The Importance of Material for Instructional Planning based on Character Education

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Abstract: Instructional Planning is one of the compulsory subjects in FKIP, which must be taken by all college students. Each student must pass this subject as a prerequisite to be able to follow the Practice of Teaching Experience or the Introduction to Learning Implementation Program. To know the existence of instructional planning teaching materials that have been used and the importance of teaching materials based on character education, a study with observation, documentation, and questionnaires has been conducted to college students and lecturers. It can be concluded from the result of the research that the lecture of Instructional Planning takes place in accordance with the syllabus prepared by the lecturer, it was conducted by various methods, and the students performed the simulation and observation. Also, the teaching materials used are referring to some books. However, no dictates, modules, or teaching materials prepared by the lecturer together students are relevant with current conditions and curriculum demands. Taking into account the current conditions, teaching materials that can encourage learners to be better and have good character are actually necessary. Respondents also suggest that it is very important to prepare teaching learning materials based on character education.

1 INTRODUCTION

The 2013 Curriculum has been revised into the 2017 edition. The changes are focused on improving the correlation between core competencies and basic competencies. Therefore, in the development of the lesson plan, there should appear four things, namely: 1) strengthening character education, 2) literacy, 3) 21st century skills: *creative, critical thinking, communicative, and collaborative (4C)*; and 4) integrating *Higher Order Thinking Skill (HOTS)*. Therefore, lecturers need to understand this curriculum especially in designing lesson based on character education. In (Zubaedi, 2011), it is stated that character education is a genuine effort to understand, shape, nurture ethical values, both for oneself and for all citizens of society as a whole. (Alwi Z, Abdullah Idi, and Nurhayati, 2016) state that the strengthened character include especially; religious, nationalism, independent, mutual cooperation, and integrity.

Instructional Planning course in language learning (especially Indonesian) is included in learning subject clusters (there are 8 courses, one of which is Instructional Planning in Language Learning). This course aims to give students the competence to understand the essence of language teaching planning, the Indonesian language and literature teaching models, the formulation of teaching objectives, the selection of materials, the selection of media, the selection of strategies, methods, models, and teaching techniques, and the development of evaluation (Penyusun, 2017).

The learning outcomes of Instructional Planning include 1) Attitudes and Values, 2) Knowledge, and 3) Vocational Skills (Ability to Work, Authority, and Responsibility). In line with the Curriculum 2013 revision 2017, one focus of its development is the strengthening of character education. Therefore, to be able to implement this, it is necessary to formulate a lesson plan based on character education.

Professional educators that can develop lesson plan based on applicable curriculum are also needed. Thus, to fulfill this, it is necessary to conduct research and development of Learning Lecture course materials in line with the demands of curriculum 2013/curriculum 2013 revision 2017, which is based on character education and scientific approach (Puskur, 2014). Teachers' quality influences the quality of education. The problem of increasing teachers' ability is inseparable from the issue of the practice of learning activities, especially in preparing

the plan for teaching (Todorescu, L.-L., Popescu-Mitroi, M.-M., & Greculescu, A., 2015)

To find out the implementation of Instructional Planning course and the availability of character education-based teaching materials, this research is conducted. The purposes are to get data about implementation of Instructional Planning in Language Learning and to describe what the students require as teacher candidate towards character education-based teaching materials.

This research is important in the effort of providing teaching materials for Instructional Planning course which is relevant to the currently applied curriculum. It is necessary considering that up until now there are still several sixth semester students, as prospective teachers, who have no knowledge and understanding in designing learning materials based on character education. The teaching materials that will be produced are very useful for students as they aspire to become professional teachers, as well as for teachers in the field in order to design and implement character education-based learning. In addition, the results of this study are also very useful for lecturers. Lecturers can utilize teaching materials developed to design and implement learning in the classroom. It is expected that they no longer have difficulty in preparing and developing educational-based instructional planning tools and scientific approaches that are in line with the curriculum 2013/ curriculum 2013 revision 2017.

2 BACKGROUND

Education applied in schools is not only required to maximize students' skills but also cognitive abilities. Additionally, it is also required to provide character education, as mandated in the Curriculum 2013 revision 2017. Character education is very important, as a counterweight to cognitive skills. Character is the nature of psychology, morals or characters that characterize a person or a group of people (Majid Abdul dan Dian Andayani, 2010).

