

Developing English Learning Material through Character-Based Instructional Materials with Card Media for Junior High School Students

Rizki Fiprinita¹, Roswati¹, Idham Syahputra¹, Nurdiana¹

¹*Universitas Islam Negeri Sultan Syarif Kasim Riau*

email: rizki.fiprinita@uin-suska.ac.id,

email: roswati@uin-suska.ac.id,

email: idhamsyahputraaufa@gmail.com,

email: nurdiana@uin-suska.ac.id

Abstract

The integration between English language learning and character values is a paramount aspect to improve student's achievements include cognitive, psychomotor, and affective. Yet, the implementation of this integration has insufficient results. Therefore, this research aimed to develop English learning materials integrated with character values. The research design was research and development (R&D) developed by Borg and Gall and modified by Sugiyono with 4-D (define, design, develop, and disseminate) model. The research was conducted at grade VII of State Junior High School 4 Pekanbaru. The data were collected through questionnaire, interviews, and observation. The module was validated by experts and practitioners. The data were analyzed both quantitatively and qualitatively by concerning 3 aspects: content (English learning materials and character values), media design, and practicality. Based on research findings, the module was practical (79%) and very valid in terms of media design (86%) and content (95%). Hence, this module can be used as an assisting tool for students not only to understand and practice the language, but also develop their attitudes in communication.

Keywords: *English language learnings, character values, character-based instructional materials*

Abstrak

Integrasi antara pembelajaran bahasa Inggris dan nilai karakter penting untuk meningkatkan pencapaian siswa meliputi kognitif, psikomotorik dan afektif. Akan tetapi, penerapan integrasi tersebut belum memberikan hasil yang memuaskan. Oleh karena itu, penelitian ini bertujuan untuk mengembangkan materi pembelajaran bahasa Inggris yang terintegrasi dengan nilai karakter. Desain penelitian ini adalah riset dan pengembangan (R & D) yang dikembangkan oleh Borg dan Gall dan dimodifikasi oleh Sugiyono dengan menggunakan model 4-D (mendefinisikan, mendesain, mengembangkan, dan menyebarkan). Penelitian ini dilaksanakan pada kelas 7 SMP 4 Pekanbaru. Adapun data dikumpulkan melalui angket, wawancara, dan observasi. Modul di validasi oleh pakar dan praktisi. Data dianalisa baik secara kuantitatif dan kualitatif dengan memperhatikan 3 aspek yakni isi (pembelajaran

bahasa Inggris dan nilai karakter), desain media, dan praktikalitas. Berdasarkan hasil penelitian, module telah praktis (79%) dan sangat valid baik dari segi desain media (86%) dan isi (95%). Jadi, module ini dapat digunakan sebagai sebuah alat bantu bagi siswa tidak hanya untuk memahami dan mempraktikkan bahasa, tetapi juga mengembangkan sikap mereka dalam berkomunikasi.

Kata Kunci: *Pembelajaran bahasa Inggris, nilai karakter, materi pembelajaran berbasis karakter*

1 INTRODUCTION

English learning material is an important aspect in teaching English. When it is organized with good concept, systematically, and considers the students' needs and interests, the learning material will be a good guidance for teacher to accomplish the learning objectives. However, the process to produce a good English learning materials that fits with curriculum expectation is not an easy-matter. Teachers are demanded to know how to represent all English concepts into three aspects: cognitive, psychomotor, and affective. In fact, applying those aspects into English learning still becomes a big challenge for teachers. Some teachers give more attention to cognitive, while others rarely highlight the affective aspect. Therefore, designing the integration of cognitive, psychomotor, and affective aspects into English language materials will be helpful for teachers in teaching English.

In line with this issue, the demand of highlighting character values to develop students' affective is inseparable part in English language learning. Actually, many teachers have begun to put character values in their teaching both implicitly and explicitly. However, many of them still cannot do it properly. Some teachers had set the character values in their module, but they have lack of time to apply it in the learning process. While others are still inconsistent to apply it, if there is an appropriate topic, they will insert character

values, such as narrative text through moral awareness, but in other topics, it is often neglected. Thus, inserting character values in English learning materials and applying it in the learning process should be conducted properly.

