Research Article

Development Of Teaching Materials For Indonesian Language Courses Based On National Character Using A Cooperative Learning Model

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ARTICLE INFO	ABSTRACT
	The function of language is often misused in negative individual characters, most likely it can become negative and vice versa. The moral crisis causes violations and abuse of language rights which can be seen in the form of bullying. This has become a global problem at both elementary school and university levels, which has caused many victims. The aim of this research is to discover the process of developing teaching materials for Indonesian language courses based on national character with the required cooperative learning model. Finding validity, practicality, effectiveness. Type of development research (Research and Development, R&D). Design for developing Indonesian language teaching materials using the ADDIE model. Product trials were carried out on students of the Indonesian language and literature education study program in the first and second semesters of the Institut Pendidikan Tapanuli Selatan (IPTS) for the 2023-2024 academic year. Research starts from September 2023 s.d. March 2024. Limited trials are part of the evaluation. Extensive trials of practicality and effectiveness are given to students. Data collection technique using the ADDIE model. Observation activities, interviews, questionnaires, tests. Designing the framework and structure of teaching materials. Preparation of teaching materials based on designs that have been designed. Validation by experts, product readability testing, Forum Group Discussion (FGD, limited trials. Applying teaching materials that have been developed. Small group practicality data. Large group practicality data. Student satisfaction, reaction and response questionnaires regarding the usability of textbooks. Tests and observations to measure the achievement of learning objectives. Data analysis techniques use descriptive data to describe validity and practicality. Data were compared using SPSS 23 for the t-test. The teaching materials produced in this research are textbooks for Indonesian language courses based on national character with a cooperative learning model that is valid, practical and effective.

Keyword: *language teaching materials, national character, cooperative learning* |

Introduction

One of the reasons for the moral crisis in national culture is the erosion of language and its function in communication. The moral crisis causes violations and abuse of language rights which can be seen in the form of bullying. This has become a global problem at both elementary school and university levels, which has caused many victims (Farid & Hadisyah, 2020; Menesini & Salmivalli, 2017). Bullying is evidence of a decline in an individual's character values, resulting in bad consequences for the individual himself and others (de Oliveira et al., 2015; Mohan & Bakar, 2021; Myklestad & Straiton, 2021; Martínez et al., 2020). In Indonesia, this is a problem related to three sins in education. The three sins in education are bullying, intolerance and sexual violence (Ibrohim & Budi, 2019).

The nation's moral crisis from the aspect of thinking and the use of language as national identity in communicating affects the nation's character (Mozafari et al., 2022; Davidson et al., 2019). As an alternative way to deal with the moral crisis of the Indonesian nation's culture, a process of building students' national character is needed through learning Indonesian in higher education (Rosyada & Retnomurti, 2017). Regarding the efforts that will be made to face the nation's moral crisis, it is focused on higher education institutions, especially students (Idsoe et al., 2021). Therefore, it is hoped that Indonesian language lecturers will become agents of change in developing students' national character through learning in higher education (Stives et al., 2019).

Basically, language and speaking as a function of communication is a human right of every human being (McLeod, 2018; Cho, 2019; Enderle, 2021). Thus, individual language must not violate other people's human rights which could possibly cause misunderstandings and cause divisions in society. Several studies show the erosion of language as a national identity, causing the moral values of the nation's culture to decline (Sağlam & Adıgüzel, 2021; Hurst & Mona, 2017). Language erosion influences individuals to discriminate against other people in society and school (Sa'd & Eames, 2021; Garcia-Ponce, 2020). This is proof that language erosion will affect the nation's culture itself. It is also necessary to understand the true function of language as an individual character used for self-control in positive language for speaking language whose aim is good habits, tolerance between people, honesty, and respect for other people (König & Jucks, 2020).

If the function of language is misused and misinterpreted in a negative individual's character, it can most likely become negative in nature (Paasch et al., 2021). The negative function of language leads to swearing and hate speech, blasphemy, and mutual discrimination between people and many other things which are generally seen on social media and occur throughout the world (Taradhita & Putra, 2021). One of the factors causing language erosion that affects an individual's character in language is the shift in the function of language from positive to negative (Dorris et al., 2020; Rizwan et al., 2020).

