

DEVELOPMENT OF DRAMA TEXT TEACHING MATERIAL BASED ON CHARACTER EDUCATION IN STUDENTS CLASS VIII SMP NEGERI 1 BATANG KUIS

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ABSTRACT: *This study aims to produce drama text writing teaching material absed on character education on students class VIII SMP Negeri 1 Batang Kuis. The research method used is research development method of Research and Development (R & D) which refers to Borg and Gall model. The stages of development are preliminary study stage, initial product development and product trial. Product development through validation of material experts and design experts. The results of material expert validation include the feasibility of the content with an average of 85.15% with very good category, the feasibility of presentation with an average of 83.65% with very good category, and the language assessment with an average of 80.76% with very good category. Expert material design validation results with an average of 79.58% with good category. Product trials were conducted in three stages: individual trials, small group trials and limited field trials. Individual trials with an average of 84.72 with very good category, small group trials with an average of 86.80 with excellent category and unlimited field trials with an average of 91.60 with excellent category. The effectiveness of teaching materials obtained through student learning outcomes during pretest and postes. The average score during pretest is 68.31 and post-test is 80. This proves that teaching material for drama text based on character education is feasible, easy and effective to be used in learning in students class VIII SMP. This study implies improving student learning outcomes in writing drama text using teaching material based on character education.*

KEYWORDS: Development, Teaching Materials, Drama Text, Based On Character Education.

INTRODUCTION

Drama as a container to develop character education. Given the increasingly eroded moral value of the nation, it is necessary to develop teaching materials to write text-based drama character education. Related to the drama text teaching material contained in the student revision book of 2017, the writer goes further and analyzes the contents of the drama text teaching material in the student's book entitled "Indonesian Language" there is a drama text entitled "When Prince Seeks for Wife, Waiting, Interrogative Words, Karma, Si Yamin ". The theme and character of the characters in the drama text contained in the student's book is not yet relevant when viewed from the age of learners who are still sitting in junior high school. In the text entitled "Prince Seeks for Princess" the theme and its contents of drama is not yet relevant when viewed from the age of learners who have not known a marriage thus it is less interesting and not displayed character education for learners. Then viewed from the character of actor in the text "Prince Seeks for Princess", there is an introduction to the drama that reads "Once, there

was a kingdom governed by a wise king. His name was Henry ". However, in the dialogue does not show the nature of a wise king. Thus, learners do not know what is meant by the nature of wise, and has not been able to apply the wise term in everyday life. Likewise with the second text entitled "Waiting" has not described the character education to students. There are two figures, Amran and Gunadi. Gunadi has a daring nature and Amran has a trait that scares his sister. It is not relevant when viewed from the character education indicator.

Indonesian Language Material learned in class VIII junior high school one of them is drama text found in Basic Competence 4.16 "Presenting drama in the form of performances or manuscripts." The basic competency is aimed so that students are able to write drama text in the form of script or staged. Efforts that must be done to achieve teacher learning indicators is to prepare a quality teaching materials. In addition to teaching materials provided from schools, teachers should be able to develop independent teaching materials and apply the cognitive, affective and psychomotor realms. However, the results of interviews conducted to teachers of SMP Negeri 1 Batang Kuis in the study field of Indonesian named Hariani, S.Pd. stated that teachers and students only used textbooks provided by schools as the main source of teaching materials and teachers have not been able to develop independent teaching materials thus learning is not optimal.

Interviews were also conducted to students of class VIII SMP Negeri 1 Batang Kuis, they still found it difficult in understanding the material of writing drama text that is on the student's book. Teaching materials used as guidance in schools did not contain steps in drama writing activities. So learning has not focused on writing implementation. Therefore, it is not uncommon in the process of learning to write teachers only ask students to write without being taught how to the writing process.