The integration of English language learning and character values can assist students not only to understand and practice the language, but also apply the graceful manner in communication. In other words, integrating character values into learning materials can be a good source for developing cognitive, psychomotor, and affective of the students (Pusparini & Madya, 2016). However, not all of the teachers are capable of integrating English learning materials and character values properly (Pusparini & Madya, 2016; Pohan & Malik, 2018). Therefore, the existence of character-based instructional materials to interpret the concept of integration between English language learning and character values is highly needed.

Character-based instructional materials are teaching materials designed by inserting character values into the learning activities to develop student character (Sianipar, Setiawan, & Rahman, 2017: 19) including nature, behavior, or moral (Pratomo, Sarwanto, & Roemintoyo, 2018: 41). The character is universal values such as trustworthiness, responsibility, respect, caring, fairness, and citizenship (Pohan & Malik, 2018).

There are some ways to integrate character values into learning materials: 1)

determining the character values, 2) altering negative into positive points, 3) using the examples and comparisons with similar events, 4) expressing the values through discussion, 5) using story to show the virtue, 6) telling the story of the life of famous people, 7) using drama to describe the events containing moral belief, 8) using songs and music to integrate the moral, 9) using various activities like service, field practice through clubs of groups to show human values (Kemendiknas, 2010a, p.21). Basically, teachers are demanded to be flexible and creative in deciding which strategies and tools are used to implement the character-based instructional materials. However, the ultimate idea is how the character values are transferred, understood, and implemented (Agusti, et al., 2018). Thus, through character-based instructional materials, those actions are used in integrating between English language learning and character values.

Furthermore, in presenting the character-based instructional materials, the role of learning media is a paramount aspect in order to stimulate students' motivation and support the learning process. The instructional media acts as a tool to mediate between materials and messages of the lesson (Fry, Ketteridge, & Marshall, 2003; Agusti et al., 2018). Card media is one alternative tool for teachers to combine materials and messages through visualization. By visualizing both content and language, it assists the students to understand the context of the message well. According to Tan & Nicholson (1997), card media can enhance students' reading comprehension. So the use of card media can mediate between English learning and character values.



Figure 1. Card media (integrating English and character values)

The current studies showed that integrating between learning materials and character values have become solemn concerns in various fields (Rizadi, 2015; Bakar & Anwar, 2015; Sianipar, Setiawan & Rahman, 2017; Pratomo, Sawanto, & Roemintoyo, 2018; Agusti, et al., 2018) including English language learning (Syandri, Elisna, Abizar, & Jasrial, 2017). Therefore, this research aimed to produce an English language learning module with card media through character-based instructional materials.

2. METHOD

The design of this research was research and development (RnD) developed by Bord and Gall in 1983 modified by Sugiyono (Sugiyono in Suaidah, 2011). This design also used procedural model in which there are some steps to follow in order to produce a final product.

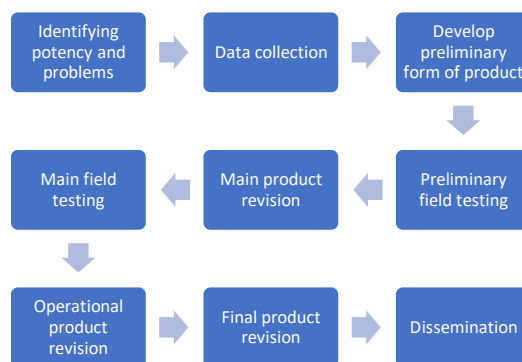


Figure 2. Research and Development by

Bord and Gall (1983) modified by Sugiyono

The subject of the research was grade 7th students in State Junior High School 4 Pekanbaru selected by using purposive sampling. The 7th grade was considered an appropriate level to apply this modul since it is the first level of junior high school. By implementing this modul which combined English learning materials and character values at initial level, it is expected that by the end of the lesson, the students' character can be well-established and continue growth until they graduate from junior high school. In addition This school used Madani system and one of the preeminent schools in Pekanbaru. With well-established learning environment, it can act as the supporting factor in implementing the module and can also be a good example for other schools. This research was conducted in September to November 2018.

This research was intended to produce English learning materials through Character-based Instructional Materials with Card Media. Therefore, the data was collected by using structured questionnaire (Heriyanto, 2006:149) with interval rating scale, interviews, and observation. The product was validated by 2 experts in instructional materials, an expert in instructional media and a teacher.

