



Validation of Experts to the Module Writing Short Text Based on Character Education in Class XI Students of SMA Negeri 1 Pangkalan Susu

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Abstract: *The aim of this research is to validate of experts to the module writing short text base on character education. This research method uses the Research and Development (R&D) method (in Tegeh, et al, 2014: 7) saying that research and development methods are research methods used to produce certain products and test the effectiveness of certain products. The result is Material expert validation on content eligibility assessment is in very valid criteria with an average value of 85%. Feasibility of presentation is very valid criteria with an average value of 90%, and language eligibility is very valid criteria with an average value of 87%.*

Keywords: *teaching materials; short story text; writing*

I. Introduction

One means of forming and instilling character values for students is through literary learning. Literature as a reflection of the socio-cultural conditions of the nation must be passed on to its young generation. According to Herfanda (2008: 131) literature has great potential to bring society towards change, including changing character. As an expression of language art that is both reflective and interactive, literature can be a spirit for the emergence of a movement to change society, even the rise of a nation for the better, strengthening the love of the motherland, as well as a source of inspiration and motivation for moral strength for socio-cultural change from circumstances which collapsed and 'colonized' into an independent and independent state. Of course, these spirits become the most important part.

In addition to making students master competencies (material) that are targeted, the learning process is also designed to make students recognize, realize and internalize character values, and make them behavior in daily life. Based on that, there is an awareness about the need to develop character education in schools. This is due to the many facts on the ground about the still weak personality of students as an outcome or educational product. Increased juvenile delinquency in society has become a social phenomenon of the poor character of the younger generation. Many students are not ready to face life so that they can easily imitate negative lifestyles or cultures, get involved in mass rage, commit violence at school, promiscuity, demonstrations that lead to chaos, bullying at school, cheating during exams and so on. Increased poverty, a mushrooming culture of corruption, the emergence of plagiarism, the strengthening of money politics, and so on are a reflection of life that is not strong in character to move towards a nation with advanced civilization.

To overcome the problem of the quality of education and character of students, one of the government's efforts is to implement curriculum improvements and changes. Starting with the 2013/2014 school year, the government adopted a 2013 curriculum that continued to improve. In the 2013 curriculum, in addition to cognitive goals, teaching materials must also contain the attitude and character values and skills that students will achieve in learning.

In connection with the above reality, one of the conditions regarding the weak personality of students in the learning process, researchers found in SMA Negeri 1 Pangkalan Susu. Through the results of the initial interviews conducted by researchers with Indonesian language teachers at the school, it is known that in learning to write short stories there are still many students who do plagiarism writing from the internet. In addition, there are still many students who are undisciplined, lazy, and careless and still have low motivation in the learning process. This condition indicates that the inclusion of character values that are still lacking in students also influences the students' understanding of the material being taught so that the student learning outcomes in writing short stories are still low.

The main factor causing the low student learning outcomes is motivation. Low student motivation is due to the presentation of material and unidirectional learning that makes students less able to explore themselves. In addition, the material in textbooks also lacks interesting content or stories for students to actively participate in learning.

In addition to the low motivation factors of students in writing short story material, another factor is the difficulty of students to find ideas and develop ideas. This is reinforced by the research results of Sayuti et al (2007) that the constraints of coaching writing literary works originating from students appear to be in terms of motivation, idea development, and presentation techniques.

Teaching materials that are usually taken from textbooks (textbooks) need to be prepared by revising or adding character values to the discussion of the material contained therein. The books that have been available so far, even though they have fulfilled a number of textbook eligibility criteria, namely the appropriateness of content, presentation, and graphics, but the material still does not adequately integrate character education in it. Therefore, in line with what has been designed in the syllabus and lesson plans that are character education oriented, teaching materials need to be adapted. The most likely adaptation implemented by the teacher is by adding or adapting learning materials that can simultaneously develop character. As expressed by Wibowo (2013: 179) that the easiest way to create teaching materials that are character-educated is to adapt existing teaching materials by adding or adapting learning activities that facilitate the recognition of values, the importance of values is recognized, and the importance of values is recognized, and values are internalized.

II. Literature Review

2.1 Concept of Module Development in Teaching Materials

The term development research is an equivalent meaning of the word Research and Development. According to Borg and Gall (1983: 772) research development is a research design that aims to develop and validate educational products. The use of educational products according to them is not only limited to the development of teaching materials, such as textbooks, learning films, but also the development of learning procedures and processes, for example methods and organizing learning.

