysis technique used in this study was quantitative descriptive. Qualitative data obtained from the questionnaire were then converted to qualitative data on a scale of 5 (Likert scale). The findings showed that: (1) Teaching materials met the requirements and were appropriate to be used as teaching materials, based on the assessment of material experts, design experts, linguists, and practitioners/ teachers. The result of the validation of the material experts in all aspects of the material was 87.8% in the very good criteria, the result of the validation of the learning design expert in all the aspects was 90.4% in the very good criteria, and the validation of the linguists in all aspects was 93% in the very good criteria. The result of the teacher's response to teaching materials with a total average percentage of all aspects was 93.7% with the "very good" criteria. (2) The teaching material developed was more effective than without using the teaching material. The effectiveness of teaching materials based on social care character based on the values of Franciscan spirituality developed was 80.2%, and based on Siswanto's theory was 81.36%. The effectiveness before teaching materials was reviewed based on the values of Franciscan spirituality was 40.72%, and based on Siswanto's theory was 41.2%. Therefore, the development of pictorial story teaching materials was good enough to shape the social care character of early childhood.*

KEYWORDS: teaching materials, social care characters, franciscan spirituality values, ctl strategy.

INTRODUCTION

Individualist behavior, bullying, selfishness, forced will, and culture of etiquette (defiance) becomes a reflection of the fading of social care characters in early childhood due to the influence of technological development, this was evident from the observations and data collection at TK Santa Lusía. Based on the data obtained, Santa Lusía Kindergarten students were very interested in playing the internet in cyberspace with a minimum time of 2-4 hours/day and a maximum of 4-6 hours/day, the most desirable games were mobile legends, cooking games, and the most desirable films were Tayo, Upin-Ipin, Spongebob.

This game attracted the attention of children to continue to do it regardless of their social environment, ultimately it shaped the behavior of children becoming increasingly ignorant, when they were banned, then the children's reaction was anger, cry, fight, force the will, and rebel. The use of mobile phones, games, and film showed was very influential in the formation of children's character, children become individualistic, selfish, and manners became faded. The above

problems were very serious. To avoid the disturbance of interaction/social interaction, selfish and negative effects of the use of mobile phones, television shows for early childhood, then the formation of social care character was important to be applied early on.

Character education is implemented through modeling, habituation, and through the development of teaching materials. Teaching material is an important part of the learning process (Trianto, 2011: 179). Teaching materials contain material content, learning media, learning resources, or a set of information that can be absorbed by students through fun learning. Teaching material in the context of this study was in the form of teaching pictorial stories. The pictorial stories teaching material was intended to help children better understand and be more interested in the material. Teaching material is related to or linked to real-world situations related to the formation of social care characters. This material was extracted from the values of Franciscan spirituality, namely prayer, repentance, humiliation and poverty/humility. Syukur (2005: 20-21) states that Franciscan spirituality consists of four pillars of values namely prayer, continuous repentance, humiliation, and poverty/humility. The appreciation of this value will bring up the unique spirit of the Franciscans in the brotherhood, namely the spirit of joy, brotherhood, a peacemaker and justice.

The process of building characters needs to be exemplary and accustomed because it is the most probable element for making changes in life behavior in shaping the social care character of children (Purwanto, et al, 2017: 209). Good and right example and habituation can instill the value of children's social care character.

In addition to the negative effects of technological progress, the process of shaping the social care character of early childhood is also influenced by how the learning process takes place in the classroom or at school in general. The tendency of teachers to teach is more focused on teaching science, while teaching materials about the formation of social care characters according to early childhood development is very minimal. This situation encouraged the researcher to provide solutions to develop teaching materials based on social care characters based on Franciscan spirituality with strategy Contextual Teaching and Learning. The availability of teaching materials based on social care characters based on Franciscan spirituality with Contextual Teaching and Learning strategies was expected to be a useful medium in shaping the social care character of early childhood.

LITERATURE REVIEW

The character of Social Care

Listyarti (in Tabi'in, 2017: 44) states that the character of social care is an attitude and action that always wants to provide assistance to friends or the community in need. The problem of social care cannot be separated from social awareness. Social awareness is the ability to understand the meaning of social situations. Yusuf (in Mursid 2017: 52) states that some social behavioral skills are expected to appear in early childhood which is classified into aspects of the ability to build relationships with others, and then be developed into the curriculum in early childhood institutional units.