The data was analyzed quantitatively and qualitatively to examine the validity and practicality. Qualitatively, data from interview was analyzed by using data triangulation. This technique was used to organize the review results from experts of instructional materials and media. Besides, quantitatively, the data was analyzed from the questionnaire with the criteria as seen in table 1 and 2 with descriptive and inferential statistics through SPSS version 23.

Tabel 1. Criteria of Validity of Instructional Materials

No	Interval	Criteria
1	81%-100%	Very valid
2	61%-80%	Valid
3	41%-60%	Enough
4	21%-40%	Less valid
5	0%-20%	invalid

Table 2. Criteria of Practicality of Instructional Materials

No	Interval	Criteria
1	81%-100%	Very practical
2	61%-80%	Practical
3	41%-60%	Enough
4	21%-40%	Less practical
5	0%-20%	Impractical

3. FINDING AND DISCUSSION

Finding

Product of this research was a character-based module with card media for junior high school students with the topic of things and places around me. This product was designed and developed by the researchers as an assisting tool for teachers in learning process and a learning source for students both in the classroom and home. The design of this character-based module with card media for students of State Junior High School 4 Pekanbaru based on 4-D development model with 4 stages, namely: define, design, develop, and desiminate. This research was only conducted until the third stage (develop) because the purpose of this research was to develop and produce a valid module based on the assessment given by validators so that it can be used by the students. The steps were:

a. Define

In this step, before designing the module, the researchers determine the conditions based on data collection. The steps are:

- 1) Analyze the curriculum. The theme of 2013 curriculum is to create Indonesian which are productive, creative,

innovative, and affective through reinforcement of the attitude, skills and knowledge integrately. To reach those goals, teachers are demanded to be professional in (a) designing the lesson effectively, fun, meaningful, (b) selecting the appropriate learning approach, (c) determining learning procedure, and (d) creating competence and deciding the successful criteria.

State Junior High School 4 Pekanbaru was a research target that used the 2013 curriculum. This curriculum contains the core competencies (KI) and basic competencies (KD) that must be achieved. The curriculum analysis phase in the module was based on the 2013 curriculum syllabus with the topics 'things and places around me'. Based on the 2013 curriculum, the topic 'things and places around me' is stated in 3.5 and 3.8 basic competencies, so this material requires other teaching materials besides textbooks. The presence of character-based modules was expected to foster and shape the students' characters better in the learning process and daily life.

2) Student Analysis

Mussen, Conger and Kagan (1969) stated that adolescence is a period of life in which the capacity to acquire and use knowledge efficiently. According to Piaget (2015), adolescent cognitive development is in the fourth / final stage, namely the formal operational stages (11 Years and above). Piaget put forward the ability to think abstractly, reason logically, and draw conclusions from available information. Based on the results of the analysis of the students' learning about things and places around me, grade VII were 13-15 years old. In Vygotsky's opinion which provides the main concept of "Zone of proximal

development (ZPD)", which is an area of tasks that is very difficult for individuals to overcome but can only be achieved if they receive guidance or assistance from adults or peers who is more skilled. Therefore, this module was designed with an attractive appearance in order to facilitate students in working on and understanding the questions.

3) Task Analysis

The task was an obligation to do something to achieve a goal. Task analysis was to identify tasks that students need to do when learning 'things and places around me' by using modules. The tasks given in the form of questions of understanding and evaluation.

4) Concept Analysis

Concept analysis was identifying the main concepts taught and adjusted to the basic competencies contained in the syllabus. 'Things and places around me' material was in basic competence (bc): understand the purpose, structure of the text, and linguistic elements of spoken and written texts to mention the names and numbers of animals, objects, and public buildings that are close to daily life (bc 3.5); understand the purpose, structure of the text, and linguistic elements of oral and written texts to mention the behavior / actions / functions of people / animals / objects with daily life (bc 3.8).

