

DEVELOPMENT OF INESIAN TEACHING BOOK BASED ON CHARACTER EDUCATION IN GRADE VII CATHOLIC RELIGIOUS LESSONS

Marselina Siu (*sr_marselina@yahoo.co.id*)¹, Iskandar Wiryokusumo², Hari Karyono³

ABSTRACT

This study aims to develop the virtues or values of Inesian life by including them in the odd semester of Catholicism as a form of implementation of character education according to school culture for seventh grade students at a junior high school in Surabaya. This research is a development research using the Research and Development (R & D) method with the ADDIE model development procedure which consists of 5 steps, including (1) analyze, (2) design, (3) development, (4) implementation, and (5) evaluation. The type of data used is qualitative and quantitative data collected through validation tests and questionnaires. The results of validation by media experts from the first and second validations obtained the average percentage of feasibility of 62, 56% and 80%. The assessment by material experts from the first and second validation results obtained an average percentage of feasibility of 68.3% and 92%. From the results of this study it was concluded that Inesian virtue could be used as a character education material that could be implemented through the odd semester class VII Catholic Religious Education subject.

Keywords: *textbook development, Inesian character education, Catholic religious education*

INTRODUCTION

Education is the first form of preaching that Blessed Maria Ines has thought of since she was in a closed monastery. Educating is a mission because it humanizes and respects humans as the image of God. Character education is a foundation of hope for saving a nation from moral decline. The most responsible party is the government. However, it is realized that the government cannot walk alone, but hand in hand with other parties. One of the target scopes of national character development is through the scope of the education unit. The education unit is a vehicle for character building and development that is carried out using an integrated approach through subjects, school culture, co-curricular and extracurricular activities, and daily habitualization.

The education unit is a vehicle for fostering and developing character that is carried out using (a) an integrated approach in all subjects, (b) developing the culture of the educational unit, (c) implementing co-curricular and extracurricular activities, and (d) habituating behavior in life in the unit environment education. Character building through education units is carried out starting from early childhood education to higher education (Kemendiknas, 2010). Johansson (2011) argues that how important educational institutions are to shape children's morals.

One of the most supportive subjects in character education is the subject of religious education. Religion becomes a guide in the effort to create a meaningful, peaceful and dignified life. Realizing that the role of religion is very important for human life, the internalization of religion in the life of each individual becomes a necessity, which is pursued through education both in the family, school and community environment

¹ Student of PGRI Adibuana University Surabaya

² Student of PGRI Adibuana University Surabaya

³ Teacher of Santa Clara Catholic Early Childhood Education School Surabaya

(Emiyan, 2001). As a Catholic school, there are Christian values that need to be introduced to students who are studying under a foundation managed by the Nun of Claris Congregation Missionary, as inherited by its founding mother Madre Maria Ines Teresa Arias Espinosa, MC.

Sugi (2011) stated that it would be wonderful if the graduates of schools managed by the congregation / congregation of monks / nuns had distinctive characters in accordance with the values championed by the founders of the Congregation / Congregation who managed the school (Sugi, 2011). By studying the primacy of the Inesian as a material for character education, it is hoped that it can be a preventive alternative because education builds a new generation of a nation that is better in various aspects that can minimize and reduce the causes of various cultural problems and national character.

RESEARCH METHOD

This research is a Research and Development (R&D), namely the development of textbooks containing Inesian priorities as character education material, using the ADDIE development model (Branch, 2009). The ADDIE development model was chosen because the ADDIE concept is simple but provides many directions in the process of developing a learning product. which consists of 5 steps, namely (1) analyze, (2) design, (3) development, (4) implementation, and (5) evaluation (Cahyadi, 2019). Visually, the ADDIE model learning design is depicted in Figure 1

