

DEVELOPING TEACHING AND LEARNING INSTRUMENT OF ENGLISH FOR NURSING 'DAILY COMMUNICATION IN NURSING' THROUGH CONTEXTUAL APPROACH BASED ON CHARACTER EDUCATION

Dodi Mulyadi

dodi_mulyadi_english@yahoo.com

Abstract: The character education can be one alternative solution to eliminate moral problems of teenagers or students. It creates future generations who are not only good at cognitive aspect but also good at affective and psychomotoric aspects. This research aims to develop teaching and learning instrument of English for Nursing 'Daily Communication in Nursing' through contextual approach based on character education that is valid, effective, and practical for optimizing students' learning achievement. The research employed R&D with true-experimental design using pre-test-post-test group design. Research subjects consist of two classes that are control class and experimental class of nursing students at *Univesitas Muhammadiyah Semarang* in academic year 2013/2014. The data collecting techniques are teaching and learning validation sheet, test, observation and questionnaire. The results showed that the developed instruments are valid, effective and practical. The validity is proved with validation mean of syllabus, lesson plan, learning module that were excellent and good category based on scoring rubrics. The effectiveness is proved by students' learning achievement test reached completeness with mean score 79,06. The practicality is proved with student responses 90,3% who enjoy learning.

Keywords: *Contextual approach, Character Education, and English for Nursing*

Introduction

Background of the Research

National education system regulation No. 20 year 2003 aforesaid article 3 states that national education has a function to develop skills, build characters, create courteous civilization in order to educate people. Rapid flow of information, television shows of pornography and violence on can fade the values of people or next generation. Another issue dealing with burden of education management and teaching are a learning achievement standard that still emphasizes on cognitive achievement and focuses on final examination score. Educational holder prefers cognitive meanwhile affective and psychomotor are neglected. This will convince people that the result of the final exam is the only measure of success.

Especially in teaching English, there are many English language courses that provide English services to be able to compete in a global world. English for Nursing has been recognized globally where English is the medium of communication in international health. Then the researcher intended to develop teaching and learning instrument that can facilitate nurses to have communication skills in English.

Preliminary observations in the study program of Nursing, Muhammadiyah University of Semarang found issues that arise during the learning process. Student centered learning process didn't exist yet, but still teacher centered. Students did not use the time and opportunity given by lecturer to express their opinion. They were not brave to ask the questions related to learning materials. Therefore, characters of communicative, inquiry, and responsibility didn't exist on their behavior.

Daily Communication in Nursing is one of the materials of English for Nursing in semester 2, Faculty of Nursing and Health, Muhammadiyah University of Semarang. This topic is very closely related to the real life of student as a contextual learning so that it is possible to bring character education in the learning process. The topics are Daily Communication in Nursing includes communication in nursing procedure (vital sign measurement and other simple procedures), offering something: food and drink, giving advice, asking for client condition and complaints, making calls and invitations, making appointments with doctors.

The Aims of the Research

The aims of the research are as follows.

1. To create teaching and learning instruments using contextual approach based on character education on topic 'Daily Communication in Nursing'.
2. To find out the influence of developed teaching and learning instruments toward students' learning achievement.
3. To find out the influence of developed teaching and learning instruments toward students' activity based on character education.

Literature Review

Developing Teaching and Learning Instruments

Kemp, et al (1994) stated that the development of the learning instruments is a systematic way of identifying, developing and evaluating a set of instructional materials and strategies aimed at achieving the goal. The final result is the development of teaching and learning instruments that facilitate learning activities (Sugandi, 2004).

Contextual Teaching and Learning (CTL)

Contextual learning is a process of education that is holistic and aims at motivating students to understand the significance of the subject matter learned by relating the material to the context of their daily lives so that students have knowledge or skills that can be applied flexibly (transferred) from one problem to another problem. Contextual learning is a concept that helps lecturer or teachers to relate learning materials with real world situations and encourage students to make connections between the materials and its application in their lives as members of the family and society (Soedjadi, 2007).

Character Education

Character education according to Anwar (2008) is a building system of character values to students that include components of knowledge, awareness or willingness and action to implement these values. Value is part of the personality traits of individuals who can color personality of community. The value of a person is essentially revealed through actions or desires. Value associated with the beliefs, attitudes and activities or actions of a person. The action is a reflection of the values espoused (Mardapi, 2008).

Methods of Research

This study is a research & development (R & D) which aims at producing English language learning materials related to the topic 'Daily Communication in Nursing' using a contextual approach based on character education that includes syllabus, lesson plan, handout and tests.

Developing teaching and learning instruments used the development model proposed by Thiagarajan, Sammel and Sammel, known as the Four-D Model (Model 4-D), define, design, develop and disseminate. The research used True Experimental Design with pretest-posttest control group-design by using control class and experimental class. The sample of the research used random sampling. It was conducted in March to October year 2013/2014

Data Collection Techniques

Data collection was done through:

- Evaluation/test of learning outcomes was given before and after the students' learning activities, to obtain the score of the pretest and posttest.
- Observation of students' activity-based on character education used the observation sheet to determine the potential of the students.
- Filling out the questionnaire of student response to determine the practicality of learning undertaken.