5) Formulation of Learning Objectives

Researchers formulated learning objectives by converting the results of concept and task analysis into learning objectives. The formulation of learning objectives was based on the basic competencies listed in the 2013 curriculum. The learning objectives of the 'things and places around me' material were: 1) Learners can identify

and capture the social text function of names and numbers of animals, objects, and public buildings; 2) Students can understand and compile texts that contain names of animals, objects, and public buildings; 3) Students can name and capture the social text function of names and numbers of animals, objects, and public buildings; and 4) Students can implement character values.

b. Design

The design phase was carried out to design the initial draft of the module. The steps were as follows:

a. Product Design

In the design phase of this module, there were several steps, as follows:

1) Defining the module title

The module title determined by the researcher was: Character-based English module with card media

2) Preparing source books and other references

Researchers searched and collected books and others references needed as a support for the creation of modules. Some source books in accordance with the 2013 curriculum. The other reference prepared was a book entitled 'English on Sky' written by Mukarto, et al. In 2017 and published by Erlangga.

3) Identifying basic competencies, and designing appropriate forms of learning activities.

From the basic competencies obtained namely; a) Understand the purpose, structure of the text, and linguistic elements of the oral and written texts to mention the names and numbers of animals, objects, and public buildings that are close to daily life. b) Understand the purpose, structure of the text, and linguistic elements of the oral and written texts to mention the behavior /

actions / functions of people / animals / objects with daily life. Furthermore, researchers designed the appropriate form of learning activities, then produced 3 learning activities: activity 1 about expression of demonstration, activity 2 about language focus, and activity 3 about reading passage.

4) Designing modules

Character-based English learning modules with card media were designed based on the module writing format. The module components were cover, concept maps, illustration, learning activities, formative test, answer key, and bibliography,

c. Develop

The aim of this development phase was to produce the second draft of the revised learning kit based on expert input and data obtained from the product trial results. This stage was executed with validation and revision to get a valid module. The results of the development stage were: a. Character-based module with card media on 'things and places around me'.

1) Questionnaire Instrument Validation

Before conducting module validation, the questionnaire assessment was validated by the validators as seen in table 3.

Tabel 3. Results of Validation of Questionnaire

N	Kinds of Questionnaire	Criteria	Items	Total	Percentage
1	Questionnaire for experts of instructional media	Valid	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20	18	90%
		Invalid	3, 15	2	10%
2	Questionnaire for	Valid	1, 2, 3, 4, 5, 6, 8, 9,	20	90.99%

	experts of instruction al materials	Invalid	10, 11, 12, 13,14, 15, 16, 17, 18, 19, 20, 22	7, 21	2	1%
3	Questionnaire for experts of practicality testing	Valid	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 18, 20, 21, 22, 23, 24		21	87.5%
		Invalid	16, 17, 19		3	12.5%

The results of the questionnaire along with the validated rubric were used to validate the module. The percentage of this questionnaire assessment was 89.50% categorized very valid and worth to be used as an instrument in research. In addition, for the questionnaire instrument, validators provided some suggestions and input regarding the contents of the assessment questionnaire which can be seen in table 4.

Tabel 4 Questionnaire of Validator Feedback

Validators	Validation I	Validation II
	Feedback	Follow up
Expert of Instructional Media	Revise Writing Writing should be different (bold/underline) based on indicators Revise indicator no. 13	Revise
Expert of Instructional Materials	Add construction requirements based on LKPD requirements, e.g. picture display Revise indicator no. 9 and 25 in the questionnaire of practicality testing Please be attentive to writing	Revise

1) Instructional Media Validation

The validator of the media design expert in this study was Mrs. MEP. She is a lecturer at the Universitas Islam Riau and has a Master degree in education. The results of the validation by the media design experts can be seen in table 5 below:

Tabel 5. Results of Validation by Expert of Instructional Media

No	Requirements	Indicators	Number of Components	Validity Score	Percentage	Criteria
1	Construction	Use of letters and writing Displays	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,13, 14, 15, 16	87	87%	Very valid
2	Technique	Interesting technique	17, 18, 19, 20	86	86%	Very valid
Total				173	86.5%	Very valid

The result of module validity was 86.5% categorized very valid. The validator provided some feedbacks on module displays as seen in table 6.