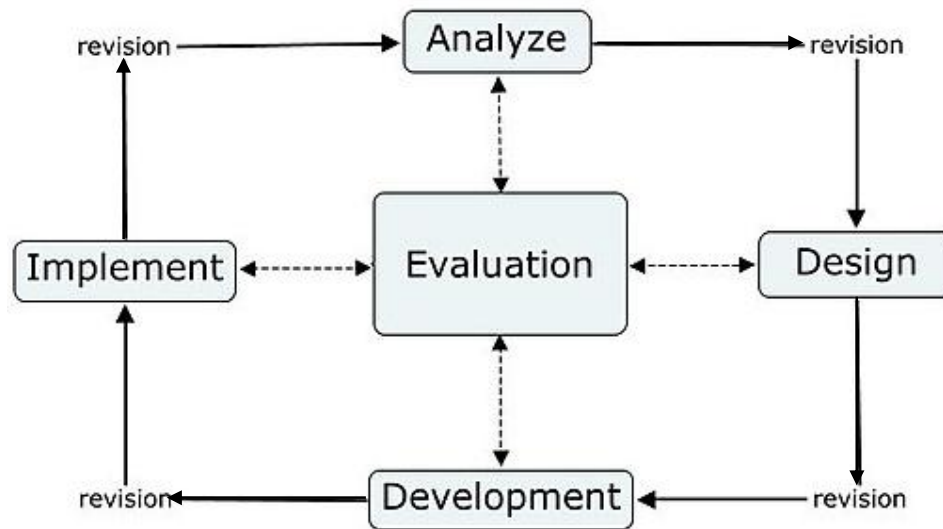


Figure 1. ADDIE model development diagram

Analyze

At the analysis stage, the learning conditions were defined. This stage consists of four activity stages, namely, needs analysis, student character analysis, task analysis which includes curriculum analysis and analysis of Core Competencies and Basic Competencies.

Needs Analysis

This analysis is carried out by analyzing the state of the teaching materials as the main information in learning and the availability of teaching materials that support the implementation of the learning process. From this analysis it is known that Inesian textbooks are needed as an effort to instill Inesian noble values in students

because the use of textbooks in schools currently uses general books and Inesian virtues are given as additional activities. At this stage, teaching materials will be determined that need to be developed to assist students in the learning process. The material analyzed was Catholic Religious Education material for grade VII semester I.

Student Character Analysis

Character analysis was carried out on students who were the research subjects. The subjects of this study were all male and female students of class VII-A Santa Clara Junior High School. According to Piaget, the cognitive development stage of children aged 11 years has entered the formal operational stage, so that students are expected to be able to think abstractly, reason logically, and draw conclusions from the various available information (Hanafi & Sumitro, 2019)

Task Analysis

This analysis is the basis for developing learning objectives. Based on the selected material, namely the Human Image of God, the task analysis includes content structure analysis and procedural analysis. In this task analysis, the researcher refers to the applicable curriculum at Santa Clara Junior High School, so the development of this textbook is carried out by referring to the 2013 revised edition of the curriculum in 2018. Meanwhile, to determine Core Competencies (CC) and Basic Competencies (BC), researchers analyze existing core competencies and basic competencies. that must be achieved and then the researcher determines the BC to be used, namely BC. 3.1 Understanding the uniqueness of oneself as the image of God, the subject matter of I am the Unique Image of God.

Design

This stage is the stage of designing a textbook which includes making a product which includes making an initial appearance and making the contents of the book according to the structure that has been designed, namely the title, competency standards, basic competencies, indicators, subject matter, sample questions and practice questions. The next stage is validation by a team of experts, which includes media experts on the display quality and technical quality of the products produced. The characteristics of the validator are shown in table 1.

Table 1. Validator Characteristics

| No | Subject Validator | Characteristics |
|-----------|-----------------------------|---|
| 1. | Content/ Material Expert | Have a minimum qualification of Masters in Catholic Religious Education |
| | | Have knowledge and skills in the field of Catholic Religious Education |
| 2. | Design expert | Have a minimum qualification of Masters in Catholic Religious Education |
| | | Have extensive knowledge and skills about lesson plan |
| | | A senior lecturer with a minimum class / rank of IIIId / Lector |
| | | Have the ability to carry out learning development assessments |

The characteristics of the selected subjects can be seen in table 2.

Table 2. Characteristics of Trial Subjects

| No | Trial Subject | total | Characteristics |
|----|--|------------|--|
| 1. | Catholic Religious Education subject teacher | 2 person | Santa Clara Catholic Junior High School teacher who teaches grade VII Catholic religious education subjects |
| 2. | Student: | | |
| | a. small group trials | 6 persons | Grade VII students of Santa Clara Catholic Junior High School who have various abilities (low, medium, and high) |
| | b. class trials | 32 persons | Class VII-A students of Santa Clara Catholic Junior High School who have heterogeneous abilities. |

The media expert validation sheet instrument grid and learning design can be seen in table 3.