Learning to write drama text is considered difficult by the students one of the causes is that students still find it difficult to choose the appropriate diction that will be poured into the drama text. This is supported by research conducted by Lestari, et al. in his research entitled "Learning to Write a Drama in SMP Negeri 1 Sungai Raya" that when putting ideas into written language, students find it difficult to choose the appropriate diction. Students tend to prefer diction from the local language even though the students have learned writing from primary school level. Students also still find it difficult in learning to write drama text. The results are supported by Wulandari (2014) research in her research entitled "Utilization of Media News Events in Newspapers on Drama Writing Lesson" that there are still many students who find it difficult to learn writing drama script. Learning is also not developed with the formation of student character and attitudes. This is because the absence of teaching materials to write drama text based on character education in schools. This is also supported by data obtained by Maulida et al. (2015) in her research entitled "Development of Character Education Based Teaching Materials in Supporting the Implementation of Curriculum 2013" said one of the causes of the achievement of learning objectives is the material that has not been based on the character thus the cause cannot achieve some student competence.

The problems that have been described above make the researcher initiated to develop teaching materials to write text-based drama character education. Provision of teaching

materials will make students more easily learn independently, when students do not understand or understand less explanation delivered by the teacher then, the only way done by students is to read the materials that have been prepared.

Teaching materials that are developed also aims to foster attitudes of character education in students so that learners become a religious person, love the homeland, hard worker, social care and honest. The teaching materials will be arranged in modules. Development of teaching materials in the form of modules is one of the innovations that support learning Indonesian language because it has advantages namely by using the module students can follow the learning activities in accordance with the speed and ability itself, because the ability of students in one class is different. Furthermore, students would know the results of their own learning, if the success rate is still low, students can learn the less mastered material again. Modules can be used anytime and anywhere, thus student learning activities can increase. The module will be conceptualized with character education-based learning.

LITERATURE REVIEW

Teaching Material

Teaching materials is one of the learning resources used in teaching and learning in the classroom. This is contained in the book by Ahmadi (2011:208), "teaching materials are all forms of material used to assist teachers/instructors in carrying out teaching and learning activities in class." Harvest and Purwanto (in Syaodih, 2015: 16) teaching is independent, meaning it can be learned by students independently because it is systematic and complete ". Next according to Majid (2013:173), "teaching materials are all forms of materials used to assist teachers/instructors in carrying out teaching and learning activities."

Teaching material not only contains material about knowledge but also contains the skills and attitudes that students need to learn to achieve the standard of competence that has been determined by the government. Azarnoosh (2016:2) "Materials development is a practical undertaking involving the production, evaluation, adaptation and exploitation of materials intended to facilitate language acquisition and development". Opinions on the definition of teaching materials described above can be concluded that teaching materials are written or unwritten materials in the form of information, tools and texts and information on knowledge and attitude systematically planned to achieve the competence as a whole and integrated. Based on the results of the above explanation of the theory, the writer used the theory of Ahmadi as a reference about the nature of teaching materials as a basis for conducting research development of teaching materials shaped in module.

Module as Teaching Material

A module is a printed material that is planned to facilitate learners in learning independently. Amri (2013: 98) "module is a unit of instructional material specifically designed so that the students learn independently". The same opinion is also expressed by Prastowo (2015:106), "module is basically a teaching material systematically

arranged in a language that is easily understood by learners according to their age knowledge level, thus they can learn independently with minimum help or guidance of learners ". Learning with the module allows learners to more quickly master and complete one or more basic competencies. Furthermore the module definition is expressed by Goldschmid (in Cece, 1982:128), "module as a self contained, independent unit of a planned series of learning activities designed to help the student accomplish certain well defined objectives".

Opinions on the module definitions described above can be concluded that the module is a systematically planned learning unit of learning, which students learn independently. The module consists of components that contain learning objectives, learning materials or materials to be studied, learning methods, tools and learning resources, and evaluation systems used such as worksheets and formative tests.