Table 6. Feedback by Expert of Instructional Media

No	Validator	Validation I Feedback	Validation II Follow up
1	Expert of Instructional Media	Imperative sentence no. 8 and 10 Revise the integration between picture and character no. 8 and 10 Learning indicators are described. Be consistent in using the term “students” or “learners”	Revise
		Background should be appropriate with content Background color should be more contrasted Give a box for phrase “allocation time” with interesting design	Revise

1) The Validity of Learning Materials

The expert validator of the learning

material in this study was Ms. M. She is a lecturer at the Universitas Riau and has master degree in English education. The results of module validity as seen in table 7:

Table 7. Results of Validation by Expert of Instructional Materials

No	Module Criteria	Validation Score	Criteria
1	Content	80%	Valid
2	Goals	80%	Valid
3	Character values	100%	Very valid
4	Language	86.7%	Valid
5	Supporting items	90%	Very valid
Mean		87.34%	Very valid

The results of module validation by the experts, they showed 87.34% and considered very valid. In addition, the validator also provided comments and suggestions as input regarding the contents of 'things and places around me' as seen in table 8.

Table 8 Feedback by Expert of Instructional Materials

No	Validator	Validation I Feedback	Validation II Follow up
1	Expert of Instructional Materials	Picture at page 8 and 10 should be change because of its inapropiatte with consept Be consistent with letters and color Revise concept map and topic "things and places around me" Character values at page 8 and 10 shoud be displayed more. Revise some items in evaluation part	Revise

After the results of the validation obtained from the media design expert and the learning material expert, the two variables were combined so that the average

percentage produced. The percentages of the two variables can be seen in table 9.

Table 9 Results of Validation (Expert of Instructional Media and Materials)

No	Validation	Percentage	Criteria
1	Media Design	87%	Very valid
		86%	Very valid
2	Content	95.33%	Very valid
3	Character values	95%	Very valid

1) Module practicality

The module practicality was validated by the English teacher of State Junior High School 4 Pekanbaru and has bachelor degree in English education. The results of the module practicality test assessment can be seen in Table 10.

Table 10. Recapitulation of Module Practicality

N o	Req uire men ts	Indicator	Num ber of Comp onent s	Sc or e	Percen tage	Crite ria
1	Dida ctic	Module organizati on	1	25	100%	
2		Truth concept	2, 3	45	90%	
3		Content appropriac y	4, 5	44	88%	
4		Content of The 2013 curriculu m	6, 7, 8	75	60%	
5		The performan ce level of exercise items	9	25	100%	
6		Learning evaluation	10, 11	45	90%	
7	Cons tructi on	Sentence clarity and readability	12,13, 14, 15, 16	11 3	90. 4%	
8	Tech niqu e	Module displays	17, 18, 19	75	60%	
Mea n				40	79%	Practi cal
				7		

The mean score of practicality was 79% categorized as practical and worth testing in schools. The results of practicality tests by English teachers was illustrated in Chart 1.

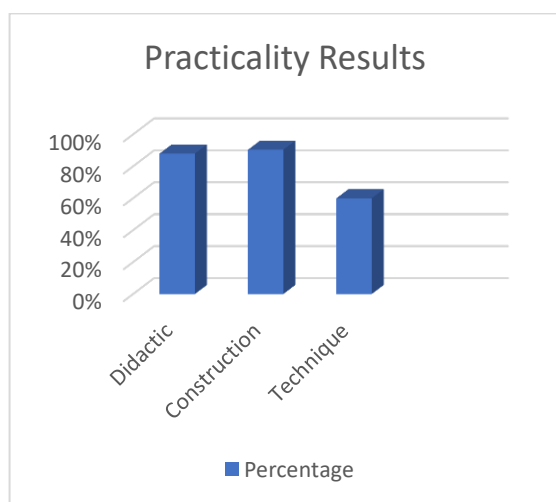


Figure 3. Practicality Results by an English Teacher

1) Product Testing

The validated and revised module were tested on teachers and grade VII students. Product trials were conducted in grade VII of State Junior High School 4 Pekanbaru on the 13th and 15 November 2018. The product trials were to determine the percentage of module practicality assessed by students so that a practical module product could be produced. Practicality test results for students can be seen in table 11.