Wiyani (2015: 103) states that to form the social care character, it is necessary to develop manners because manners are a procedure in social life or ways that are considered good in relationships

among people. By knowing and implementing manners, a person will be well received by his environment and be respected as someone who knows and can apply manners.

Values of Franciscan Spirituality

Syukur (2005: 20-21) states that Franciscan spirituality consists of four pillars of values, namely prayer, repentance, humiliation, poverty/humility. The appreciation of this value gives rise to the unique spirit of the Franciscans in the fraternity that is the spirit of prayer, joy, a peacemaker and justice. Syukur (2007: 24) further states that spirituality is a special way or spirit of life in following Christ, with the same elements, namely brothers and sisters for all, love and forgive, care about social concerns, and peace. Syukur (2007: 26) states that the elements of Franciscan spirituality are living in the love of God, brother to all and all creation, continuous repentance and peacemaker. The above opinion confirms that the form of concern in acting and behaving in the social environment of the Franciscan life is caring for others who suffer (option for the poor), caring for the universe and peacemakers in the midst of disputes.

The value of Franciscan spirituality is a description of various basic behaviors and attitudes that are expected to be owned by students as the basis for the formation of social care characters. The Franciscan spirituality values are more detailed contained in the following table:

Table 1. Values of Franciscan Spirituality

Values of Franciscan Spirituality	Description
1. Prayer, believe in God Almighty and always obey His teachings	Attitudes and behaviors that reflect beliefs in God Almighty, the results of prayer are able to establish good relationships with others and the universe
2. Continual repentance	<ol style="list-style-type: none"> 1. Attitudes and behavior that humans are weak creatures, ups, and downs in sin, then in brotherhood we need constant repentance, to try to change behavior towards better, both in words and deeds. 2. Doing prayer, fasting, alms (helping people who need help).
3. Humiliation	<ol style="list-style-type: none"> 1. Social attitude and care cultivate words of thanks, excuse me, please, and apologize). 2. Social attitudes and behaviors of children, namely serving, proclaiming peace, not being arrogant, brothers and sisters for all, not picking out friends, not looking down on others
4. Poverty / humility	<ol style="list-style-type: none"> 1. Attitudes and social behavior of children to be brothers for all, build togetherness, a sense of solidarity, and side with the small people (option for the poor) 2. Social attitudes and behavior of children, want to share with friends, help friends who have difficulties. Social sensitivity is sensitive to situations and conditions. 3. Not greedy, not stingy, and dare to say enough. 4. Life-saving, honest in words and deeds.

Source: Franciscan Identity & Franciscan Spirituality (Syukur, 2005: 9-143)

Contextual Teaching and Learning (CTL) Learning Strategies

Contextual approach (contextual teaching and learning) is a learning concept that helps teachers link between the material being taught and the students' real-world situation and encourage students to make connections between the knowledge they have and their application in their lives

as family and community members. The learning process takes place naturally in the form of students working and experiencing, not transferring knowledge from teacher to student. Learning strategies are more important than results, (Riyanto, 2014: 159).

Jhonson (in Komalasari, 2013: 6) defines “Contextual Teaching and Learning enables students to connect the content of academic subjects with the immediate context of their daily lives to discover meaning”.

Teaching Material Based on Social Care Character Based on Franciscan Spirituality with CTL Strategy

The values of Franciscan spirituality, namely prayers, converts (brothers to all), humility (serving), poverty/humility were learning themes that would be developed in TK Santa Lusia that produce social care character-based teaching materials based on Franciscan spirituality with CTL strategies in shaping the social care character.

Developing teaching materials based on social care character based on Franciscan spirituality with CTL strategy in shaping social care character would have inspirational educative value by observing, studying teaching materials on Franciscan spirituality and the spiritual heritage of St. Francis to his followers who are trying to live the four pillars of values namely prayer, repentance (brother to all), humility (brother to the universe in its social environment), poverty / humility. Developing teaching materials can meet the needs of students by exploring the values of Franciscan spirituality in shaping social care characters in their social environment and can also improve the effectiveness of learning outcomes, especially in shaping social care characters, and that can be realized if teaching materials relevant to the basic competencies to be achieved are available, participation and activities of early childhood are more in the learning process.