Drama Text

Script is a written text. Endraswara (2014:37), A text or drama text can be classified into two, namely (1) part text, meaning that it is written in text only in part, in the form of an outline of a story. This kind of text is usually reserved for advanced players, (2) full text, is drama text with complete cultivation, including dialogue, character monologue, accompaniment and so on. According to Wiyanto (2002:31) also mentions drama is an essay containing stories or plays. Next according to Sun in research articles Ozdemir (2008) entitled "*The Effect of Drama Education on Prospective Teachers Creativity*" Vol. 1, No. 1 states that Drama is to perform a word, concept, behavior, sentence, idea, experience or event by utilizing theater techniques and developing a game or games. Drama is the performance of a word, concept, behavior, sentence, idea, experience or event by utilizing the game theater technique.

The same is also expressed by Fauzi (2016:9), "the literary form created by presenting dialogue and commandments is clearly called drama". Sun (2015:5), drama is a fictional or fictional work that emphasizes dialogue and character. A complete drama is written called a script. Next Rosmawaty (2011:51), drama script is a drama story in the form of dialogue or in the form of question and answer between the perpetrators.

The opinions that have been described above about drama text, it can be concluded that the drama text is a literary work presented in the form of dialogue between characters who reveal a story of life.

Write a Drama Script

Writing drama script can be done with pre-writing process. Pratiwi (2014: 182-196) The process involves: (1) choosing the object/determining the source of the idea, the object/idea of writing can be sourced from personal experience, observation of interesting events in everyday life, and from reading; (2) the determination of the theme of the story; (3) selection of story characters; (4) selection of story setting in drama script; and (5) flow frames.

Essence of Character Education

Character education involves three aspects: knowledge, feelings and actions. Salahudin (2013:45), character education is "character education plus, which involves aspects of knowledge (cognitive), feeling, and action." According to Lickona (in Mansur, 2016:7) states "character education includes three basic elements, namely knowing the good, and loving good, and doing the good. According to him the character of an character education begins with the understanding of good character, loves it, and the execution or exemplification of the good character. Here is an illustration of the three main elements of character education by Lickona:

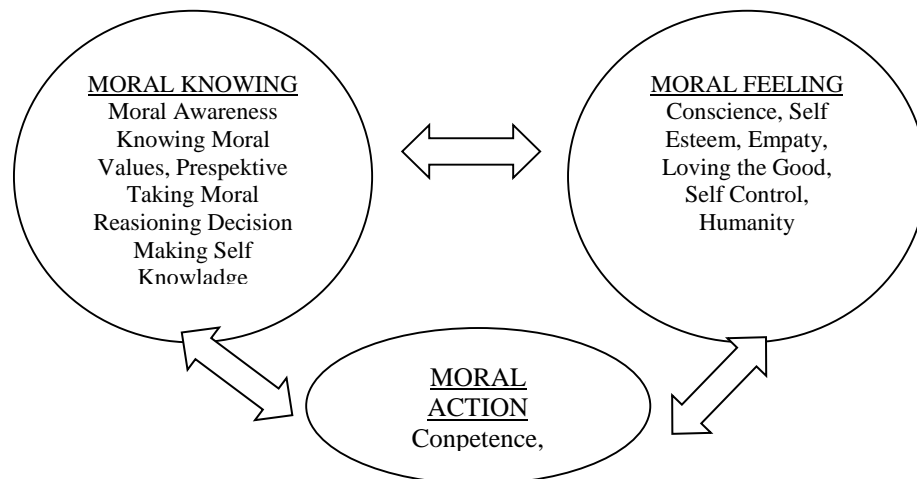


Figure 1. Lickona Character Education Component (in Mansur, 2016:7)

Thomas Lickona defines a person's character as a person's natural qualities in responding to a moral situation manifested in real action through good, honest, responsible behavior, respect for others and other noble characters. The same opinion was also put forward by Lickona, Frye (2002:2) defines character education as "A national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through an emphasis on universal values that we all share." Then Mansur (2016:10) states character education is "Activities that lead to improving the quality of education and the development of manners that always teach, guide and nurture every human intrigue have the intellectual competence, character, and interesting skills. Opinions about the definition of character education above, it can be concluded that character education is a conscious effort in the formation of personal students through the knowledge of character, foster a sense of loving kindness, able to do good actions namely religious, honest, responsible, in everyday life, and able to contribute well in its environment.