Table 11. Recapitulation of module assessment results from VII grade students of State Junior High School 4 Pekanbaru

No	Assessment Indicators	Mean Score	Percentage
1	Interest	3.48	87%
2	Content	3.43	85.75%

To determine the effect of the results of student learning processes using character-based English modules with card media is done by calculating the coefficient (r2) using the formula (Riduwan dan Sunarto, 2015):

$$\begin{aligned}
 r^2 &= \frac{t^2}{t^2 + n - 2} \\
 &= \frac{(2.85)^2}{(2.85)^2 + 70 - 2} \\
 &= \frac{8.122}{76.122} \\
 &= 0.107
 \end{aligned}$$

Whereas to find out the magnitude of the increase in the influence coefficient obtained by the formula (Riduwan dan Sunarto, 2015:110):

$$\begin{aligned}
 Kp &= r^2 \times 100\% \\
 &= 0,107 \times 100\% \\
 &= 10,7 \%
 \end{aligned}$$

Discussion

The development of character-based modules with card media on 'things and places around me' material was designed using Microsoft word applications. The process of developing a 4-D model started from the defining stage by conducting front end, student, task, and concept analysis as well as formulation of learning objectives..

The choice of 'things and places around me' as material developed in making modules, because the topic 'the things and places around me' was one of the right materials for cooperation and social care in grade VII in English learning, because there was a close connection between social care and character values in student daily life context.

The literature study was conducted after determining the topic 'things and places around me' which refers to the

syllabus of the 2013 Curriculum. Based on the 2013 curriculum, 'things and places around me' material required other teaching materials, not only English textbooks but also modules. Therefore, a number of VII grade English books were used to produce learning objectives and concepts of the modules as well as the material analysis.

The design phase of the module development began with the selection of writing formats such as backgrounds, font types, and images or illustrations. Modules were developed in accordance with the 2013 Curriculum. Modules were equipped with English language knowledge, concept maps, illustrated character values, and evaluation of learning 1, 2 and 3 along with their assessments. Evaluation of learning was used as a determinant of students' understanding of the material taught in each learning activity.

The last stage of the research was the development stage. The development phase began with the creation of a starting page, English sub-material, examples of questions and practice questions, and evaluation. The development phase also included an evaluation process by the validators to determine whether the product was valid or not and as a basis for making improvements to the learning media developed. The validators team comprised 3 people: 1 media design expert and 1 learning material expert and 1 character-values expert. Each validator validated the entire terms and indicators on the validation sheet included construction, didactic, and technical requirements regarding the accuracy of the material 'things and places around me'. This validation phase also spent quite a long time because it continued to make improvements to the product according to advice from media design experts, learning material experts and character values experts.

This research carried the validation process out several times until a module categorized valid. The first validation was 68.5%. Nevertheless, there were several components of media design assessment that were still low, so that further revisions were made based on validator input. Likewise, the validation of learning material, the results of the first validation were 51.6% with enough category, so it was necessary to do further revisions based on validator input.

The second validation phase was carried out after revising input from the validators. The second validation was conducted for media design experts and learning material experts. Although the first validation assessment for overall media design experts has shown valid results, the scores obtained were very low. After the revision, the average percentage of the second validation increased significantly and was included in the highly valid category. The results of the validity questionnaire assessment by media design experts, learning material experts, and practicality tests were:

Expert of Instructional Media

The results of data analysis by the media design expert on the character-based module with the card media were performed on each indicator as analyzed quantitatively with the following interpretations: 1) Indicators of the use of letters and writing based on construction requirements are in the category of very valid with a validity value of 87%. "This modul has strong basis on clarity of pictures through consistent font of letter, not too big and not to small. Some important information are easily detected through bold and italic letters. Those are proportionally used, because too much bold and italic letters can irritate the students to

understand the passage” (validator 1). 2) Attractive module indicators based on technical requirements were categorized as very valid (86%). “This modul has various color, and quality of pictures. The layout of picture and some texts are well-integrated” (validator 1). Learning devices in the form of character-based module with card media on ‘things and places around me’, were in the category of very valid with the mean score was 86.5% and are worth testing because they are between 81% to 100%.

