Development of Poetry Appreciation Materials Based On Character Education in Class VII Students State 2nd Private Vocational School IX-X

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Abstract: *The problem in this study is how is the effectiveness of the presentation of the development of poetry appreciation teaching materials based on character education in class VII students of NA.IX-X SMP Negeri 2? The purpose of this study was to describe the effectiveness of the presentation of the development of poetry appreciation teaching materials based on character education in class VII students of SMP Negeri 2 NA. IX-X. The research method used in this research is the Research & Development research method. The subject of research on product development in this study is the validator. Assessment is done by filling out the validation sheet that has been provided, the validator in this study is an expert lecturer. In addition, the subjects of this study were class VII students of SMP Negeri 2 NA. IX-X. The object of this research is teaching material for poetry appreciation based on character education for students in grade VII of SMP Negeri 2 NA. IX-X which is located in NA.IX-X Subdistrict, Labuhanbatu Utara Regency. The instrument used to obtain research data using nontes instruments and test instruments. The results of this study indicate that the design of teaching material development appreciates poetry based on effective karkater education for students of class VII SMP Negeri 2 NA. IX-X, where before the development process was in the sufficient category and then improved to good after the development of teaching materials to appreciate poetry based on character education in class VII of SMP Negeri 2 NA. IX-X*

Keywords*: development, poetry appreciation, character education*

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I. Introduction

Literary learning in schools aims to train students to instill a sense of love for literature, so that later after the student is mature, he also has the ability to catch (appreciation) and the ability to assess literary results. Thus the teaching of literature does not only have aspects of practice theory and practice, but has the value of forming character and attitude, in addition to the elements of pleasure and artistic pleasure. Literary activities also hone students' ability to understand the thoughts, feelings, and opinions expressed by others through language. One of the goals of teaching literature is to instill artistic appreciation in students. By appreciating literature, students can directly enjoy a literary work, from theories about literature to the application of the theory to understand a literary work.

Indonesian literature as something that is learned or as a human experience can be used as material for reflection and assessment, two things related to character education. In addition to training in language skills, literature can increase knowledge about human life experiences, help develop personal, help character formation, give inner satisfaction, provide comfort, and expand the dimensions of life. Literature is also recognized as one of the tools to convey useful and enjoyable teaching (education) (dulce et utile). On the other hand, education must be able to stimulate someone to "think critically" and be able to choose the right reason in each activity. Education must be able to "shape the character" of each student. Training students in critical thinking is very important because critical thinking will result in an attitude of partiality. Character is closely related to attitudes and choice of ways of acting (Disick in Ismawati, 2016).

Through the teaching of Indonesian literature, teachers can realize character education because in the appreciation of literature students directly face various life values, including religiosity, honesty, tolerance, love, justice, dedication, and so on. Students will communicate with various figures in Indonesian literature. These literary works can be packaged into interesting teaching materials to learn. Through the teaching of Indonesian literature, the format of character education will be more lively, more concrete so that it is useful for students and can be practiced in their daily lives practically in the form of alignments towards positive values and being able to appreciate the differences of others or other cultures without having to frown.ntroduction.

Poetry appreciation is one of the most important parts in literary learning. Learning poetry appreciation is a literary activity that contains the overflowing expressions of thoughts, ideas and life experiences in the form of words that have aesthetic meaning and elements of poetry. Learning poetry appreciation in schools aims to instill a sense of sensitivity to the results of literary art, so that students get a sense of renewal derived from the appreciation of poetry. In addition, poetry learning in schools is very important and useful for students because it can help students to be sympathetic and thinkers.

In fact, so far in poetry appreciation learning, teachers have not optimized the use of teaching materials in accordance with student development. Based on observations and interviews conducted with Indonesian subject teachers in class VII of SMP Negeri 2 NA.IX-X, it was found that teaching materials based on character education had not been optimally used in literary appreciation learning, the teacher only gave assignments after that task was collected for assessment. This is consistent with the initial survey conducted by Ismawati (2016), that the teaching of Indonesian literature by teachers has not been based on character education. The selection of instructional materials and the selection of strategies and evaluations in the teaching of Indonesian literature are still limited and place the teaching of Indonesian literature as well as other subjects that focus on mere aspects of kogintif. Whereas the affective aspect should be touched on in the teaching of Indonesian literature, by involving students' sense and sensitivity.

Given the importance of literary learning, especially the appreciation of poetry as described above, a teacher should be able to make a learning device and not only refer to textbooks used in schools. The success of teaching literature is largely determined by the learning tools used. A professional teacher certainly evaluates every teaching result. Likewise with the learning device, the teacher can evaluate himself to what extent the learning tools that have been designed are applied in the classroom. The evaluation is important to continuously improve the professionalism of a teacher. Evaluation activities can be started by comparing the various activities in the classroom, teaching materials, strategies, methods, or even learning steps with the data in the learning device.