The value of character education can be seen in the Indonesian language learning curriculum (Santoso et al., 2020; Mas'ud, 2021; Toruan et al., 2022). Character education is related to language education which aims to shape the character and cultural values of the nation and build communication between national cultures (Lun, 2020; Kim, 2020; Jabbarova, 2020). Character development in higher education is an effort to build a dignified national image (Kulbasnaja, 2020). The process of developing students' national cultural character through learning Indonesian in higher education is very important.

Literature Review

Language Learning

Language learning must be adapted to experience as the substance of learning. A process where students reflect on the experiences they have had while studying (Moris, 2020). Students reflect during the process and at the end of learning with more understanding. Reflection is meant as the ability to think and decide performing a task (reflection in action). Therefore, reflective learning usually discusses practical issues, accompanied by doubt and confusion, before deciding on a solution (Fullana et al., 2016). Grossman (2008) states that four levels of reflection along a continuum, starting from descriptive accounts for different levels of mental processes for transformative or intensive reflection. This matter shows increased complexity such as reporting, response, connecting, reasoning, and reconstructing to define that (Marcos et al., 2009).

However, for the most part reflection aims to be cognitive and metacognitive thinking that causes people to improve their abilities practice (Southcott, 2018). Kolb (1984) believe that experiential learning is a sequential activity where students achieve a broader understanding the subject matter by generalizing new knowledge and apply it with subsequent actions. To implement reflective language learning, a deliberate inquiry cycle process is carried out where students move between action and reflection to understand a concept (Ramsey, 2006), resulting in new understanding.

Kolb's reflective language learning model (1984) is a four-stage experiential learning model, consisting of four stages (a) the meaning of experience, namely all individuals have the opportunity to start learning accordingly cycle in any situation or place, (b) reflection which involves thinking about what someone has done (experienced), (c) conceptualize, that is, a hypothesis about someone's experience, and (d) plan, namely testing the hypothesis that someone adopts. Kolb's learning model is cyclical and the end of one cycle is related to knowledge new. For Kolb, learning is a cognitive process, and build individual knowledge based on their experiences with environment, not instructions.

Reviewing the reflective language learning model shows that the picture different stages for reflective learning, all divided into three stages important stages, namely experiencing a challenging situation, reflecting on situations to solve problems, and learn from them experience by evaluating it. All those reflection models contribute to increased and impactful learning. Therefore, the level of student reflection can develop the processes they follow in reflective learning.

Evaluating Language Learning

A number of studies have been conducted by different scientific fields regarding reflective language learning assessment, such as the medical field (Pena-Silva et al., 2022; Rogers et al., 2019). In the field of engineering

(Aryani et al., 2017). In the field of education and teaching (Sabah & Rashtchi, 2016; Wallin & Adawi, 2018). Apart from that, there is also research that focuses on development and validation evaluation instruments that contribute to reflective learning (Black & Plow, 2010).

Kember et al.'s research (2000), which developed the validity of a questionnaire that uses confirmatory factor analysis. Kember et al extracted four factors for reflective learning, namely habitual action, understanding, reflection, and critical reflection. So far students have engaged in reflective thinking professionally at the preparation stage. In another study, Peltier et al (2005) developed standard scales to measure the four levels identified hierarchy of reflection (habitual action, understanding, reflection, and intensive reflection) MBA program students. However, the authors suggest further research using structural equation modeling to discover relationships between several variables in reflective learning.

Similarly, Colomer et al (2013), developed reflective language learning with its own questionnaire in learning to examine students' perspectives. Researchers are interested in looking for it the relationship between students' responses to questionnaires and experiences, knowledge, self-reflection, and self-regulation. Moreover, they aim to find out students' difficulties in integrating reflective learning methodology in the learning process. Likewise, Min and Park (2019) researched top-level measurements middle school students' reflective attitudes toward conversation. To achieve this goal, they created a questionnaire consisting of 12 items under three constructs, namely action, content and process reflection, and final reflection. Results of this research shows that the instrument measuring participants' reflective attitudes towards the conversation has an effect on the level of students' reflective thinking abilities.

Exploring the characteristics of reflective language learning is using an open questionnaire. For example, Bell's et al (2014), who analyzed the responses of 150 students to four open question to check if they can change their point of view with thoughts/perspectives. Feng (2016) also developed an open measurement scale students' intercultural competence using Kolb's four stages learning cycle. Researchers provide details open-ended description of participants' answers questions (qualitative) by comparing respondents' answers before and post show in survey.