METHODOLOGY

This type of research was research and development using the ADDIE development model. This research was conducted at TK Santa Lusia Sei Rotan, located on Medan St, Percut Sei Tuan District, Sei Rotan Village in Kindergarten B class, even semester 2018/2019 school year. Data collection techniques in the development of teaching materials were in the form of interviews and questionnaires. Developing teaching materials based on social care characters in the development of emotional-social intelligence was in the form of a questionnaire. There were three types of questionnaires arranged according to respondents from the study. The questionnaires were a questionnaire for material experts (lecturers), a questionnaire for learning design experts (lecturers), a questionnaire for linguists (lecturers), teacher assessment sheets and a child eligibility test questionnaire. Data analysis used a quantitative descriptive with a scale of 5 (Likert scale). Individual social care character values of early childhood could be calculated with the following conditions (Arikunto, 2009).

$$N = \frac{\text{Score Obtained}}{\text{Maximum score}} \times 100\%$$

Table 2. Categories of Early Childhood Social Care Characters

No	Score	Category
1	81,00-100,00	Has become a habit
2	61,00,80,99	Already developed
3	41,00-60,99	Start to develop
4	21,00-40,99	Start to appear
5	0-20,99	Not appear yet

(Supinah & Parmi, 2011)

Furthermore, the effectiveness of social care character-based teaching materials was obtained in the following way:

$$\text{Effectiveness} = \frac{\text{total score obtained}}{\text{the ideal number of score}} \times 100\%$$

RESEARCH FINDINGS

Developing Teaching Materials Based on Social Care Character

The step taken to produce good teaching materials was developing teaching materials with the ADDIE model. The following was a description of each stage carried out in developing these teaching materials.

1. Analysis Phase

At the defining stage, it was done by analyzing the curriculum, analyzing students' characteristics, analyzing the material, and formulating learning objectives.

2. Design Phase

The activities carried out in this phase were test preparation, media selection, format selection, and arranging the initial product of teaching materials.

3. Development Phase

This stage included: 1) validation of teaching materials by experts followed by revisions, 2) validation of teaching materials by practitioners followed by revisions, and 3) trials. The results of these stages were used as a basis for revision so that the developed teaching materials really meet the needs of users.

4. Implementation Phase

This implementation used teaching materials based on social care characters based on Franciscan spirituality with CTL strategies in learning activities; they studied individually and in groups. Individual learning was done when students do exercises or tasks that require independence, and groups heterogeneously consisting of 2-7 students doing character-building activities through the teaching material being studied.

5. Evaluation Stage

The researcher conducted research for 5 consecutive weeks through teaching materials provided to determine changes in students' behavior after studying the pictorial story teaching material. Every weekend, the researcher assessed the results of the students' character development through

the indicators and instruments that had been provided. On the fifth week at the last meeting, the results of the assessment of social care characters had changed to the stage where it had developed and the habituation stage. Students behaved and acted not because of being reminded or given a gift, but they had been already at the stage of awareness so that it was categorized as a social care character that had developed and at the habituation stage.

Feasibility of Teaching Materials Based on Social Care Characters

Teaching material based on social care characters based on Franciscan spirituality with a CTL strategy that was appropriate for shaping the social care character of young children had been done in several stages. This stage included: 1) validation of teaching materials by experts was followed by revisions; 2) validation of teaching materials by practitioners was followed by revisions, and 3) trials.

1). Expert Validation

Content Feasibility

Material expert validation was by Dr. Godlif Sianipar, S.S., M.A., Ph.D. at stage I validation assessment based on aspects of content, components of curriculum assessment, users, material presentation, exercises, and content material. Learning aspects with three components were the opening component, core, and closing. The results of the material expert validation at the first and second meetings experienced a significant increase in the average percentage.

The average percentage of all aspects at the first meeting was 64.2%, while at the second meeting; the average percentage of all aspects was 87.8%. Therefore, the percentage results at the second meeting experienced a significant increase. This means that teaching materials developed were better in terms of material.

Feasibility of Presentation Design

The design expert validator was by Dr. Zulkifli, M.sn. Phase I validation was based on the content aspect which consisted of components of the learning approach, concept truth, concept depth, and concept suitability. Presentation aspects were four components, namely components of learning activities, activities, implementation, and assessment. Display aspects were six components, namely the component content, visualization, layout design/layout, image, teaching materials, and packaging. The validation results of the design experts at the first and second meetings experienced a significant increase in the average percentage.

