

TEACHERS' PERCEPTIONS ON THE MODEL DEVELOPMENT OF CHARACTER BASED TEACHING MATERIAL FOR SMA/ MA STUDENTS IN SEMARANG

Suwandi and Sukma Nur Ardini

dr_suwandi2@yahoo.com, sukma_ardini@yahoo.com

English Department, PGRI University, Semarang

Abstract: This study was conducted with the objectives of finding out whether or not the teaching material entitled “English for Better Character” developed by the researchers through R & D was appropriate seen from the point of view of the teachers’ perception. Seven English teachers from 7 Senior High Schools and Madrasah Aliyah in Semarang were taken as samples. Data were collected using questionnaires and analyzed by using Likert scale with the criteria of 5:excellent, 4:good, 3:fair, 2:poor, and 1:very poor. The questionnaires contained three main aspects, such as the content appropriacy, the presentation appropriacy, and the technique appropriacy. As a whole, the mean of all aspects was 4,12. It indicates that it belongs to the criteria of very good with the following percentage, content: 32,44%, presentation: 32,18% and language: 35,52%. In conclusion, the teaching material for SMA/MA students developed by the researchers is suitable to be used as a teaching material.

Key words: teaching materials, teachers’ perception, R & D.

Abstrak: Penelitian ini dilaksanakan dengan tujuan untuk mengetahui apakah materi pengajaran dengan judul “English for Better Character” yang dikembangkan oleh peneliti melalui pendekatan Research and Development (R&D) cocok atau tidak ditinjau dari persepsi guru. Sebagai sampel diambil 7 orang guru bahasa Inggris dari 7 Sekolah Menengah Atas (SMA) dan Madrasah Aliyah (MA) di kota Semarang. Pengumpulan data dilakukan dengan menggunakan kuesioner dan dianalisis dengan menggunakan skala Likert dengan kriteria: 5= sangat bagus, 4= bagus, 3= cukup, 2= jelek, dan 1= jelek sekali. Kuesioner tersebut berisi 3 aspek utama yaitu ketepatan isi, ketepatan presentasi, dan ketepatan bahasa. Secara

keseluruhan nilai rerata dari semua aspek adalah 4.12. ini menunjukkan bahwa buku teks tersebut masuk kategori baik dengan prosentase sebagai berikut: isi 32,44%, presentasi 32,18% dan bahasa 35,52%. Kesimpulannya bahwa materi pengajaran untuk siswa SMA/MA yang dikembangkan oleh peneliti tersebut cocok digunakan untuk bahan ajar.

Kata kunci: materi pengajaran, persepsi guru, R&D

INTRODUCTION

Character is not totally inborn innate but some educators believe that it is formed by the intake of education obtained either from the schools, family or environment or neighborhood schools. They believe that whether or not the students behave politely depends very much on the intake of the teaching materials and the way how the teachers integrate the character values in the teaching learning process. When the students get a good experience during the teaching learning process, psychologically they will feel happy and try to practice what they have experienced in their daily activities and possibly will become the habit of their lives to do things well.

In line with that opinion, Act No. 20 of 2003 on National Education System Article 3, says that the national education serves to develop and shape the character and the civilization of the nation. National education aims to develop the students' potentials to become a man of faith and fear of God the Almighty, noble, healthy, knowledgeable, skillful, creative, independent, and become citizens of a democratic and accountable. So, it is clear that teaching material is a learning component that is very influential not only to the students' cognitive competences but also their character and behavior. It is expected that the teaching material, which covers the character education, will bring about the Indonesian students to have knowledge and experience which subconsciously will be practiced in their daily activities. An example of this is the knowledge of being clean and tidy. With this knowledge, the students will learn how to keep everything clean which consequently form them to be responsible for keeping the environment clean. If this knowledge is internalized and has become their habit then they are considered to have good character.

Based on the description above, it is unavoidable for the teachers to create teaching material which covers the character education. This study, therefore, aimed at finding out whether or not The Character Based

Teaching Material developed by the researchers is suitable to be used as teaching material at SMA/MA viewed from the English teachers' perception.