However, none of the scales discussed so far is intended to explore various aspects of reflective learning techniques, such as cognitive, meta-cognitive, evaluative, and the like, up to understand what happens in students' thoughts and behavior when trying to learn a new concept.

Method Research

The aim of this research is to develop or update teaching materials, curriculum or learning methods. Development research is a type of research in which there are activities in developing and producing educational products according to applicable needs and regulations (Sugiono, 2012); (Purwati et al., 2022). The design for developing Indonesian language teaching materials using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model involves a series of systematic and structured stages.

A	Analysis	Need Analysis
		Contextual Analysis
		Theory Analysis
D	Design	Designing teaching materials and learning processes
D	Develop	Produce content
		Generate and validate instruments
		Carry out formative revisions
		Limited Trial
I	Implementation	Preparing teaching staff
		Preparing student
		Implementation
		Large group practical test
E	Evaluation	Assess the quality of the development process
		Assessing the quality of development products
		Revision of teaching materials

Trials of research products for the development of teaching materials for Indonesian language courses based on national character with a cooperative learning model were carried out on students of the Indonesian language and literature education study program semester I and II who were registered and active in lectures at the South Tapanuli Education Institute (IPTS) for the 2023-2023 academic year. 2024. Research starts from September 2023 s.d. March 2024. Limited trials are part of the evaluation in developing teaching materials. Extensive trials of practicality and effectiveness are given to students. Data collection techniques follow a series of systematic and structured stages. The stages in data collection using the ADDIE model that can be applied

in developing Indonesian language teaching materials are as follows. Analysis (Analysis), carrying out a comprehensive analysis of the needs and characteristics of students as well as learning objectives. The type of data at the analysis stage is data regarding the implementation of learning in Indonesian language courses before implementing the development product. Observation activities, interviews, questionnaires, tests. Design, designing the framework and structure of teaching materials.

Semester Learning Plan data that will be used in development research. Development, development involves the preparation of actual teaching materials based on designs that have been designed. Validation by experts of textbooks, Semester Learning Plans (RPS) through validation questionnaires. Interviews with experts regarding textbooks, Semester Learning Plans through interview procedures. Product readability, Forum Group Discussion (FGD, limited trial. Implementation), applying teaching materials that have been developed into the learning process. Small group practicality data. Large group practicality data. Student satisfaction, reaction and response questionnaire regarding book usability teaching Indonesian.

Evaluation is important to evaluate the effectiveness of teaching materials. Collecting feedback from students, holding tests or quizzes, and making observations to measure the achievement of learning objectives. Evaluation from observations. Student learning outcomes. Data analysis techniques for this research will be analyzed using descriptive data analysis techniques to describe validity and practicality. The effectiveness test data is in the form of learning outcomes for students at the South Tapanuli Education Institute for Indonesian language courses based on national character with a cooperative learning model developed based on Indonesian language teaching materials based on national character. This value was compared with the learning outcomes of students who took Indonesian language courses before and after using Indonesian language teaching materials based on national character with a cooperative learning model. The two data were compared using SPSS by carrying out a t-test.

Research and Discussion

Data Description
The process of developing teaching materials for Indonesian language courses based on national character with a cooperative learning model.

a. Needs Analayis
The development of Indonesian language teaching materials must be aligned with the scientific basis in the curriculum. Needs analysis, contextual analysis and theory analysis have been carried out according to the stages. From all the data collected, it can be seen that students and lecturers as respondents need developed teaching materials for Indonesian language courses. Teaching materials are implemented in the Indonesian Language and Literature Education Study Program, Faculty of Social Sciences and Language Education, South Tapanuli Education Institute in semesters one and two of the 2023-2024 academic year as a general Indonesian language course.

Table 1. Analysis of Teaching Material Needs

Aspek	Setuju	Tidak Setuju
The need for teaching materials in the form of books	84,7%	15,3%
The need for teaching materials is provided by the lecturer	90,9%	9,1%
Need for teaching materials	75,5%	24,5%
The need for teaching materials with problem presentation	80,8%	19,2%

b. Teaching Material Product Design
The design stage in this research was designing two books, namely (1) textbooks for lecturers, and (2) textbooks for students. Researchers studied the learning achievements of Indonesian language courses. Design and update semester learning plans that are adapted to textbooks developed in accordance with the substance of the course. The semester learning plan is carried out in fifteen meetings with a weight of two credits, and an estimated time of 2 x 50 minutes for each meeting plus mid-semester exam meetings and final semester exams. The textbooks developed are based on national character. The model applied in learning is cooperative think pair share type to assist lecturers in teaching the textbooks that have been developed.