The results of the average percentage of all aspects at the first meeting were 79%, whereas, at the second meeting, the results of the average percentage of all aspects were 90.4%. Therefore the percentage results at the second meeting increased significantly. This means that teaching materials developed were better in terms of design.

Language Feasibility

The linguist validator was Dr. Wisman Hadi, S.Pd., M.Hum. The results of the validation of linguists at the first and second meetings experienced a significant increase in the average percentage.

The average percentage results for all aspects of linguists at the meeting I was 89%, while at the second meeting, the average percentage of all aspects was 93%. This was because all aspects of language teaching materials had been improved according to the revision of linguists. Therefore, the percentage results at the second meeting experienced a significant increase. This means that teaching materials developed were better in terms of language.

Practitioner Analysis

The average percentage of all aspects from practitioners/teachers at the first meeting was 85.7%, while at the second meeting; the average percentage of all aspects was 93.7%. This was because all aspects of the language of teaching materials had been improved according to the revision of the teacher. Therefore, the percentage results at the second meeting experienced a significant increase. This means that the teaching material developed was worth testing out in the field without further revision from the teachers.

Trial of Teaching Material Based on Social Care Characters Based on Franciscan Spirituality Values with CTL Strategy

The results of social care characters based on the values of Franciscan spirituality with the CTL strategy in the formation of the first week's character began to be seen obtaining a percentage of 80%, began to develop and got a percentage of 20%, the character of repentance was starting to get a percentage of 60%, began to develop and got a percentage of 40%, humiliation character was starting to get a percentage of 72%, began to develop and got a percentage of 28%, the character of poverty was starting to get a percentage of 72%, began to develop and got a percentage of 28%. The category of character formation was still in the stage of lacking qualifications so that the process of character building through teaching material needed to be studied and practiced repeatedly.

The results of social care characters based on the values of Franciscan spirituality with CTL strategy according to Siswanto's theory in the formation of the first week's character on obedience character began to be seen obtaining a percentage of 76%, began to develop and got a percentage of 24%, cooperating characters began to be seen obtaining a percentage of 64%, began to develop and got a percentage of 36%, honesty characters began to be seen obtaining a percentage of 72%, began to develop and got a percentage of 28%, manner characters began to be seen obtaining a percentage of 72%, began to develop and got a percentage of 28%. The category of character formation was still very poorly qualified so that the process of character building through teaching materials needed to be studied and practiced repeatedly.

Categories for the formation of children's social care characters in the first trial were still very poor qualifications. This was indicated by the weakness of teaching materials in trial I. The first week, children did not understand the meaning of images in teaching materials because the images were too dense, so that children experienced confusion. Likewise in learning activities, children had

difficulty because in cutting and sticking puzzle activities provided with numbers were not suitable. Therefore, improvements were made first before the second week of testing.

The value of Franciscan spirituality with the CTL strategy in shaping the character of the second week on the character of the prayer began to be seen obtaining a percentage of 52%, began to develop and got a percentage of 48%, the character of repentance was starting to get a percentage of 48%, began to develop and got a percentage of 52%, humiliation character was starting to be seen getting a percentage of 20%, began to develop and got a percentage of 80% the character of poverty began to be seen as getting a percentage of 72%, began to develop and got a percentage of 28%.

The results of social care characters based on the values of Franciscan spirituality with CTL strategy according to Siswanto's theory in the formation of the second week's character on the character of obedience began to be seen gaining a percentage of 56%, began to develop and got a percentage of 44%, cooperating character was starting to be seen getting a percentage of 36%, began to develop and got a percentage of 64%, honesty character was starting to be seen getting a percentage of 72%, began to develop and got a percentage of 28%, manner character was starting to be seen getting a percentage of 72%, began to develop and got a percentage of 28%.

The category of children's social care characters in trial II has increased compared to trial I, but still in very poor qualifications. This was indicated by the weakness of teaching materials in trial II. The second week, children did not understand the letters provided, especially the materials about let alone insert letters in words and form sentences, and children had difficulty because the language used in this teaching material was partly using English. Children had difficulty matching numbers with pictures because in one learning sheet there were 3 activities. Therefore, improvements were made before testing in the third week.