METHODOLOGY

This research was conducted at SMP Negeri 1 Batang Kuis located in Desa Baru, Batang Kuis Subdistrict Deli Serdang Regency North Sumatra Province. The research will be conducted in March to April 2018. This research type is research and development. This research refers to Borg and Gall models. The developed teaching material was analyzed using the validation of the materials expert team and the

instructional material design and the assessment using a rubric developed by the researcher by modifying the expert's opinion. Criteria of teaching materials based on the criterion of conformity of teaching materials of text-based drama character and based on revised syllabus 2013 curriculum 2017 Instruments used in this study are: (1) Instrument of validation' team of experts on teaching materials of writing text-based drama character education is a questionnaire validation sheet of subject matter experts and questionnaires validation expert design learning; (2) student and teacher response instruments on teaching materials; and (3) student learning result test, the instrument is essay test. The test is intended to measure the level of knowledge of students in writing drama text. This data is collected through expert validation, questionnaires distributed to students. Assessment instruments for individual validators and trials, small groups and limited field groups is created in the form of Likert scales. Then the data is analyzed descriptively quantitative.

DISCUSSION ON RESEARCH RESULTS

The Process of Developing Teaching Materials for Writing Text-Based Drama Characters

The process of research and development is done by several stages of preliminary study stage, initial product development stage and test phase. Based on requirement analysis obtained information that during this time teacher and student only use book published by kemendikbud on learning process. So far there is no companion book, especially modules to support learning activities, especially on drama text materials. The results of needs analysis also indicate that teachers and students desperately need teaching materials to write drama text and interested in teaching materials based on character education. The existence of a character education base in teaching materials will help students to become better characters according to the demands of the 2013 curriculum.

The initial product development stage is a module-shaped teaching material with text-based character-based drama text materials for class VIII outlines some of the things included introduction, table of contents, concept maps, introductions and learning activities, assessment guides, competency tests, key answers and lists of contents. In learning activities 1 includes recognizing drama texts, identifying drama texts, interpreting elements of drama texts and interpreting the linguistic principles of drama texts. In learning activity 2 includes reviewing the elements of the drama text and reviewing the linguistic rules of the drama text. In activity 3 includes writing a drama script and staging a drama script.

Validation of teaching materials is done by material experts and design experts. Expert validation results on each aspect of assessment are determined by the average score of each criterion. The result of the assessment determines whether or not the teaching materials write a character-based drama text for the use of teachers and students. The average percentage of the assessment results by the material and design experts is assessed on the basis of assessment aspects and indicators.

Assessments made by the material experts on teaching materials of writing text-based drama character education consists of three aspects of the assessment of the content feasibility aspects, feasibility of presentation and language assessment. The result of the assessment on the content feasibility aspect is stated as "very good" with the total average percentage of 85.15%. Assessment on the presentation spec is stated as "very good" with a total average percentage of 83.65%. The result of the language assessment according to the material expert is stated as "very good" with the total average percentage of 80,76%.

Assessments made by design experts are intended to improve the quality of textbook content of text-based plays of character education. The results of validation of teaching materials by design experts is stated as "good" with a total average percentage of 79.58%.

The trial stages of teaching materials were conducted with 3 processes: individual trials, small group trials and limited field trials. Product trials were conducted to identify the lack of teaching materials as well as the students' response to teaching materials for drama-based text of character education.

The results of the individual trial assessments is expressed in "excellent" category with an average percentage of 84.72%. Individual trials were conducted to know the students' initial responses to teaching materials prior to small group trials. The result of the assessment of the material indicator is stated as "excellent" with an average percentage of 86.67%, the language indicator is 91.67% with the category "very good" and 80% interest indicator with "good" category. This means that teaching materials for drama-based text education of character have been in accordance with the needs of students.