Soenarto argued that R&D was used to overcome educational problems, increase the effectiveness of teaching and learning processes (PBM) in the classroom / laboratory, and not to test theory. According to Richey and Client, the purpose of development research is to strengthen the empirical foundations for creating new, better learning and non-learning products, tools and models. More complete statements from Richey and Client as follows, "The systematic study of design, development and evaluation processes with the aim of establishing an empirical

basis for the creation of instructional and non-instructional products and tools and new or enhanced models that govern their development".

Herein lies the difference between experimental research and development. If the research development is not to test the theory, then experimental research is intended to test the theory. In its implementation, development research departs from classroom learning problems that require a touch of innovation both in the form of software and hardware products as an alternative solution. Therefore, the aim of development research is basically to produce creative-innovative products to improve the quality of learning and produce creative-innovative products to solve learning problems. Agreeing with this, Richey and Klein stated that development research is a combination of quantitative and qualitative research designs. The way this research works does not only depend on the problems and research questions, but is more related to the products and tools produced.

2.2 Short Stories

According to Priyatni (2010: 126) short stories are a form of fiction. Short stories in accordance with their names, show the nature of the short-paced, both the events disclosed, the contents of the story, the number of actors, and the number of words used. This comparison is associated with other forms of prose, such as novels.

As the name implies, short stories can be interpreted as stories in the form of short prose (Suyanto, 2012: 46). The short size here is relative. According to Edgar Allan Poe in (Suyanto, 2012: 46), a famous American writer, a short measurement here is finished reading in one sitting, which is about less than an hour. The Jacob Sumardjo and Saini K.M (1995: 30) in Suyanto (2012: 46) assess this short measure is more based on the limitations of the development of its elements. Short stories must have a single and not complex effect.

The problem raised in a story generally is human life with all its aspects. There are so many aspects of life that can occur in humans from birth to enter into the grave. With so many aspects of life, the stories that can be developed are also very diverse. Short stories as a form of literary work that tells a small part of the life of the most interesting figures. With the limitation, which is a small part of the character's life, the short story has centered on the main character and the most prominent problems that are the subject of the short story. To be centered here means not to widen the problem and or other characters who are not too supportive of the story / are not related to the story.

Based on some of the opinions above, it can be concluded that the short story is a literary work in the form of fiction prose which contains a short or simple story that is woven with a unified whole, which tells a small portion of aspects of human life that are told centrally on the characters and events that are the subject of the story.

2.3 Definition of Character

In terminology, 'character' is defined as human nature in general which depends on the factors of their own lives. Hidayatullah (2010: 9) explains that literally 'character' is the quality or mental or moral strength, character or character of an individual which is a special personality that distinguishes it from other individuals.

Koesoema (2007: 80) explains the same character with personality. Personality is considered as a characteristic or characteristic or style or distinctive nature of a person that comes from the formations received from the environment, such as family in childhood, also innate

from birth. While Winnie (in Koesoema, 2007: 80) argues that the term character has two meanings. First, it shows how a person behaves. If someone behaves dishonest, cruel, or greedy, surely that person manifests bad behavior. Conversely, if someone behaves honestly, likes to help, surely that person manifests noble character. Second, the term character is closely related to personality. Someone can only be called a person of character (a person of character) if the behavior is in accordance with moral rules.

Character and personality are often used ambiguously. There is a similarity between the two. Personality refers to the organization of the attitudes of a person to mingle, know, think, and feel especially, when he relates to other people or respond to a situation. Personality is the result of abstraction from individuals and their behavior and society and culture. So all three aspects have a mutually influential relationship.

III. Research Methods

This research method uses the Research and Development (R&D) method (in Tegeh, et al, 2014: 7) saying that research and development methods are research methods used to produce certain products and test the effectiveness of certain products. Furthermore Putra (2012: 67) explains that R&D is a research method that intentionally, systematically aims / is directed to find, formulate, improve, develop, produce, test the effectiveness of products, models, methods / strategies, certain superior, effective procedures, efficient, productive and meaningful. This research uses the Research and Development (R & D) method. This research method refers to the Borg & Gall model with minor adjustments according to the research context.

The subjects in this study were students of class XI of SMA Negeri I Pangkalan Susu with an average number of students in each class totaling 32 students and 2 observers. While the object of this study is the short story writing module based on character education.

IV. Discussion

Validation is an important part in developing teaching materials in the form of modules to correct errors and weaknesses of the design results. Validation is done by submitting a text education module based on character education to the validator along with the validation sheet to be further examined and assessed for eligibility by the validator. The following will describe the results of the validation and revision made to the short text writing module that was developed.