Table 3. Media Expert Validation Sheet Instrument and Learning Design

| Validated components | Indicator |
|----------------------|--|
| Presentation | 1. Presentation Systematics |
| Technique | 2. Serving wrinkles |
| Serving Feasibility | 1. Introduction section |
| | 2. Contents section |
| | 3. Closing Part |
| Graphic Feasibility | 1. Book Size: a) Suitability of Book Size with ISO Standards |
| | 2. Cover Design: a) Layout b) Composition and Size of Layout Elements c) Lettering |
| | 3. Design of Book Contents a) Mirroring of Book Contents b) Harmony in Layout c) Completeness of Layouts d) Typography of Contents |

The concept of this Inesian textbook design follows the steps according to the original source book, but in the learning activity step, it is developed into 5 steps, namely prayer, self-observation, faith inspiration, reflection, and action. In step 3, Blessed Maria Ines' thoughts are included as the second source of inspiration for the faith after the Bible. The book is then validated by material experts based on the learning design indicators. The grid for the expert validation sheet for Catholic Religious education material can be seen in table 4

Table 4. Instruments of Material Expert Validation Sheet

| Validated components | Indicator |
|-----------------------------|---|
| Conformity of Material | 1. Material Completeness |
| Descriptions with Basic | 2. Material Breadth |
| Competencies | 3. Depth of Material |
| Accuracy and Material Truth | 1. Concept of Man as Image of God |
| | 2. The Concept of the Uniqueness of Man as the Image of God |
| | 3. Characteristics of Human Action as Image of God |
| | 4. Human Duty as God's Image |
| Learning Support Materials | 1. Human Rights Regulations |
| | 2. Present, Features, Examples and References |
| | 3. Linkages between Concepts |
| | 4. Enrichment |

Development

Based on the development procedure, at this stage a trial was conducted to obtain a response to the feasibility of the media. This trial was conducted through one-on-one evaluations by subject teachers and small group tests conducted on 6 heterogeneously selected students, namely students with high, medium, and low abilities. The grid for the trial validation instrument can be seen in table 5

Table 5. Instrument Validation Sheet for Individual and Small Scale Trials

| Validated components | Indicator |
|-----------------------------|---|
| Individual Trial | <ol style="list-style-type: none">1. Typo2. Punctuation errors3. Words that should be capitalized4. Words that should be in lowercase5. Other things that need to be improved |
| Small Scale Trial | <ol style="list-style-type: none">1. The cover display makes learning materials interesting2. The topic of discussion / chapter title has attracted attention to study the material more deeply3. Learning objectives make it easier to know what abilities should be possessed after participating in learning activities4. The material presented is in accordance with the learning objectives5. The material presented is in accordance with the learning objectives6. The summary at the end of the chapter / discussion can improve your understanding of the material that has been studied7. The existence of evaluation / reflection can help you measure the extent to which you understand the material that has been studied8. The language used in the presentation of the material is easy for students to understand9. The systematic presentation of the material makes it easy for you to understand the whole material in stages. |

Implement

After a product revision is made at the development stage and it is declared feasible, the product is applied to the actual class. Product trials used a one shot case study research design (Jariah, Nasar, & Harso, 2018). At this stage, data on the effectiveness of teaching materials were obtained in the form of test results and observation questionnaires.

Evaluation

The final stage in the development process in this study is the evaluation of the product. This evaluation aims to see the quality of the product and process, both of which can be done before and after implementation (Branch, 2009). At this evaluation stage, product quality can be determined through three aspects, namely Perception, Performance, and Learning.

Perception or student assessment of the product produced. The student perception questionnaire lattice can be seen in table 6

Table 6. Student perception questionnaire grid

| Variable | Criteria |
|---|--|
| Use of Inesian Character-Based Catholic Religious Education Textbooks | 1. The existence of the media makes it easy for me to understand the subject matter |
| | 2. The material in the media challenges me to be interested in learning the subject matter. |
| | 3. The use of illustrations, pictures, and examples is one of the supports in mastering the material |
| | 4. The latest information in the media made me understand something new. |
| | 5. Learning media are presented in language that is easy to understand. |
| | 6. The whole concept in the media is in accordance with the learning objectives to be achieved. |
| | 7. The terms in the media are easy to understand |
| | 8. The existence of media is important for me to master learning. |

Performance or student behavior in the learning process. The observed aspects in this observation can be seen in table 7

Table 7. Assessment on the Student Activity Observation Sheet

| Variable | Indicator | Assessment Aspects |
|---|---|---|
| Use of Inesian Character-Based Catholic Religious Education Textbooks | Introduction stage | Listening to the teacher's explanation |
| | Association Stage | Relating material in real life |
| | | Doing questions and answers to get a concept |
| | Interpretation Stage | Do practice questions |
| | | Work together in groups |
| | | Find the completion of practice questions in groups |
| | | Not kidding around during the discussion group |
| | | Do practice questions on time |
| | Implementation Stage | Dare to present the results of the discussion in front of the class |
| | | Participate in discussing answers |
| Reflection stage | Summing up the material that has been studied | |

Learning, the third aspect is seen from student learning outcomes. Student learning outcomes are obtained from tests conducted at the end of the material.