The results of small group trial assessments were conducted to re-examine students' responses to teaching materials for drama-based text of character education as well as weaknesses after individual trials. The results of the small group test scores obtained an average percentage of 86.80% with the category of "very good". The results obtained are better than the test per person because it has been done improvements to the module, especially in terms of the use of language more easily understood by the students. The results of the assessment on the material indicator is 83,89% with the category "very good", indicator of 83.33% of the language with the category "very good" and interest indicator by 91.11% with the category "very good". Thus the next stage is to conduct a limited field trial.

A limited field trial was conducted to know the extent to which the use of teaching materials to write drama text based on character education for students. The results of the assessment of teaching materials obtained an average percentage of 91.40% with the category of "very good". The results of the assessment of teaching materials on the material indicator obtained an average percentage of 91.40% with the category of "very good", the language indicator obtained an average percentage of 92.18% categorized as "excellent" and interest indicator as much as 91.56% with the category "very good". This means that teaching materials for drama-based text in character education is meeting the needs of learning.

Feasibility of Drama Text Writing Teaching Material Based on Character Education

The feasibility of teaching material contains four assessment components: content feasibility presentation feasibility, language feasibility and graphi feasibility. Components of content feasibility, presentation feasibility and language feasibility are obtained based on material expert validation. While the feasibility of graphic is obtained based on the results of design experts validation.

The feasibility of the content includes four sub-components, namely 1) material compatibility with standard competence and basic competence, 2) material accuracy, 3) material upgrades and 4) encourages curiosity. In the first sub-component obtained a total percentage of 100% with the category of "very good". In the second sub-component obtained a total percentage of 82.14% with the category of "very good". In the third sub-component obtained the total percentage of 85% with the category of "very good". And lastly in the fourth sub-component obtained a total percentage of 87.5% with the category of "very good". the result of the overall average percentage of sub component on the aspect of content feasibility is 85.15% with the category of "very good".

The feasibility of presentation includes three sub-components, namely 1) presentation technique, 2) presentation of learning and 3) completeness of presentation. The results of the assessment on the first sub-component obtained an average percentage of 81.25% with the category of "very good". in the second sub-component obtained an average percentage of 91.67% with the category of "very good" and the third sub-component obtained an average percentage of 81.25% with the category of "very good". The result of average percentage of the overall sub-component of the aspect of presentation feasibility is 83.65% with the category of "very good".

The language feasibility includes six sub-components: 1) straightforward, 2) communicative, 3) dialogical and interactive, 4) alignment with developmental level of learners, 5) guidance and integrity of thought flow and 6) use of terms, symbols and icons. In the first sub-component obtained an average percentage of 75% with the category of "good". In the second sub-component obtained an average percentage of 93.75 with the category of "very good". In the third sub-component obtained an average percentage of 87.5% with the category of "very good". In the fourth sub-component obtained an average percentage of 75% with the category of "good". In the sub-component five obtained an average percentage of 81.25% with the category of "very good". Finally, in the sixth component sub-section, the average percentage is 75%. the average percentage result of the overall sub component of language is 80.76% with the category of "very good".

Feasibility of graphic is obtained based on validation results by design experts. The feasibility of graphic includes three sub components namely 1) module size, 2) module cover design and 3) module contents design. The results of the assessment on the first sub-component is categorized as "good" with an average percentage of 75%. The results of the second sub-component assessment is categorized as "excellent" with an average

percentage of 80.55%. Finally in the third sub-component obtained an average percentage of 79.60 with the category of "good".

Teaching material for drama-based character education text has been revised and improved in accordance with suggestions and feedback from validators. So the questionnaire of content feasibility, presentation, language and graphic obtain results as described previously. Thus it can be concluded that teaching materials to write drama text based on character education is feasible to be tested into students and used in learning Indonesian language, especially on drama text material.

The Effectiveness of Drama Text Teaching Materials Writing Based on Character Education

The pretest is done to make the data that the students' scores before using the teaching materials has not been able to reach completeness. It is known from the average score with the average value obtained is 68.31 which is in the category of fair. If viewed individually from 32 students only 5 students who got the complete score with good category. the rest of 27 students obtained scores under the completeness with fair category. From the results of the study obtained information that the cause of non-completion of students is the lack of understanding of the steps in writing drama text and lack of ideas in developing a story. In addition students also experienced difficulty in writing drama text in accordance with the structure.