Unwittingly, character education has been overlooked. Character education does not only teach what is right and what is wrong to the children, but must also be able to inculcate habituation (good one) so that learners understand, able to feel, and want to do good. In (Alwi, 2017) it is stated that this character education carries the same mission as moral education. In (Akhwan M, 2011), (Thomas, 1991) it is stated there are three main elements, including to know (knowing the good), to love (desiring the good), and to do it (doing the good). As (Bahroni, 2016)

They teach themselves through various activities, creativities and social interaction for their character and personality building.

As what (Nugrahani, 2017) To effectively teach the students, teachers need to possess adequate knowledge in various subject areas. Studies revealed that improving teachers' content knowledge deserves special attention (Yao Susan, 2017:169). If the teachers are not competent, then the students are less interested to learn, especially if the learning facilities are limited. This will be the cause for the low quality of literary learning in schools.

With the exploration of character education in the curriculum, it is expected that learners can have more positive attitude and positive character. Teachers should be able to design learning activities that can foster positive attitudes of learners. As written in the Curriculum (Puskur, 2014), there are a number of core competencies described that must be mastered and practiced by learners. As Alwi et al. (2017) pointed out that character education should be formulated in the curriculum, applied in educational methods, and practiced in learning.

3 METHOD

This preliminary research used qualitative descriptive method, by conducting observation, documentation study, and questionnaire. Observation was conducted on the implementation of lectures and the availability of teaching materials for Instructional Panning course and documentation done on the available teaching materials. As (Cunningsworth, 1995) argued that this needs to be done to prepare a set of learning goals directed to the needs of learners. The questionnaire is arranged according to Likert scale, with 4 alternative answer options. Creswell (2014), states "Questionnaires, are for used in a survey design that participants in a study complete and return to the researcher." Questionnaires contain statements about the implementation of Instructional Planning in language learning as well as the availability and the need of the learning materials, especially those based on character education.

Data obtained from the observation, documentation, and questionnaire were analyzed and described qualitatively and quantitatively. The participants of this study were the students of the Indonesian Language Study Program in the 6th semester of the academic year 2017/2018 (75 students: 35 from Inderalaya class and 40 from Palembang class) and 7th semester of the academic year 2018/2019 (81 students: 42 from Inderalaya

class and 39 from Palembang class). All the subjects of this research have ever taken the Instructional Planning course.

4 RESULTS AND DISCUSSION

4.1 Results of Observation and Documentation Studies

Character refers to a much broader constellation of attitudes, behaviors, motivations, and skills (Nurasiah, et all., 2017). After observation and documentation study on lecturing and teaching materials availability of language learning plan in semester 6 academic year 2017/2018, it is known that Instructional Planning lecture takes place in accordance with the syllabus prepared by lecturers. There are 16 units designed by lecturers, communicated to students, and implemented by various methods. Lecturers teach using lecturing, question and answer, presentation, simulation, and assignment methods. Students also perform simulation and observation.

Based on the observation result, the data obtained also shows that lecture in this course was conducted in the class only based on existing textbooks. However, there was no specific textbook in Instructional Planning for Indonesian Language Education. Moreover, there is no teaching material prepared by lecturers which are related to language learning.

The teaching materials used were based on several books. The textbook used was still general; there were no dictates, modules, or teaching materials prepared by lecturers with students in accordance with current conditions and curriculum demands. Examples contained in the textbook were also not in accordance with local conditions, and did not consider the current living circumstances. Students also experienced difficulties when preparing examples of learning materials based on character education. Indeed, the course should have been implemented based on the needs in the field. Furthermore, the lecturer also should have been able to arrange the teaching materials for each units accordingly.

4.2 Results of Questionnaires

4.2.1 Results of Students' Response about the Teaching Implementation and Availability of Teaching Materials on Instructional Planning in Language Learning

To know the students' response about the implementation and availability of teaching materials of instructional planning used so far, data were collected by using questionnaire in July 2017 to the subject of research. Questionnaire contains 9 statements with 4 choices of answers, including: (1) incorrect/inappropriate/never, (2) less true/less appropriate/rare, (3) true/appropriate/ever, and 4. very true/very appropriate/always; and 1 question asking respondents to give suggestion. The analysis result is as follows.