A teacher's professionalism can be improved through learning tools. In other words, the learning device is not only as a complete administration. But, also as a media to increase professionalism. A teacher must use and develop learning tools as much as possible. Repair everything related to the learning process through the device. If this is not the case, then the teacher's ability will not develop and may even decrease.

Learning devices are a number of materials, tools, media, instructions and guidelines that will be used in the learning process. From the description it can be stated that the learning device is a set of media or means used by teachers and students in the learning process in the classroom. The purpose of learning devices is to fulfill the success of a teacher in learning. Learning devices are as a guide or direction for a teacher. This is important because the learning process is systematic and patterned. There are still many teachers who are lost or confused in the midst of the learning process just because they do not have a learning device. Therefore, the learning tool provides guidance on things that must be done by a teacher in the classroom. In addition, the learning tool provides guidance in developing teaching techniques and provides guidance for designing better devices.

One of the learning tools that is very vital in supporting the success of learning, especially learning Indonesian language and literature is teaching material. In the learning process, teaching materials are located as initial capital to be used or processed to achieve results. These results are in the form of students' understanding and abilities. according to Hernawan (2012: 4) learning material is a set of material or substance of lessons that are compiled in a coherent and systematic manner and display a complete figure of the competencies that students will master in learning activities ". This learning material is formed in such a way to become teaching materials that will help students in the learning process. So teaching materials are all forms of materials used to assist teachers / instructors in carrying out teaching and learning activities, the form can be written or unwritten.

Efforts to shape the character of students can be done through the application of character values in teaching material for literary appreciation, especially poetry. According to Suyadi (2015: 5) character education is the planting of universal values of human behavior which includes all activities of life, both those related to God, oneself, fellow human beings and the environment that manifests in thoughts, attitudes, feelings, words and deeds based on norms of religion, law, manners and customs. Furthermore, the Ministry of National Education (in Suyadi, 2015: 8-9) suggests 18 character values that must be instilled in students: 1) religious, 2) honest, 3) tolerance, 4) discipline, 5) hard work, 6) creative, 7) independent, 8) democratic, 9) curiosity, 10) national spirit, 11) patriotism, 12) respect achievement, 13) communicative, 14) love peace, 15) love to read, 16) care for the environment, 17) social care and 18) responsibility. The character values that have been mentioned become important considering that the existence of the textbook is not only a teaching material but rather a guide to the nature of plural Indonesianness. The essence is the noble values of Pancasila as the soul of the Indonesian people and the personality and identity of the Indonesian people.

Indonesian Language textbooks, especially in the learning of literary appreciation circulating, have not been based on character education. This makes the emergence of ideas by looking for other alternatives in order

to produce teaching materials that are suitable for the needs of teachers and students. Based on the description, the writer is interested in conducting a research with the title: "Development of Poetry Appreciation Teaching Materials Based on Character Education for Students of Class VII SMP 2 NA. IX-X.

II.   Method

This study uses the Research and Development (R & D) method. Research and development methods are research methods that are used to produce certain products and test the effectiveness of these products (Sugiyono 2015: 407). According to Putra (2012: 67) R & D is a research method that intentionally, systematically, aims / directed to find, formulate, improve, develop, produce, test the effectiveness of products, models, methods / strategies / ways, services, certain procedures that are superior new, effective, efficient, productive and meaningful. This research method refers to the Borg & Gall model with a slight adjustment according to the research context. This study's ultimate goal is to develop a product that can be used in learning. The scope is the development of teaching materials to appreciate poetry based on character education in class VII students of SMP Negeri 2 NA. IX-X. The teaching material produced is in the form of modules as a support in appreciating poetry.

According to Sugiyono (2015: 298) there are 10 steps of research and development that can be used in educational research, namely: 1) Potential and problems. 2) Collecting information, 3) Product design, 4) Design validation, 5) Design revision, 6) Product trials, 7) Product revision, 8) Usage testing, 9) Product revisions and 10) Mass product makers.

III.   Result

The teaching material developed in this study is teaching material to appreciate poetry based on character education. The form of this teaching material is in the form of a Learning Implementation Plan (RPP) which is implemented to students. After the teaching material to appreciate poetry based on character education is completed validated by experts and teachers in the field of study and assessed by students, then the final stage of refinement is done.

Learning material to appreciate the poetry presented in this development study was arranged based on character education. The name chosen for this development research is Poetry Appreciation Teaching Materials. According to Daryanto (2013: 13) to produce learning products that are able to portray their functions and roles in effective learning, products need to be designed and developed taking into account several elements that require them, namely: format, organization, attractiveness, font size, blank spaces, and consistency.