CHARACTER EDUCATION

Character can basically be defined as personality, character, behavior, nature, character, temperament, or character of a person. According to Musfiroh (2008), character refers to a set of attitudes, behaviors, motivation, and skills. Character comes from the Greek word meaning 'to mark' or mark and focus on how to apply the value of goodness in the form of action or behavior; that is why people who are dishonest, cruel, greedy and have other bad behavior are called people of having bad character. Conversely, people whose behavior is in accordance with the moral code are called people of having noble character.

Noble character means the individual who has knowledge of his potential, which is characterized by the values such as reflective, confident, rational, logical, critical, analytical, creative and innovative, independent, healthy living, responsible, love science, patient, careful, self-sacrificing, courageous, trustworthy, honest, keeping promises, fair, humble, shy err, forgiving, soft-hearted, loyal, hard-working, persevering, tenacious/persistent, thorough, initiative, positive thinking, discipline, anticipatory, initiative, visionary, earthy, vibrant, dynamic, economical/ efficient, appreciate the time, dedication/ dedikatif, restraint, productive, friendly, love of beauty (aesthetic), sportive, resilient, open, orderly. Individuals also have the awareness to do the best or superior, and individuals are also able to act on the potential and consciousness. Characteristic is the realization of a positive development as an individual (intellectual, emotional, social, ethical, and behavior). An individual who has good or superior character is someone who tries to do the best things according to the commandment of the Lord of the Almighty, which are beneficial for himself/herself, others, the environment, the people in the country and the international community.

In general, character is developed through stages starting from knowledge (knowing), implementation (acting), and custom (habit). A person who has knowledge of goodness will not automatically act according to his/her knowledge if he is not trained how to perform such goodness. When we expect our students to have the habit of being polite or having good character, we should train them repeatedly and continuously until the values of character are internalized in their mind.

Based on the grand design developed by the Minister of Education and Culture (Kementerian Pendidikan dan Kebudayaan) 2010, psychologically and socio-culturally the formation of the individual character functions as the human being potential (cognitive, affective, co-native, and psychomotor) in the context of socio-cultural interaction (in the family, school, and community) and last for a lifetime. The configuration of the character in the context of the totality of the process of psychological and socio-cultural can be grouped as follows: Heart Sports (Spiritual and emotional development), Thought Sports (intellectual development), Sports and Kinesthetic (Physical and kinesthetic development), and Sense Sports (Affective Creativity and development).

Elkind & Sweet (2004) mention that character education is a genuine effort to assist others in understanding the values of ethics, caring, and act in accordance with the ethical values. In addition, helping them to be able to discern what is good and what is not good and do the best fit his beliefs. Furthermore, it can be stated that character education is everything done by the teacher, which is able to influence the character of learners. Teachers help to shape the character of learners. This includes examples from teachers, including how to speak or submit material, tolerance, and a variety of other related matters.

Based on the statement above, it can be affirmed that character education is an effort designed and implemented systematically to help learners understand the values of human behavior related to God, ourselves, our fellow human beings, the environment, and nationality embodied in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs.

INTEGRATING CHARACTER VALUES IN THE INSTRUCTIONAL MATERIAL

Recently, character education is being an interesting topic in the serious discussion especially among educators, teachers and lecturers. It happens due to the fact that most students behave impolitely beyond the teachers' expectation in a way of communication, attitudes or behavior. Vandalism, juvenile delinquency, fighting in groups, geng motorists, etc are examples of bad characters. With reference to this situation, teachers need to have efforts how to change them to be good young generations. One of the ways that the teachers can do is by providing the teaching material containing not only the subject knowledge but also the character values.

It must be realized that the teaching materials used in the classroom will strongly affect the students' mind in the sense that good teaching materials can educate students to have good character. Conversely, teaching materials that contain bad character values will influence the students to have bad character as well. Why students practice of having sex with their classmates is actually not only due to their physical development but because of the imitation of what they have read or watched on the pornographic films. Thus, the need of teaching materials containing the values of character education can not be delayed because it is a kind of emergency to be implemented soon in order to have good young generation.

TEACHERS' PERCEPTION ON THE CHARACTER BASED TEACHING MATERIAL

Perception is often defined as what we think or believe about someone or think. Papalia and Old (1985, p. 98) state that perception is a kind of perceptual set; it is the phenomenon by which we often see, hear, taste, smell, or touch what we expect to see. So, what is meant by the teachers' perception here is the extent to which they think or believe about the appropriacy of the character based teaching material developed by the researchers. Teachers' perception as a kind of evaluation of the teaching material is badly needed in order to see whether the material fulfills the needs of the students as well as the teachers.