Data Analysis

Data analysis was conducted to answer the research questions using descriptive statistics such as mean or percentage, which will be described as follows.

Data Analysis of Student Activities

Data analysis of student activity in the process of learning English "Daily Communication in Nursing material' using a contextual approach based on character education" used the following formula.

- Scoring of students' activities from every meeting
$$A = \frac{\sum P}{\sum K}$$

Explanation:
A = students 'activities from every meeting
P = observation sheet of students' activities
K = the number of activity category

- Scoring of Average

$$\bar{A} = \frac{\sum A}{n}$$

Explanation:

\bar{A} = Average of students 'activities from all meetings

A = students 'activities from every meeting

n = the number of meetings

- c. average scoring of students' activities

$$B = \frac{\sum \bar{A}}{N}$$

Explanation:

B = average of all students

\bar{A} = Average of students' activities from all meetings

A = students' activities from every meeting.

N = the number of students

Scoring criteria consist of 4 categories; very active, active, active enough, and inactive that can be seen in the Table 1.

Table 1. Scoring Criteria of Students' Activity

Interval	Criteria
$3,3 \leq n \leq 4$	Very active
$2,6 \leq n \leq 3,2$	Active
$1,8 \leq n \leq 2,5$	Active enough
$1 \leq n \leq 1,7$	inactive

Students' activity is active if average score of observation sheet dealing with observing students' activity in the classroom is on active category of very active category.

Questionnaire of Students' Responses

Students' responses are analyzed with the following formula.

- a. Total of students' responses

$$TR: \frac{\sum RS}{n} \times 100\%$$

Explanation:

- b. TR = Total of students' responses of all meetings
 c. RS = students' responses of all students
 n = the number of meetings

The development of teaching and learning instruments is practical if 80% of students enjoy learning English with the topics 'Daily Communication in Nursing' using a contextual approach based on character education.

Test of Mastery Learning Achievement

Testing mastery learning outcomes conducted on the data obtained by the description of a percentage by comparing the results of analysis of pre-test and post-test or before treatment and after treatment. Test was used one sample t-test.

Techniques of data analysis determine the rate of improvement was done descriptively using percentages (%) obtained scores divided by the maximum score multiplied by 100%, then calculating *gain*. To test the differences of character increasing score between experimental class and control class used t-test. The instruments can be effective if average score of experimental group is more than control group.

Achievement Indicators as Interpretation and Conclusions

Achievement Indicators as seen from the study the average score obtained by each instrument on the activities that have been implemented. Achievement Indicators as can be seen in the following study.

1. The existence of teaching and learning instruments
2. Number of students who have good criteria of activity and attitude/character both in learning English has a minimum of 75% of all students.
3. Number of students who had a positive response in a matter of learning English of *Daily Communication in nursing* uses contextual approach based on character education at least up to 75% of all students.

Results of The Research

This research has been conducted in undergraduate program of Nursing, Faculty of Nursing and Health, Muhammadiyah university of Semarang. The subjects were students of semester II in year 2014.

Research Implementation

All teaching and learning instruments that were validated continue to tryout to experimental class. It included collecting data, observing students' activities based character education, collecting students' responses and students' learning outcome.

Results Validation Tool

The results of expert validation shows that the assessment scores and suggestions for improvement as the following Table 2.

Table 2. Validation Score of Teaching and Learning Instruments.

No	Component	Validator		Average Score	Maximum Score	Explanation
		1	2			
1	Syllabus	54	56	55	60	Very good and can be used without revision
2	Lesson Plan	52	54	53	60	Very good and can be used without revision
3	Handout	34	36	35	40	Very good and can be used without revision
4	Test	36	38	37	40	Very good and can be used without revision

Test of Mastery Learning Achievement

The data of student learning outcomes on materials Daily Communication in Nursing contextual approach based on character education is presented in Table 3.

Tabel 3. The Test Analysis of Students' Learning Achievement

No.	Analysis	Control class		Experimental class	
		Pre test	Post Test	Pre test	Post Test
1.	Minimal score	36,67	46,67	30,00	70,00
2.	Maximal score	66,67	86,67	63,33	90,00
3.	Average score	59,07	72,22	49,81	79,07

The achievement of the experimental class who achieve a score ≥ 75 was 86%. Improving student learning outcomes indicated by the results of the analysis using N-gain showed that an increase in student learning outcomes for the control class is 0.29 (low category) and the experimental class of 0.58 (medium category). Practicality of teaching and learning instruments indicated by the results of student responses 90.3% were happy with the learning model applied.

Conclusion

Based on the developing process that has been described can be concluded that preliminary observations indicated that the implementation of learning materials in the Daily S1 Nursing, Faculty of Nursing and Health, Muhammadiyah University of Semarang was an unavailability of the English learning materials using Daily Communication in Nursing with contextual approach based character education. Therefore, Application of the teaching and learning instruments of the topic "Daily Communication in Nursing" using contextual approach to character education was significantly on student learning outcomes and student character buildings.

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