The validation of the contents of the material on the product is intended to know the opinion of the material experts about the appropriateness of the content, the appropriateness of the presentation, and the appropriateness of the language. This validation was carried out by Prof. Amrin Saragih, M.A, Ph.D. and Dr. Elly Prihasti Wuriyani, S.S, M.Pd. who is a Lecturer at Medan State University. The assessment was conducted to obtain information on the quality of the modules developed to improve the quality of learning in SMA Negeri 1 Pangkalan Susu on short text writing material.

Table 1. Results of Validation of Content Feasibility in the Short Text Based Module Writing Character Education

Sub Component	Assessment Indicator	Validator		%	Criteria	
		1	2			
A	Completeness	1. Material is more extensive and	5	4	90%	Very

	of Material	comprehensive.				Valid
		2. The material has a positive value for expanding reader knowledge.	5	4	90%	Very Valid
		3. The material supports the achievement of national education goals, namely the development of the potential of students to become human beings who fear God, have good character, be knowledgeable, be independent, and responsible.	5	4	90%	Very Valid
B	Material accuracy	4. The material is in accordance with the latest scientific developments.	4	3	70%	Valid
		5. Accuracy of library references	4	4	80%	Valid
C	The relevance of the material to the characteristics of students	6. 1. The material is in accordance with the concept of developing the characteristics of students that are intelligent spiritual, emotionally intelligent and socially intelligent intellectual	5	4	90%	Very Valid
		7. 2. Material can improve the quality of personality, attitudes and inner experience of the reader.	5	4	90%	Very Valid
		8. 3. The material can shape characters and develop the role models of students.	5	4	90%	Very Valid
		9. 4. The suitability of the material with the level of mastery of students at the high school level.	5	4	90%	Very Valid
D	The relevance of the material to everyday life	10. The material can enrich knowledge that can be applied in learning and everyday life.	4	3	70%	Valid
Total			47	38	85	
Total Validation			85%		Very Valid	

The results of the evaluation on the module writing short story text based on character education for Class XI students of SMA Negeri 1 Pangkalan Susu submitted through a questionnaire method with a questionnaire instrument are presented descriptively.

Based on the results of the validation by the material expert on the feasibility of the contents of the short story writing module based on character education that was developed, the percentage obtained was 85%. The percentage is obtained from calculations:

$$\text{Percentage} = \frac{85}{10 \times 10} \times 100\% = 85 \%$$

The percentage of the worthiness of the contents of the assessment instruments by the material experts on the qualifications is very valid in accordance with the validity category of the product adapted from Sugiyono (2015), so that the contents contained in the assessment instruments developed do not need to be revised. The feasibility of the content is feasible to be used as a learning module for writing short story-based character education in class XI of SMA Negeri 1 Pangkalan Susu.

Tabel 2. Results of Validation of Presentation Feasibility in Writing Short Story Text Module Based on Character Education

Sub-Component		Assessment Indicator	Validator		%	Criteria
			1	2		
A	Presentation Techniques	1. Presentation of materials in a concise, systematic, straightforward, and easy to understand manner.	4	4	80%	Valid
		2. The material is presented according to the characteristics of the module as a learning support book.	4	4	80%	Valid
B	Completeness of the presentation of the enrichment book	1. Initial section: a. Foreword b. Table of contents	5	5	100%	Very Valid
		2. The contents section a. Material about short stories	5	4	90%	Very Valid
		3. Final part: a. References b. glossary	5	5	100%	Very Valid
Total			23	22	45	
Validation Results			90%		Very Valid	

Based on the results of the validation by the material experts on the feasibility of developing a short story writing module based on character education that was developed, the percentage obtained score of 90%. The percentage is obtained from calculations:

$$\text{Percentage} = \frac{45}{5 \times 10} \times 100\% = 90\%$$

The percentage of the feasibility score for the presentation of the assessment instruments by the material experts on the qualifications is very valid, so the eligibility of the presentation in the assessment instruments developed does not need to be revised.

The percentage of the feasibility score for the presentation of the assessment instruments by the material experts on the qualifications is very valid, so the eligibility of the presentation in the assessment instruments developed does not need to be revised.