All data obtained from the ADDIE stage were collected through a questionnaire, with the answer criteria using a Likert scale, as shown in table 8.

Table 8. Criteria for Questionnaire Answers with a Likert Scale

| Angka | Kriteria |
|-------|---|
| 5 | Sangat baik/ menarik/ layak/ mudah/ sesuai/ tepat. |
| 4 | Baik/ menarik/ layak/ mudah/ sesuai/ tepat. |
| 3 | Cukup baik/cukup menarik/cukup layak/ cukup mudah/cukup sesuai/ cukup tepat. |
| 2 | Kurang baik/ kurang menarik/ kurang layak/ kurang mudah/ kurang sesuai/ kurang tepat. |
| 1 | Tidak baik/tidak menarik/tidak layak/tidak mudah/tidak sesuai/tidak tepat. |
| 1 | Tidak baik/tidak menarik/tidak layak/tidak mudah/tidak sesuai/tidak tepat. |

(Source: Arikunto, 2007)

The data obtained are then analyzed to see the value of each aspect contained in the questionnaire. The collected data were analyzed by calculating the average score obtained. Changes are made with the following formula (Arikunto, 2007).

$$P = \frac{\sum x}{\sum X} \times 100\%$$

Information:

P = Percentage

x = Number of respondents' answers in 1 item

xi = The number of ideal values in the item

100% = Constants

The score obtained was analyzed descriptively. This analysis was conducted to process data from the review of content experts in the field of study, design experts, group assessment data and field assessment results. The results of this data analysis were then used to improve the teaching materials for Catholic Religious Education for Class VII Semester I of the Catholic Religious Education in the first semester of the qualification scale for textbook assessment can be seen in table 9.

Table 9. Textbook Assessment Qualification Scale

| Skor | Qualification Rating Description | Eligibility Level | Revision Description |
|------|--|-------------------|----------------------|
| 5 | It fits perfectly, it's clear, it's very interesting, and it's very easy | Very worthy | No necessary |
| 4 | Appropriate, clear, attractive, and easy | Well worth it | No necessary |
| 3 | Sufficiently fit, self-explanatory, interesting enough, and easy enough | Pretty decent | No necessary |
| 2 | Not suitable, unclear, less attractive, not easy | Not worth it | necessary |
| 1 | Very inappropriate, very unclear, very unattractive, not very easy | Not feasible | It is necessary |

Furthermore, an assessment of the level of feasibility is carried out with a measurement scale as shown in table 10

Table 10. Textbook Rating Scale

| Skor | Scoring scale | Eligibility Level |
|------|---------------|-------------------|
| 5 | 4,1 – 5 | Very worthy |
| 4 | 3,1 – 4 | Well worth it |
| 3 | 2,1 – 3 | Pretty decent |
| 2 | 1,1 – 2 | Not worth it |
| 1 | 0 – 1 | Not feasible |

Assessment of student abilities is carried out using percentages, as shown in table 11

Table 11. Scales of Student Catholic Religious Assessment

| Assessment | Value |
|---------------|----------|
| Very good | 91 - 100 |
| Good | 80 - 90 |
| Enough | 70 - 79 |
| Not good | 60 - 69 |
| Not very good | 11 - 59 |

RESULT AND DISCUSSION

Character-based research book that has been developed and through a trial process, so that the results are:

Textbook Validation Results

Validation is carried out by assessing four aspects, namely the appropriateness of content, language, presentation and attractiveness. The results of the validation are processed using the following formula (Arikunto 2007):

$$P = \frac{\sum X}{\sum X} \times 100\%$$

Information:

P = Percentage

x = Number of respondents' answers in 1 item

xi = The number of ideal values in the item

100% = Constants

The data from the validation results of material experts are summarized in table 12