Of the 75 respondents, for the first question 94% agreed that the Instructional planning course have been conducted according to the syllabus. For the statement on the Implementation of Instructional planning lecture, 93% of respondents stated that the lecturers have already used various methods. Moreover, 93% of respondents stated that Instructional Planning course used a common textbook. 100% of respondents (all of them) stated that the course does not use specific teaching materials/dictates/modules. 53% of respondents stated that the course did not use appropriate textbooks. While, 80% of respondents stated that it uses inappropriate and incomplete textbooks. 60% of respondents stated that the materials in teaching materials of Instructional Planning are not relevant. Additionally, 92% of respondents said teaching materials in this course were not equipped with examples of character education-based Instructional Planning. Finally, 80% of respondents stated the instructional material is unclear and incomplete. Below is a graph depicting the results of the analysis of the respondents' responses.

Based on the results of the questionnaire, it can be concluded that the implementation has been running in accordance with the syllabus. However, the availability of teaching materials has not been appropriate, not complete or not specific. No special teaching materials in Instructional Planning is relevant with the currently applied curriculum and character education. Therefore, respondents generally suggested that it is necessary to prepare special learning materials specifically for Instructional Planning in Language Learning which is relevant with the curriculum.

4.2.2 Results of Students' Needs about Teaching Materials based on Character Education

In order to obtain information about the respondent's need teaching materials in Instructional Planning based on character education that will be developed, It has been distributed questionnaire to the research subjects in May 2018. It contains 9 statements and 1 space for suggestion. The statements are accompanied with 4 choices of answers including: (1) Unnecessary/unimportant, (2) less necessary/less important, (3) necessary/ important, and (4) very necessary/very important. The analysis is as follows.

All respondents stated that they need special teaching materials about Indonesian Language Instructional Planning (100%). Almost all respondents also stated that they need new instructional materials for the course (92%), it is very necessary to have complete teaching materials (96%); also, clear materials are needed (93%); and materials equipped with examples for this course is very much needed (98%). All respondents also stated that there is a need for examples based on character education (100%). According to the respondents, it is necessary to arrange the contents of teaching materials systematically (92%), also, it is necessary to balance the contents, examples, assignments and tests (90%). In addition, 76 respondents (93%) also stated that there is a need for sentences that use standard language in the teaching materials. Below is the graph depicting the analysis.

From the result of questionnaires analysis, it can be concluded that all respondents agreed that it is very necessary to design special teaching materials for Instructional Planning for Indonesian Language study program. They should be equipped with examples of special learning devices, compiled using complete and clear sentences, and also arranged systematically: there are goals, materials, and exercises. Besides, it is necessary to design them based on the currently applied curriculum and character-based education. As what (Nisa dan Dwi Khoirotun., 2017) suggest in their research, indeed teaching materials should be developed based on character education.

Based on preliminary result on the observation, documentation and questionnaire studies, it can be concluded that: 1) In the curriculum, there exists Instructional Planning course that must be taken by all students in semester 6, 2) There is no specific teaching materials on the course, 3) In the textbook, there is very little material on it, or the material is still very general, 4) There is no specific book discussing the Instructional Planning in language learning, 5)

Examples given are more from outside of the region, 6) Available textbooks are not relevant with 2013 curriculum, and not yet based on character education, 7) It is very necessary to prepare specific materials especially for Indonesian Language study program which are equipped with examples and based on character education.

The results of preliminary data show that it is necessary to prepare instructional materials for language learning in line with curriculum demands that can be utilized by lecturers and students. These materials are also supposed to be based on character education and the latest curriculum. Most teachers are still confused to conduct character education due to the fact that the implementation of 2013 Curriculum (Suherman, 2018). They can be used by the students as prospective teachers, or teachers in the field to become more professional teachers. Developing these materials is necessary so that prospective teachers and teachers in the field can design Instructional Planning course that is in line with the curriculum, according to local conditions, and based on character education. As (Zurqani, Heri R., Janu A. and Ezi A., 2018) also suggests in the previous research, it is very important to develop students' character, and various materials can be compiled into learning tools which are included in the students' books and teachers' books designed based on curriculum. The results of this study are also relevant with the result of Zurqani, Heri, Janu and Ezi (2018). It is that to implement character education, schools might need to provide character building facilities and design good programs for character development.

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