Description of each score of 32 students who are the subject of research is described as follows. First there are 5 students who score 75-84. Details of the students' scores are the five students who score 78 with good category. Secondly there are 13 students who score 65-74. Details of the students' score is 4 students obtained score of 68 with fairly good category and 9 people obtained score of 73 with fairly good category. third there are 14 students who obtained score of 55-64. Details of the students' score is 9 students obtained score of 63 with category of fair and 5 students obtained score of 60 with category of fair.

Posttest conducted obtain data that the score of students after using the teaching materials reached completeness. It is known from the average score obtained is 80 with good category. When viewed individually from 32 students there are 2 students who got the complete score with good category. The rest 30 students also scored mastery with good category. From the learning result, it is found that after the learning was supported by the module, the students are better trained in drafting a drama text. Students also increasingly understand good and correct structure of drama text. In addition students are also more easily develop the idea of the story by lifting the characters that must exist as a student.

Description of each score of 32 students who are the subject of research is described as follows. First there are 2 students who get 85-100 points. Details of the students' scores are the two students scored 89 with very good category. Secondly there are 25 students who scored 75-84. Details of the student's score is 10 students scored 84 with good category, 11 students scored 79 with good category and 4 students scored 78 with good category. Third there are 5 students scored 65-74. Details of the student's score is 1

student scored 74 with fair category, 3 students scored 73 with fair category and 1 student scored 68 with fair category.

Students' learning outcomes have significantly improved after using drama text teaching material based on character education in learning activities. It is known the average score of students before using the teaching materials (pretest) was 68.31 and at the time after using the teaching materials (posttest) they scored 80. Based on the data obtained quite significant difference increase as much as 11.69%.

The value of the above learning results indicate that the use of teaching materials to write drama text based on character education makes the learning value of the students' drama text become better. The increase in learning outcomes is evidence that teaching materials based on character education will be effective if used by students and teachers in learning. Thus there are differences in student learning outcomes using teaching materials based on character education using textbooks. Then it can be concluded that teaching materials to write drama text based on character education is feasible and effective for use in learning Indonesian especially on drama text teaching material

CONCLUSION

The conclusion was obtained based on the research of the development of teaching materials for writing drama text based on character education on the students of grade VIII SMP Negeri 1 Batang Kuis with the following details.

1. The process of developing teaching materials for writing drama text based on character education is done in three stages: preliminary study stage, initial product development and product trial. In the preliminary study phase, a need analysis for teachers and students was conducted. From the needs analysis obtained data that 100% teachers and students of SMP Negeri 1 Batang Kuis need companion teaching materials in learning Indonesian language. In the initial product development stage, product design and product validation is done to 2 material experts and 2 design experts. After the validation process then the product is declared eligible to be tested. In the third stage, trials were conducted in three ways: individual testing, small group trial and limited field trials. Individual testing earned an average of 84.72 on "very good" category. Small group trials obtained an average percentage of 86.80 with the category of "very good". Limited field trials have an average percentage of 91.60 with the category of "excellent". Based on these data then obtained the appropriate teaching materials for use of teachers and students in learning.
2. Teaching materials to write drama text based on character education for students of class VIII SMP Negeri 1 Batang Kuis otherwise feasible and worthy of use as an independent teaching materials by the students. This is obtained based on the assessment of material experts and design experts on teaching materials. The result of validation of the material expert on the content feasibility obtained average 85.15% with very good category, the presentation feasibility aspect earned an average of 83.65% with very good category and the language assessment obtained the average of 80.76 with very good category. For grading assessments by design experts obtained an average of 79.58% with good category.

3. Teaching materials to write drama text based on character education is effective to generate activity and student learning outcomes. This is evidenced from the test results of students' learning in writing drama text. At the time of pretest obtained an average of 68.31 and at posttest obtained an average of 80. Difference from pretest with posttest as much as 11, 69% indicating that learning by using teaching material of drama text based on character education becomes better than before.

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