Graphically, the writing of teaching materials uses font face consistency, namely Arial, Cooper, and Berlin Sans FB. Arial font type is used in the preface, table of contents, module contents, formative tests, glossaries, answer keys, bibliography, and image sources. Almost all of these teaching materials use arial font because the level of readability is easy, so it does not confuse students when reading. The difference lies in the font size. Cooper's font is used in the chapter title, while Berlin Sans FB is used for the title of the sub-chapter and activity column. This is consistent with the opinion of Daryanto (2013: 14) that in making learning material products, use font shapes and sizes that are easy to read in accordance with the characteristics of students. In addition, use proportional letter comparisons between titles, subtitles, and text content.

Viewed in terms of completeness of presentation, this teaching material is divided into three parts, namely the predecessor section, the content section, and the finishing / end section. The preceding section consists of preface, table of contents, and product position map. The content section consists of material that is equipped with pictures, illustrations, references / reference sources, practice questions, and summaries. In each chapter, students are given training exercises or assignments in the form of activity columns. Students must work on each column of activity. At the end of each chapter, there is a summary of all the material that has been studied. Muslich (2010: 302-303) explains that the summary is a collection of key concepts of the chapter that are expressed in concise and meaningful sentences, and makes it easy for students to understand the contents of the chapter. A summary is presented at the end of each chapter with the intention that students can recall important things that have been learned. In addition to the summary, at the end of each chapter are also included aphorisms from the writers. These words are intended to motivate students to be interested. Not only the words of the pearl, but also the images of the writers so that students are more familiar and familiar with previous writers. In the end / end part of the product there is a bibliography.

The purpose of developing this teaching material is that students are able to appreciate poetry based on character education. Besides this teaching material was developed to improve students' ability to appreciate poetry. Researchers made this development by considering several aspects such as the needs of students in the use of teaching materials, situations and conditions, learning resources used.

With an average yield of 4.15 with the category "Very Good", the teaching material to appreciate poetry based on character education is ready to be used and implemented for students. In accordance with the conclusion of the validator, the material can already be used with revisions according to suggestions.

With an average result of 4.78 with the category "Very Good", the teaching material to appreciate poetry based on character education is ready to be used and implemented for students. In accordance with the conclusion of the teacher's validation in the field of study, the material can already be used with revisions according to suggestions.

Based on the results of calculations that the researchers have done, it shows that the average value of the ability to appreciate poetry obtained by students before the development of teaching materials is 59.57. Thus, the average level of ability to appreciate poetry by class VII students of SMP Negeri 2 NA. IX-X before the development of teaching materials can be said to be sufficient.

Furthermore, after the development of teaching materials to appreciate poetry based on character education and the implementation of teaching materials to appreciate poetry based on character education, showed that the results of the average value of the ability to appreciate poetry obtained by students was 80.71. Thus, the average level of ability to appreciate poetry by class VII students of SMP Negeri 2 NA. IX-X after the development of teaching materials can be said to be good.

From these results, it can be seen that teaching materials to appreciate poetry based on effective character education in learning to appreciate poetry by students of class VII SMP Negeri 2 NA. IX-X, where before the development process was in the sufficient category and then improved to good after the development of teaching materials in class VII of SMP Negeri 2 NA. IX-X.

IV. Conclusion

a. The process of developing teaching materials to appreciate poetry based on character education in class VII students of SMP Negeri 2 NA. IX-X starts from information related to the description of students in the implementation of learning to appreciate poetry in class, it is known that learning to appreciate poetry has been carried out well. Students interested in learning appreciate poetry. However, students' responses to the material and evaluation of learning appreciate poetry is low. Based on the collection of information related to teaching materials used by the teacher, the results obtained that the development of teaching materials in learning is needed to appreciate poetry. Learning material to appreciate the poetry presented in this development research was compiled based on teaching materials based on character education. The name chosen for this development research is Poetry Appreciation Teaching Materials. Graphically, the writing of learning products uses font face consistency, namely Arial, Cooper, and Berlin Sans FB. The margins used in this product for right-down 3 cm and left-top 4 cm. This product uses a single column format vertically. The paper used is A4 80 grams with size (21cm x 29.7 cm). The attractiveness of teaching materials is also found on the cover.

b. The results of the validation of the development of teaching materials to appreciate poetry based on character education in class VII students of SMP Negeri 2 NA. IX-X shows that on the aspect of content obtained the average score of validation is 4.25 with a very good category. Then in the aspect of presentation of the material obtained the average score of validation is 4 with good category and in the aspect of language it is known that the average score of validation is 4.2 with very good category. So that overall the average validation is 4.15 with a very good category.

c. The effectiveness of the results of the design development of teaching materials to appreciate poetry based on character education in class VII students of SMP Negeri 2 NA. IX-X, where before the development process was in the sufficient category and then improved to good after the development of teaching materials to appreciate poetry based on character education in class VII of SMP Negeri 2 NA. IX-X.

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