Expert of Instructional Materials

The results of data analysis for each indicator were: 1) The material contained in the module is in accordance with the applicable curriculum, the linkages between the concepts were good and the material description was complete and accurate and based on the level of understanding and development of students. 2) Things and places around me material in the module was suitable to support students’ understanding. This topic covers two basic competencis (no. 3.5 & 3.8) in learning English for Junior High School in which the students are expected to understand and able to tell the purpose, text organization, and language features both oral and written text about behaviors and function of people, animals, things, and public building around them. At initial interview to teacher, students faced difficulties in both basic competencies; they difficult to contextualize the concept being learned and its social functions. Furthermore, teacher never integrated character values in this topics (descriptive text), mostly the teacher explained character values explicitly in other topic (narative text). Therefore, the learning objective of this topic is that students are expected to be able to identify and capture the social function of texts including the character values inserted. In

addition, the material description was organized systematically and integrated in everyday life. 3) Learning material was appropriate in its application and supporting information that can explain the material, and as a guide to study at school and at home. 4) Integration of character education in modules greatly motivated students to implement character values associated with material and stories that related to everyday life. 5) Practice questions were appropriate for student learning tools so that students’ competencies could be achieved. 6) The use of language in the module was communicative. The simple sentences were easy for students to understand. Empty columns were already available to fill in the answers of the exercises provided, as well as an assessment column to make it easier for teachers to assess students’ assignments. 7) Card media has directed or assisted students in doing the given task and can stimulate students’ thinking and analysis in learning.

Furthermore, the module that has met the valid criteria were declared suitable for the field without revision. Hence, the researchers continued the research step of the trial phase of the use of module to English teachers and students. In addition, an experiment was conducted in grade VII tested for homogeneity. The sample selected as an experimental test was grade VII in State Junior High School 4 Pekanbaru.

Practicality Test

This stage was the final stage or trial phase conducted by researchers to test the practicality of a validated module. Character-based modules with card media on ‘things and places around me’ material were given to every English teacher as the target of research in State Junior High School 4 Pekanbaru. The results of the

practicality test analysis by 5 validators were declared practical with a mean score was 79%. The results of each indicator were interpreted: (1) Module organization based on didactic requirements were very practical (100%). Thus, the composition of the module materials has been arranged sequentially in accordance with the 2013 Curriculum. (2) The concept of truth based on didactic requirements were very practical (90%). It means that the material 'the things and places around me' in this module was appropriate and in line with the objectives of learning English. (3) Material compatibility based on didactic requirements were very practical (88%). In other words, the material presented was accurate and supported by additional information. (4) Content of the 2013 curriculum based on didactic requirements was very practical (92%) Thus, the concept of things and places around me and process skills were in line with the 2013 curriculum. Integration of character education was based on the subject matter and presented based on problems that occurred in everyday life, consequently it would give an impression to students to implement students' character values for the better one. (5) Learning evaluation based on didactic requirements were categorized very practical (90%). Thus, the learning evaluation presented was very appropriate in assisting students to solve the questions given and draw conclusions from the material being taught. (6) Sentence clarity and readability based on construction requirements were very practical (90.4%). It means sentences and language used in the module were very good and well-order so as not to cause a vague meaning in each sentence. (7) Module display based on technical requirements were categorized as very practical (92.8%). Thus, the appearance of

the module was good, appropriate, and interesting so that students were expected to feel happy and interested in learning by using this module.

In conclusion, the validity results indicated that this module was very valid. In addition, the results of practicality showed that the module was practical in delivering material 'things and places around me'. Furthermore, the integration between English learning materials and character values in a module form can give positive contribution in English language learning (Syandri, Elisna, Abizar, & Jasrial, 2017). The character values can be inserted implicitly in teaching media, and explicitly exposure in learning process (Pohan & Malik (2018). The module can increase students' cognitive as well as their affective aspects (Wijirahayu, 2018).

4. CONCLUSION

Based on the research findings, it can be concluded that a character-based module with card media has been produced with topic 'Things and places around me'. This module was considered very valid either in the aspects of media design (86%) and content (95%). In addition, the results of practicality was 79% and categorized practical which comprised didactic (88%), construction (90.4%) and technique (60%). It means that this module was valid and practical to be used by students in State Junior High School 4 Pekanbaru. Furthermore, this research recommended: (1) the similar module can be developed to other subjects which have relatively similar characteristics. (2) Teachers can develop a module for each basic indicator based on student needs and learning requirements.

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