Table 12. The results of the material expert validation

| No. | Assessment Aspects | Average score | Category | Percentage eligibility |
|-----|----------------------|---------------|-----------|------------------------|
| 1. | Content eligibility | 45 | Very good | 90% |
| 2. | Language eligibility | 29 | Very good | 96,7% |
| 3. | Serving eligibility | 18 | Very good | 90% |

| No. | Assessment Aspects | Average score | Category | Percentage eligibility |
|-----|--------------------|---------------|-----------|------------------------|
| 4. | Attractiveness | 23 | Very good | 92% |

The data from the media expert validation results are summarized in table 13

Table 13. Validation results of Media Experts

| No. | Assessment Aspects | Average score | Category | Percentage eligibility |
|-----|--------------------|---------------|----------|------------------------|
| 1. | Posts View | 31 | Enough | 77,5% |
| 2. | Image Display | 28 | Good | 80% |

The data from the validation results of the material expert from the teacher are summarized in table 14.

Table 14. The results of the material expert validation from the teacher

| No. | Assessment Aspects | Average score | Category | Percentage eligibility |
|-----|----------------------|---------------|----------|------------------------|
| 1. | Content eligibility | 38 | Enough | 76% |
| 2. | Language eligibility | 24 | Good | 80% |
| 3. | Serving eligibility | 14 | Enough | 70% |
| 4. | Attractiveness | 19 | Enough | 76% |

The data from the media expert validation results from the teacher have been summarized in table 15.

Table 15. Validation results from the Media Expert from the Teacher

| No. | Assessment Aspects | Average score | Category | Percentage eligibility |
|-----|--------------------|---------------|----------|------------------------|
| 1. | Posts View | 33 | Good | 82,5% |
| 2. | Image Display | 27 | Enough | 77.2% |

Test Results

Based on the use of the Inesian textbook, students then provide an assessment or response to the Inesian textbook. Student responses given after participating in the learning process are conveyed through a questionnaire. The summary of student responses from the applied product trials can be seen in table 16, table 17 and table 18.

Table 16. The results of the trial 1 by students of class VII-A SMPK Santa Clara Surabaya

| No. | Assessment Aspects | Average score | Category | Percentage eligibility |
|-----|-----------------------|---------------|----------|------------------------|
| 1. | Ease of understanding | 22 | Good | 88% |
| 2. | Independent learning | 21 | Good | 84% |
| 3. | Interest in textbooks | 19 | Enough | 77% |
| 4. | Attractiveness | 20 | Good | 80% |

Table 17. The results of the trial 2 by class VII-A students of SMPK Santa Clara Surabaya

| No. | Assessment Aspects | Average score | Category | Percentage eligibility |
|-----|-----------------------|---------------|-----------|------------------------|
| 1. | Ease of understanding | 23 | Very good | 92% |
| 2. | Independent learning | 20 | Good | 80% |
| 3. | Interest in textbooks | 18 | Enough | 72% |
| 4. | Attractiveness | 19 | Enough | 76% |

Table 18. The results of trials by class VII-A students of SMPK Santa Clara Surabaya

| No. | Assessment Aspects | Average score | Category | Percentage eligibility |
|-----|-----------------------|---------------|----------|------------------------|
| 1. | Ease of understanding | 20 | Good | 80% |
| 2. | Independent learning | 18 | Enough | 72% |
| 3. | Interest in textbooks | 19 | Enough | 76% |
| 4. | Attractiveness | 18 | Enough | 72% |

Furthermore, the authors pay attention to the evaluations carried out by media experts, material experts and student responses to improve and perfect the product. After going through the revision process, the Inesian textbook was declared fit for use as one of the Inesian character education textbooks in class VII Catholic education.

Discussion

Based on the validation results, the average validation of material experts was 83.84% and the average media validation was 79.3%. This shows that the character-based Inesian textbook developed is feasible to continue at the trial stage.

The trial phase is carried out in stages starting from a small group of 3 students, 9 students to one class of 35 students. From the results of student responses, the following data were obtained: 1) small groups of 3 students of 82.8%, 2) groups of 9 students of 88, 6%, and 3) large groups of 35 students of 94.2%. Based on these results, it can be stated that the character-based Inesian textbook can be applied well and can be used as a textbook on the subject of Catholic Religious Education.

CONCLUSION

From the results of research and development of character-based Inesian textbooks that have been carried out, data is obtained that show that Inesian textbooks have met the requirements and are suitable to be used as teaching materials in the teaching and learning process in accordance with existing basic competencies. These data were obtained from the validation results of material experts and media experts as well as student responses.

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