The results of social care character based on the values of Franciscan spirituality with CTL strategy in the formation of the third week's character on the character of the prayer began to be seen obtaining a percentage of 36%, began to develop and got a percentage of 52%, and had grown to obtain a percentage of 12% while the character of repentance began to be seen obtaining a percentage of 0%, began to develop and got a percentage of 80%, and had grown to get a percentage 20%, while the character of humiliation began to be seen obtaining a percentage of 20%, began to develop obtaining a percentage of 72%, and had grown to get a percentage 8% while the character of poverty began to be seen getting a percentage of 12%, began to develop obtaining a percentage of 60% and had grown to get a percentage of 28%.

The results of social care characters based on the values of Franciscan spirituality with CTL strategy according to Siswanto's theory in the formation of the third week's character on obedience character began to be seen to obtain a percentage of 40%, began to develop and obtained a percentage of 56%, and had grown to get a percentage 4%, while the cooperating character was starting to get a percentage of 44%, began to develop and obtained a percentage of 56%, honesty character was starting to get a percentage of 32%, began to develop obtaining a percentage of 68%, manner characters began to be seen to obtain percentage of 28%, began to develop and got a percentage of 68% and had grown to get a percentage 4%. The character building category was in the medium qualification stage, but the process of character building through teaching materials needs to be studied and practiced repeatedly. In the third week, children had begun to adjust to the activities of teaching materials and character formation practices carried out by children in accordance with the contents of the material.

The results of the social care character based on the values of Franciscan spirituality with CTL strategy in the formation of the fourth week's character on the character of the prayer began to develop obtaining a percentage of 12%, had grown and got a percentage of 88%, and began to be seen getting a percentage 0% while the character of repentance began to develop gaining a percentage of 20%, had grown and got a percentage of 80%, and began to be seen obtaining a percentage of 0%, while humiliation character began to develop and obtained a percentage of 20%, had already developed and obtained a percentage of 80%, and began to develop and gained a percentage of 20% while poverty character had developed and gained a percentage of 80%, had developed and obtained an of 20%. The character building category was already in the stage of good qualifications but the process of character building through teaching materials still needed to be studied and practiced repeatedly.

According to Siswanto's theory in character formation, in the fourth week, the obedience character began to develop obtaining a percentage of 20%, had grown and got a percentage of 80%, while collaborating character began to develop and obtained a percentage of 20%, had developed and gained a percentage of 80%, honesty character began to develop and obtained a percentage of 20%, already developed and gained a percentage of 80%, manner character began to develop and obtained a percentage of 20%, already developed and gained a percentage of 80%. The category of character building was already in the qualification stage, but the process of character building through teaching materials needed to be studied and practiced repeatedly.

Based on the results of the study in the fourth week, children experienced changes in character; developed and higher category or in good qualifications, and the results of social care characters based on Siswanto's theory, that changes in character had developed in good qualifications. The fourth week, the students were accustomed to doing learning activities in accordance with the teaching material and they were happy with the pictures contained in the teaching material so that those could help the students to form social care characters until the category had become a habit. The effectiveness of teaching materials to get better qualifications were done in the fifth week. The value of the social care character of individual students based on the values of Franciscan spirituality with the CTL strategy in the fifth week could be seen in the table:

Table 3. Results of Social Care Character Based on Franciscan Spiritual Values on Week V

The Fifth (V) Week Meeting									
Score	Category	Prayer		Repentance		Humiliation		Poverty	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
81 -100	BH	7	28%	7	28%	7	28%	7	28%
61 – 80	AD	18	72%	18	72%	18	72%	18	72%
41 – 60	SD	0	0	0	0	0	0	0	0
21 – 40	SA	0	0	0	0	0	0	0	0

Information:

BH = Has become a habit

AD = Already developed

SD = Start to develop

SA = Start to appear

AY = Not appear yet

Based on the above table calculations, it was known that the results of social care characters based on the values of Franciscan spirituality with the CTL strategy in the formation of the fifth week's character on the character of the prayers had grown to obtain a percentage of 72%, had become a habit by getting a percentage of 28%, and the repentance character had grown to a percentage of 72%, had become a habit by getting a percentage 28%, humiliation character had grown to obtain a percentage of 72%, had become a habit by getting a percentage 28%, while the poverty character had grown to get a percentage of 72%, had become a habit by getting a percentage 28%. The category of character building was very good at qualification, but the process of character building through teaching materials needed to be learned and practiced repeatedly.