Table 2. Results of Textbook Validation by Experts

Expert Assessment	Score			Item	Score	Category
	Validator 1	Validator 2	Rata-rata			
Buku Dosen						
1. Aspects of content suitability	53	50	51,5	12	4,12	Valid
2. Linguistic aspect	12	10	11	3	3,66	Quite valid

3. Graphic aspect	48	42	45	10	4,5	Valid
Average					4,09	Valid
Buku Mahasiswa						
1. Aspects of content suitability	53	50	51,5	12	4,12	Valid
2. Linguistic aspect	12	10	11	3	3,66	Quitevalid
3. Graphic aspect	48	42	45	10	4,5	Valid
Average					4,09	Valid

The results of the expert assessment of the teaching materials developed showed an average value of product validity of 4.09 with a percentage of 81.8%. It is known that high readability is obtained from the results of the gap test analysis. The average overall text readability level is in the high category. The results of the cross-sectional test analysis show that the Indonesian language course teaching materials developed are suitable for application in learning.

**Table 3. Readability Level of Teaching Materials with Overlapping Test**

Part	Readability Level										Average	Category	Information
	1	2	3	4	5	6	7	8	9	10			
Teks 1	85,00	90,00	92,50	100	95,00	95,00	85,00	97,50	100	90,00	93,00	High	No need to revise
Teks 2	90,47	92,85	90,47	95,23	95,23	80,95	95,23	95,23	95,23	97,61	83,80	High	No need to revise
Teks 3	91,66	100	88,88	94,44	100	100	80,55	100	100	94,44	94,99	High	No need to revise
Teks 4	91,66	91,66	97,22	100	100	100	86,11	100	100	97,22	96,38	High	No need to revise
Teks 5	83,33	86,66	100	100	96,66	86,66	83,33	100	100	93,33	92,99	High	No need to revise
Teks 6	90,69	97,67	95,34	100	97,67	90,69	93,02	100	95,34	93,02	95,04	High	No need to revise
Teks 7	92,50	95,00	95,00	100	100	97,50	87,50	100	97,50	95,00	96,00	High	No need to revise
Teks 8	97,14	91,42	94,28	100	100	100	91,42	100	100	91,42	96,56	High	No need to revise

Furthermore, the overall results of the focus group discussion (Focus Group Discussion) can be summarized that the Indonesian language course teaching materials developed are suitable for application in learning. Although there are still some suggestions and constructive criticism from participants in focus group discussion activities. Based on the results of the limited trials that have been carried out, it can be seen that in the opinion of students, the standard for working papers and writing, the standard for completeness of textbooks, the standard for chapter structure (body), and the standard for thickness of textbooks are appropriate. The substance of Indonesian language courses and the substance of textbooks based on national character are appropriate.

The think pair share type cooperative learning model in the textbook is appropriate. Instructions for using the book are listed in full, instructions for using the book are listed clearly, instructions for using the book are easy to understand. The contents of textbooks can help lecturers and students and make it easier to present them in learning, the contents of textbooks can arouse students' interest in learning. The textbook format is easy to understand, the textbook format is very interesting, the textbook format can be understood by lecturers and students.