The fact that there is no teaching without material because with material the teachers would be able to create activities or atmosphere that allows the students to learn and, thus, the objectives of teaching are expectedly achieved. This idea is supported by Cunningsworth (1995, p.7) who states that teaching materials (coursebooks) is a source of knowledge that is used to achieve the goals that have been determined in accordance with the needs of students. Teaching material which has become a primary material used by teachers in achieving the goals include various forms; among others are in the forms of textbooks, Student Worksheet (LKS), test, audio-visual, audio, visual, and multi-media, CALL. Whatever the forms of teaching material, they are the source of information, and knowledge and are addressed to stimulate the students to learn new things dealing with the development of their cognitive, affective and motoric skills. They are tools to create activities and interactions of communication in the language classroom. Considering its important role in the teaching learning process, therefore, the provision of teaching material for the teachers is a must in

order to achieve the goals of education. As it is stated in the National Education Regulation (Permendiknas) No. 2, 2008, Article 1, textbooks are mandatory reference book to be used in primary, secondary education units or universities that include teaching materials in order to increase faith, piety, noble character, and personality, mastery of science and technology, sensitivity and aesthetic abilities, kinesthetic ability and health based on the national education standards.

With reference to the National Education Regulation as mentioned above, teaching material should not only address mainly to the cognitive or motoric skills development but also to the character education. In line with that idea, Dubin and Olshtain (1986), state that teaching material should include social and cultural values of the nation. There is a term which says "Language indicates the nation", this term implies the meaning that language is used to indicate a person's level of education, family background and others. Someone who comes from an educated family usually uses subtle and polite language. Therefore, the selection of instructional materials needs to consider the scope of the nation's social and cultural values in order to align itself with the character of the nation. Indonesian nation that upholds the values of courtesy, honesty, and respecting others must be reflected in the teaching materials so that the outputs also reinforce these values.

RESEARCH METHOD

This study used a descriptive study with the population of all SMA/MAs in Semarang city. Seven (7) public and private SMA/ MAs were taken as the samples; they are SMAN 11, MA Khusnul Khotimah, SMAN 6, SMAN 7, SMA Teuku Umar, SMA Walisongo, SMA St. Michael, each of which the English teacher was taken as respondent. Thus, the number of respondents in this study, were 7 English teachers. The instruments used in collecting the data were questionnaires and interview. The collected data were analyzed by a combination of qualitative and quantitative patterns.

FINDINGS AND DISCUSSION

A. The Map of the Character Based Teaching Material

The following is the map of the teaching materials developed by the researchers. The teaching material mainly consists of five main topics such as

“Getting to Know Semarang”, “I am Proud of Indonesia”, “Keep up the Good Work”, “The Indonesian National Heroes”, “What Amazing our Legend Is” each of which explores and strenghtens not only the language knowledge but also the charatcer buiilding. This teaching material was developed with the intention of fulfilling the needs of the students and teachers particularly to enhance not only the students’ English language competence but also their character. Therefore, an evaluation on this material through teachers’ perception is badly needed.

Table 1. Map of the Character Based Teaching Material

LESSONS	ACTIVITIES	MORAL VALUES
1ST SEMESTER		
LESSON 1 GETTING TO KNOW SEMARANG	<ul style="list-style-type: none"> • Descriptive Text. • Expressions of greeting, introducing and parting. • Present simple tense. 	<ul style="list-style-type: none"> • Loving & caring the local wisdom of Semarang • Respect • Pro active • Caring • Politeness • Cooperative • Imaginative • Creative
LESSON 2 I'M PROUD OF INDONESIA	<ul style="list-style-type: none"> • Recount Text. • Expressions of asking for information. • Simple past tense. 	<ul style="list-style-type: none"> • Loving local wisdom • Friendship • Togetherness • Responsive • Friendly • Helpful • Cooperative • Discipline
LESSON 3 KEEP UP THE GOOD WORK	<ul style="list-style-type: none"> • Narrative texts. • Expressions of giving compliment and congratulating. • Past progressive tense. 	<ul style="list-style-type: none"> • Loving peace • Caring others • Politeness • Cooperative • Imaginative • Creative • Discipline
2ND SEMESTER		
LESSON 4 THE INDONESIAN NATIONAL HEROES	<ul style="list-style-type: none"> • Recount Text. • Expressions of giving attention and showing sympathy. • Messages of a song. 	<ul style="list-style-type: none"> • Cultural awareness • Diligent • Responsive • Respect • Confident

