The Development of Writing Literature Based on Learning Model Through Character Approach in of Five Grade in Negeri 101881 Elementary School, Tanjung Morawa

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Abstract: Research on the development of teaching materials is first developed by conducting preliminary research (information gathering), then making the framework of teaching materials, to become the final teaching material that has been developed. From the results of the validation by expert experts and subject matter teachers, it was stated that the teaching materials developed were feasible to be tested in the field or in Negeri 101881 Tanjung Morawa elementary school. The development of teaching materials for writing literature based on learning that is oriented towards the character approach is very effective for fifth grade students of Negeri 101881 Tanjung Morawa elementary school.

Key words: Development of Literary Writing · Character Approach

INTRODUCTION

Writing as a language activity that is active and productive is an ability that requires encoding activities, namely activities to produce or convey language to other parties through writing. Productive language activities are activities conveying ideas, thoughts, or feelings by the speaker, in this case the writer. Actually productive activities consist of two kinds, namely speaking and writing. So in speaking there is reciprocal communication, something that cannot be found in writing. Meanwhile, writing is an activity to convey ideas that cannot be directly accepted and reacted by the intended party. Writing activity is one of the most recent manifestations of ability (and skill) that is mastered by language learners after listening, reading and speaking [1]. Writing literature as something learned or as a humanitarian experience can be used as material for reflection and evaluation, two things related to character education. Besides practicing language skills, literature can increase knowledge about human life experiences, help develop personal, help shape character, provide inner satisfaction, provide comfort and expand the dimensions of life. Literature is also recognized as one of the tools for delivering useful and enjoyable teaching (education). On the other hand, education must be able to stimulate someone to think critically and be able to choose the right reasons in each of their activities. Training students to think critically is very important because critical thinking will result in an attitude of partiality. Character is very closely related to attitude and choice of ways of acting [2]. Learning activities that must be developed are learning activities that are centered on students, develop creativity, create pleasant and challenging conditions, contain ethical values, aesthetics, logic and provide a diverse learning experience. This means that the success or failure in achieving learning objectives depends on how the learning process is planned and carried out by the teacher professionally [3] The Indonesian literature learning model that will be produced is an Indonesian literary learning model that is integrated with the application of character education. This integration has begun when the teacher develops learning objectives, develops evaluation tools, develops teaching materials and chooses strategies to be used. The ideal teaching of literature is oriented towards appreciation. Literary appreciation is interpreted as an activity of understanding and enjoying literary works so that knowledge, sensitivity, understanding and appreciation of literary works are grown. Appreciation is related to attitudes and values (affective aspects). Appreciation is the last level that can be achieved in a domain whose achievements require a

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very long time and the process continues after formal education ends [4]. Learning literary appreciation basically carries out an effective mission, which is enriching student experiences and making students more stable towards the events around them. That is, learning literature is an experience and character building. The process is continuous, not just a question and answer forum. Teaching true literature is a person who knows how to respect others, knows his limits and does not bother others [5]. Literary appreciation can be direct and indirect. Direct appreciation is by learning directly with the literary work of the literature itself. Direct appreciation is very difficult to do in limited face-to-face hours in class. Therefore, teachers and literary lecturers must be able to deal with this condition so that their teaching can reach the ideal goal of appreciation. The process towards ideal literary appreciation can be divided into four levels, namely the favorite level, level of enjoyment, the level of reaction and the level of producing literary works. Therefore, character education can be integrated into teaching literature [6]. Teaching Indonesian literature based on character education requires the existence of literary teachers who can be used as models, role models and examples for their students in two related matters. Namely in terms of appreciation of literature and in terms of realizing the values of character education. Besides that, he can be imitated by his attitude and behavior concerning the values of honesty, responsibility, nationalism and other values. Literary teaching is ideal, which is based on active, creative and fun learning [7]. National policies regarding the development of national character are based on four essential character values, namely being strong, honest, intelligent and caring. As an integrated manifestation of religious character, honesty, tolerance, discipline and responsibility [8]. The implementation of character education begins with the paradigm, objectives, material and implementation strategies. As a paradigm, character education includes more than just basic knowledge of good morals. Character education is not just about teaching right from wrong, good and bad. More than that, character education instills habits about things that are good for students. Starting from absolute morals, students must understand the basics of good and right. Thus students become aware of right and wrong or good and bad. So as to be able to carry it out in everyday life [9]. Integration of character education in learning can be done in several ways, namely, integration of subject matter, process integration, integration in choosing teaching materials and integration in selcting media.

The principle of the application of character education is that students must be active, the way a teacher must plan learning activities that cause students to actively formulate questions, find sources of information, gather information, process information that they already have, reconstruct data, facts, or values, present the results of reconstruction or process value development [10]. Ways that teachers can do in integrating character education in the implementation of learning, that is, acting as caregivers, role models and mentors and creating a moral community. In addition, it invites students to be brave in thinking and processing problems related to moral conflict through reading research, essay writing, newspaper clipping and discussion. This trains students to learn to solve conflicts that arise fairly and peacefully without violence [11].

Literature Review: Previous research that is relevant to this research is research on the development of Indonesian Literature learning models based on character education in high schools. The results of this study concluded that, of the 18 characters that must be taught at the secondary school level, only 14 characters were met by the criteria in students and teachers in Klaten. Learning characters in literature is only a theory, but not fully implemented. Besides that, it is necessary to apply an Indonesian character-based learning model for character. This study focused on the subject of research, where the subjects in this study were high school students [12]. In addition to the research, there is also research that is relevant to this research, namely about short story appreciation learning through character value based discovery learning models. Based on the results of the analysis and discussion of the data, it can be concluded that, the profile of learning for short stories appreciation of high school students in the 2014-2015 school year does not enable students to learn. This is because it still uses the expository learning model. The process of implementing short story appreciation learning that uses discovery learning based on character values is carried out by following the stages in accordance with the concepts in the discovery learning learning model [13]. Subsequent research is a study that examines the development of character-based poetry textbooks in contextual learning. Based on the results of the research and discussion, it can be concluded, that after conducting discussions with several stakeholders in the forum group, it can be stated that the stakeholders gave a positive response to the development of the textbook study of writing poetry. Lecturers and students really need

textbooks, such as textbook prototypes that can be compiled after going through literature study and exploration using contextual learning. Furthermore, this study also found that the validation stage had been developed through a prototype of a textbook that had been tested. The test includes three development steps, namely: expert assessment, initial field test and revision and main field test and revision. Based on the results of the study, it can be suggested that the textbook study of poetry writing that has been developed and has been tested for effectiveness can be used in the teacher's study program [14].

CONCLUSION

Research on the development of teaching materials is first developed by conducting preliminary research (information gathering), then making the framework of teaching materials, to become the final teaching material that has been developed. From the results of validation by expert experts and subject matter teachers, it was stated that the instructional materials developed were feasible to be tested in the field or in Negeri 101881 Tanjung Morawa elemantary school. The development of teaching materials for writing literature based on learning that is oriented towards the character approach is very effective for fifth grade students in Negeri 101881 Tanjung Morawa elementary school. This writer concludes because the results of literary learning of fifth grade elementary school students experienced a rapid increase from the results before the implementation of teaching materials to write learning-based literature oriented to the character approach.

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