c. Implementation of Teaching Material Products

The practicality of teaching materials is carried out by Indonesian language lecturers and also students as users of the teaching materials developed. Based on the results of the assessment of the textbook practicality instrument entitled "Indonesian Language for Higher Education: Building National Character" which was carried out by lecturers and students, it can be concluded that the textbook developed is very practical. In general, the research that has been carried out regarding the development of teaching materials for Indonesian language courses based on national character using a cooperative learning model has met the practicality category. The result obtained is equal to average 94,60 category is very practical.
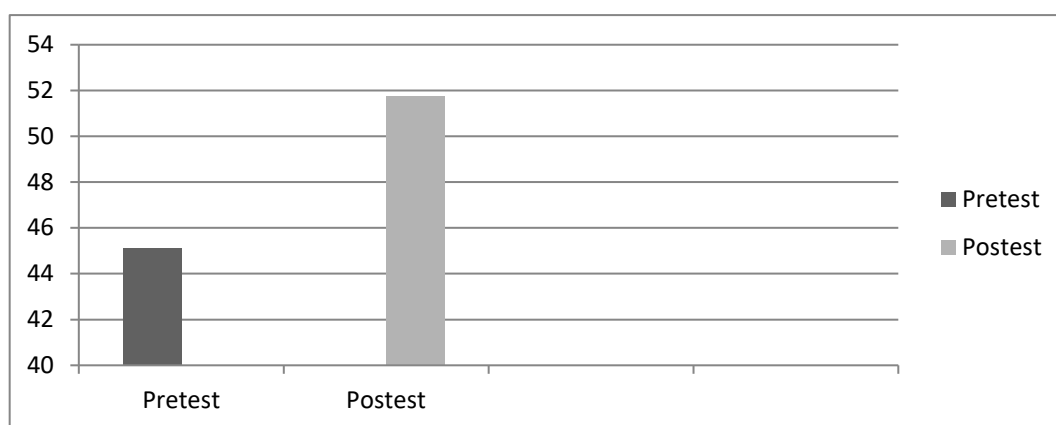
Graph 1. Comparison of Pretest with Posttest

Discussion

From the results of the initial test (pretest), it is known that students' ability to achieve the learning objectives of the Indonesian language course is still low with an average score of 45.11. Then, after learning is carried out in accordance with the RPS and textbooks developed for fifteen meetings. Furthermore, at the sixteenth meeting, a posttest activity was carried out by students answering questions that had been created in accordance with the indicators and learning objectives in the textbook being developed. The posttest results from the application of the Indonesian language course teaching materials developed were with an average score of 51.75. It can be seen that the development of teaching materials for Indonesian language courses based on national character with a cooperative learning model can improve students' ability to achieve the learning objectives of Indonesian language courses.

Validity of teaching materials for mandatory Indonesian language courses based on national character with a cooperative learning model. Language lecturers in compiling and developing teaching materials must of course be based on good and correct learning sources that are scientifically valid. The results of the expert assessment of the developed teaching materials show that the product validity has an average value of 4.09 with a percentage of 81.8% in the valid category. The teaching materials taught to students are valid in accordance with the learning context expected by lecturers and students. The stages in developing Indonesian language teaching materials start from needs analysis by carrying out activities to identify learning objectives and learning outcomes in accordance with the semester learning plan and the needs of students as students. Consider students' abilities and level of understanding, as well as the existing learning environment.

Practicality of teaching materials for mandatory Indonesian language courses based on national character with a cooperative learning model. The teaching materials produced in this research are in the form of textbooks for Indonesian language courses based on national character with a practical cooperative learning model. It can be interpreted that ideal learning is learning that is able to stimulate students to learn actively in thinking and acting.

In line with previous research, journal writing has been used to exploring reflective learning (Husein, 2018). However, the limitation of journal writing is that there is no "pre-and post-design" to test changes in reflective thinking. Apart from that, the approach cannot provide information about the learner's use of strategies, which is a factor that shows the superiority of reflective thinking. Striving for students to be able to interact in learning, thus making students play an active role in the learning process. However, this does not mean that students are separated from the role of a lecturer. The role of the lecturer in learning is as a guide whose job is to accompany students in determining something and developing it, then providing the facilities and infrastructure that make it possible to support the learning process. In principle, this learning can also improve students' ability to discuss. With study groups, there will be interaction between students and each other or students and lecturers, so that students can play an active role in learning.

Conclusion

The development of Indonesian language teaching materials must be aligned with the scientific basis in the curriculum. Needs analysis, contextual analysis and theory analysis have been carried out according to the stages. From all the data collected, it can be seen that students and lecturers as respondents need developed teaching materials for Indonesian language courses. The design stage in this research was designing two books namely (1) textbooks for lecturers and (2) textbooks for students. Five experts have assessed the validity of textbook products for Indonesian language courses. One Indonesian language material expert, two language experts, one educational technology expert, one education expert. Indonesian language course textbooks were assessed by five experts.

The teaching materials taught to students are valid in accordance with the learning context expected by lecturers and students. The teaching materials produced in this research are textbooks for Indonesian language

courses based on national character with a practical cooperative learning model. The teaching materials produced in this research are in the form of textbooks for Indonesian language courses based on national character with a valid, practical and effective cooperative learning model.

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