The results of students' social care character values based on Siswanto's theory with the CTL strategy in the fifth week could be seen in the table:

Table 4. Results of Building Social Care Characters Based on Siswanto's Theory on Week V

The Fifth (V) Week Meeting									
Score	Category	Obedience		Cooperation		Honesty		Manners	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
81 -100	BH	7	28%	7	28%	7	28%	7	28%
61 – 80	AD	18	72%	18	72%	18	72%	18	72%
41 – 60	SD	0	0	0	0	0	0	0	0
21 – 40	SA	0	0	0	0	0	0	0	0

Based on the above table calculations, it was known that the results of social care characters based on the values of Franciscan spirituality with CTL strategy according to Siswanto's theory in the formation of the fifth week's character on obedience character had grown to obtain a percentage of 72%, had become a habit by getting a percentage of 28%, the cooperating character had grown to get a percentage of 72%, had become a habit by getting a percentage of 28%, honesty character had grown to obtain a percentage of 72%, had become a habit by getting a percentage of 28%, manner character had grown to obtain a percentage of 72%, had become a habit by getting a percentage of 28%. The category of character building had a very good qualification stage but the process of character building through teaching materials needed to be studied and practiced repeatedly. The process of habituating characters into habits would produce good behavior. This was in line with Purwanto (2017: 209) stating that the process of shaping character requires exemplary and habituation because exemplary is the most absolute element to make changes in life behavior in preparing and shaping social care characters in early childhood.

The effectiveness of teaching materials Based on Social Care Character

Teaching materials based on social care characters based on the values of Franciscan spirituality with CTL strategies that had been developed were more effective than without using these teaching materials. The effectiveness of teaching materials based on social care characters based on the values of Franciscan spirituality developed was 80.2%, and based on Siswanto's theory was 81.36%. The effectiveness before teaching material was reviewed based on the values of Franciscan spirituality was 40.72%, and based on Siswanto's theory was 41.2%. The score was assessed through the results of an assessment of social care characters which were assessed individually in the form of pre-test and post-test, by seeing an increase in the assessment score

before the social care character-based teaching materials were applied and after the social care character-based teaching materials were applied.

CONCLUSION

Based on the discussion of the research findings of the process of developing teaching materials based on social care characters based on Franciscan spirituality with the CTL strategy described earlier, it could be concluded as follows:

- (1) The feasibility of developing teaching materials based on social care characters based on Franciscan spirituality with CTL strategies had met the requirements and suitable to be used as teaching materials, based on the assessment of material experts, design experts, linguists, and practitioners/teachers. The result of the validation of the material experts in all aspects of the material was 87.8% in the very good criteria, the result of the validation of the learning design expert in all the aspects was 90.4% in the very good criteria, and the validation of the linguists in all aspects was 93% in the very good criteria. The results of the teachers' response to teaching materials based on social care characters based on Franciscan spirituality with the CTL strategy developed had an overall average percentage of all aspects of 93.7% with the criteria of "very good". The trials in this study were continuously conducted until the results of the assessment of students' social care characteristics increased and in very good criteria. The trial was conducted once a week and lasted until the fifth week in this study.
- (2) The effectiveness of teaching materials based on social care characters based on Franciscan spirituality with the CTL strategy was declared effective. The results of the effectiveness of the use of teaching materials based on social care characters based on Franciscan spirituality with the CTL strategy were known in the final trial of teaching materials, namely in the fifth week. The results of the assessment in the fifth week served as posttest results. Teaching material based on social care characters based on the values of Franciscan spirituality with the CTL strategy developed was more effective than without using these teaching materials. The effectiveness of teaching materials based on social care characters based on the values of Franciscan spirituality developed was 80.2%, and based on Siswanto's theory was 81.36%. The effectiveness before teaching material reviewed based on the values of Franciscan spirituality was 40.72%, and based on Siswanto's theory was 41.2%. The score was seen through the results of the assessment of social care characters which were assessed individually in the form of pre-test and post-test, by seeing an increase in assessment scores before the implementation of social care character-based teaching materials and after the implementation of social care character-based teaching materials.

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