		<ul style="list-style-type: none"> • Proactive • Creative • Imaginative
LESSON 5 WHAT AMAZING OUR LEGEND IS	<ul style="list-style-type: none"> • Narrative Text (2) • Expressions of agreeing and disagreeing. • Messages of a song (2) 	<ul style="list-style-type: none"> • Cultural awareness • Accuracy • Responsive • Proactive • Imaginative • Discipline • Togetherness • Creative • Respect

B. The Teachers' Perception on the Character Based Teaching Material Developed by the Researchers

In the questionnaire, there are 3 main aspects assessed but each aspect is elaborated into several sub-aspects. The total number of questions in the questionnaire is 25 items. Likert scale is used in this questionnaire with the criteria of 5: Excellent, 4: good, 3: fair, 2: poor, 1: very poor. The results of the questionnaires are as follows:

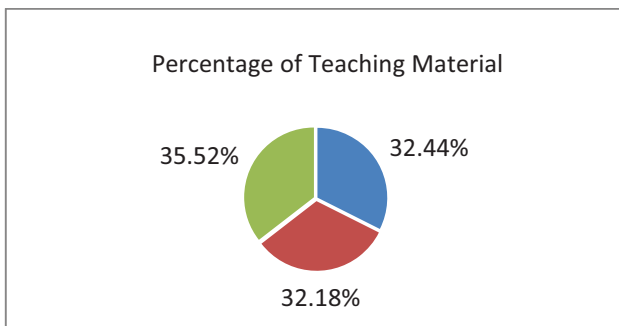
Table 2. Results of Questionnaire

NO	RATED ASPECT	SCORE
	CONTENTS	
	The Suitability of Material to the KI and KD	
1	The material presented includes all materials contained in the KI and KD.	3.6
2	The material presented reflects the descriptions that support the achievement of all KD.	3.8
3	The material presented ranging from the introduction of concepts, definitions, procedures, display output, examples, cases, exercises, the interaction between the concept according to the educational level of high school students / MA and as instructed by KD.	4.2
	Accuracy of the Material	
4	Examples and exercises are presented efficiently that can enhance students' understanding.	4.4
5	The images or pictures in the text are quite clear and interesting.	3.6
6	References are presented accurately and every reference referred to the text stated in the bibliography.	4.4
	The updated Material	
7	The material presented is in accordance with the actual scientific developments.	4.4
8	Examples and exercises are presented in accordance with the situation and the conditions in Indonesia.	4.2

9	Topics in the textbook are varied.	4.2
10	Topics in the textbook can raise the awareness and can broaden the experience of students.	4
	Encouraging Curiosity	
11	Description, exercises or examples are presented to encourage the students to do further and foster creativity.	3.8
	THE APPROPRIACY OF THE PRESENTATION	
	Presentation Techniques	
12	The system of presentation of each lesson covers four skills (reading, speaking, listening and writing).	3.6
13	The material is presented ranging from easy to difficult, from the concrete to the abstract and from simple to complex, from the known to the unknown.	3.6
	Supporting Presentation	
14	There are descriptions of what the students should reach after studying the lesson in an attempt to raise the motivation to learn.	4
15	The glossary contains important terms in the text with the description of the meaning of that term, and are arranged alphabetically.	5
16	The subject index, a list of important words is followed by a page number of appearance.	4.6
17	List of books used as references are documented in bibliography written alphabetically starting from the name of the author, year of publication, title of the book/magazine/paper/article, place, name of the Publisher, and the name and location of the internet site and site access date (if using a reference that has a site).	4.4
	Presentation Of Learning	
18	The material is presented by the nature of interactive and participatory.	3.8
19	Approaches applied in the teaching learning process are scientific approach, problem based learning, discovery learning.	2.8
	Coherence and flow of Thought	
20	Th message or material presented in one lesson reflect the unity of a theme.	4.4
	THE APPROPRIACY OF THE LANGUAGE USED	
	Dialogic and Interactive	
21	The language used evokes a sense of fun and the texts are interesting and encourage the students to read them thoroughly.	4.2
22	The syntax used to convey the message refers to the rules of good and correct English grammar.	4.6
23	The book covers the discussion of language elements such as grammar, vocabulary, pronunciation, and spelling.	5
	The use of terms, symbols or icons.	
24	The term used to describe a concept is written consistently.	4.2
25	The depiction of the symbol or icon is written consistently.	4.2

The results of the questionnaires above can be seen more clearly in the following pie diagram that can be seen in Figure 1.

Figure 1. The Appropriacy of Teaching Material



In the diagram, it can be seen that the English teachers' perceptions on the character-based teaching materials from the aspect of the content appropriacy, as a whole get the average score of 4,05 or 32.44% with the highest score of 4,4% for the items number 4, 6 and 7. While items number 1 and number 5 get the lowest score of 3,6. It indicates that the content of the developed teaching material is quite appropriate and fills the needs of the students and teachers. However, there are some points that need to be revised such as the inclusion of the material in KI and KD as well as the pictures or images. From the aspect of the presentation appropriacy, the average score is 4,02 or 32.18% with the highest score of 5 for item number 15 and item number 16 with the score of 4,6. While the lowest score is the item number 19 with the score of 2,8. As a whole, it can be concluded that the presentation of the material is very good and appropriate to be used as a teaching material. However, some points like in items number 18 and number 19 need to be revised. Teachers feel that the approach applied in the teaching material does not really reflect the scientific approach. Therefore, the reasearchers need more attention in revising this point.

The third aspect is the language appropriacy. This aspect got the average score of 4.4 or 35.52%. Item number 23 got the highest score of 5, while the lowest score is 4.2. In short, it can be stated that the language aspect of the teaching material is much stronger than the other aspects. The strongest points included in this item are the grammar, vocabulary, pronunciation and spelling. While the weakest points are the less interesting texts which can not encourage the students to read them thoroughly and the terms used are not written consistently. Therefore, the weakest points in the developed teaching material may drag more attention to be revised.

In relation to the teachers' perception on the changing of the students' character after the implementation of the character based teaching material, they all agree that students have better attitude or character than ever before. If, for example formerly they appreciated more on western food or did not care or appreciate the local food as the ancestors' original food, they now do care and feel proud of it. Besides, the teachers were also impressed by the way how they communicate either with their teachers or friends. They seemed to realize that intruding someone's speaking is something impolite and, therefore, they did not do it anymore. Another clear students' better behaviour is the habit of putting the rubbish in the rubbish basket. So, it can be concluded that what the students learn from the text will influence their behaviour. Besides showing the strength of the teaching material implemented, the teachers also gave some criticism. It was stated that the approach employed in the teaching material was not yet complete being considered to be scientific approach and, therefore, it is suggested that the learning cycles should be explained more on its observation, asking question, and association. It was also suggested that reading texts, dialogues, and exercises should be elaborated so that the students will learn more from those points and have stronger knowledge on what they learn.

CONCLUSION

Based on the teachers' perception, it can be drawn some conclusions as follows: First, the teaching material developed by the researchers fulfills the needs of the students and the teachers. Second, the language components included in the teaching material such as grammar, syntax, pronunciation, and spelling are quite appropriate as they are needed to be learnt by the students. Third, the insertion of the character values in the teaching material is quite sufficient that can influence the students to behave better. In short, the Character Based English Teaching Material for SMA/MA can be used as an alternative material for the teaching of English.

SUGGESTIONS

Teachers as having the predicate of agent of change have the duties of not only teaching but also educating. Teaching means transferring the knowledge, while educating means guiding the students to behave well. With reference to those ideas, it is suggested that teachers have to be able to create

any teaching material which can enrich the students' knowledge and guide them to have good behaviour. Likewise, the English teachers at High Schools should also be able to develop their own teaching material that fulfills the needs of the students. However, several aspects of the English teaching material should be paid more attention to such as the content, the presentation and the language.

Besides, based on the English teachers' perception, it is also suggested that the learning cycles in the scientific approach, such as observation, asking question, and association should thoroughly be elaborated. Reading texts, dialogues, and exercises should also be elaborated so that the students will learn more from those points and have stronger knowledge on what they learn.

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