Table 3. Language Validation Results in the Short Text Based Module Writing Character Education

Sub-Component		Assessment Indicator	Validator		%	Criteria
			1	2		
A	Straightforward	1. The accuracy of sentence structure	5	4	90%	Very Valid
		2. Effectiveness of sentences	4	4	80%	Valid
B	Communicative	3. Readability of the message	5	4	90%	Very Valid
		4. The correct use of language	5	4	90%	Very Valid
C	Interactive	5. The ability to convey information	5	4	90%	Very Valid
		6. The ability to encourage critical thinking	5	5	100%	Very Valid
D	Conformity with the level of development of students	7. Conformity of students' intellectual development	5	3	80%	Valid
		8. Conformity with the level of emotional development of students	5	4	90%	Very Valid
E	Tuning and cohesiveness of the mind	9. Concern and cohesiveness between learning activities	4	4	80%	Valid
		10. Integration of writing and illustration	4	4	80%	Valid
Total			47	40	87	
Validation Result			87%		Very Valid	

Based on the results of the validation by the material experts on the feasibility of the language module to write a short story-based character education that was developed, a percentage gain score of 87% was obtained. The percentage is obtained from calculations:

$$\text{Percentage} = \frac{87}{10 \times 10} \times 100\% = 87\%$$

The percentage of language worthiness scores of the assessment instruments by the material experts is very good in qualifications, so that the feasibility of the language in writing a short story-based character education module that is developed does not need to be revised. The results of the validation of the assessment material in the module writing short text based on character education developed, in the three aspects assessed, are as follows:

Table 4. Results of Validation of Material Feasibility in Short Story Text Writing Module Based on Character Education

No.	Assessment Aspect	Frequency	Percentage
1	Content Feasibility	85	85%
2	Presentation Feasibility	45	90%
3	Language Feasibility	87	87 %

Based on the results of the analysis on the feasibility of the material according to the expert validator of material excellence in the assessment instrument material is the presentation of the feasibility with a percentage of 90%, while the results of the feasibility of the language with

a percentage of 87% less advantages compared to the results of the feasibility of content with a percentage of 85%.

In accordance with Government regulation number 19 of 2005 concerning the National Education Standards Agency (BNSP), in article 43 paragraph 5 that the validation of the material experts on the assessment instruments includes aspects of content eligibility, presentation eligibility, and language eligibility while design experts include the size of teaching materials, cover designs teaching materials (cover), and design the content of teaching materials.

From the above statement it can be concluded that, the results of the assessment of material experts on the aspect of content eligibility obtained a total score of 85 with a percentage of 85% and are in very valid qualifications. In the aspect of presentation eligibility obtained a score of 45 with a percentage of 90% or being in a very valid qualification, but previously there was a slight revision of the material indicators in each learning activity and the glossary needs to be added from each source that was adapted for writing a text-based short story writing module. character. In the aspect of language eligibility, a score of 87 is obtained with a percentage score of 87% and is in a very valid qualification, meaning that the module for writing short stories based on character education is no longer needed to be revised.

Product design validation was carried out by Dr. Tappil Rambe, S.Pd, M. Si and Dr. Evi Eviyanti, M.Pd who is a Lecturer at Medan State University. The assessment was carried out to obtain quality information on writing a short story text module based on character education that was developed to improve the quality of learning in SMA Negeri 1 Pangkalan Susu on writing short story text material.

Table 5. Results of Design Validation of the Aspect of Graphic Feasibility in the Short Text Based Module Writing Character Education

Aspect	Assessment Indicator	Validator		%	Criteria
		1	2		
Size of Teaching Materials	1. Compliance with ISO 216 standards (A4, A5 and B5)	5	4	90%	Very Valid
	2. Appropriate size with multiple material)	5	4	90%	Very Valid
Cover of Teaching Material (cover)	3. The appearance of the layout elements on the cover in harmony has rhythm and unity as well as consistency	4	5	90%	Very Valid
	4. Showing a good center point of view	4	4	80%	Valid
	5. Color elements of the harmonious layout and clarify the function	4	4	80%	Valid
	6. The composition and size of the layout (title, author, illustration, logo, etc.) proportional, balanced, and in tune with the layout of the contents (according to the pattern)	4	5	90%	Valid
	7. The size of the title of the	5	5	100%	Very Valid

	reading material is more dominant and proportionate than the size of the author's name				
	8. The color of the title of the reading material contrasts with the background color	4	4	80%	Valid
	9. Don't use too many font combinations	5	5	100%	Very Valid
	10. Describe the contents / material reading material and reveal the character of the object	4	5	90%	Very Valid
	11. Shape, color, size, proportion of objects according to reality	4	5	90%	Very Valid
Design Content of Teaching Materials	1. Placement of layout elements is consistent based on the pattern	4	5	90%	Very Valid
	2. The separation between paragraphs is clear	4	5	90%	Very Valid
	3. Proportional print fields and margins	4	5	90%	Very Valid
	4. Adjacent margins of proportional pages	4	4	80%	Valid
	5. The spaces between the text and illustrations are appropriate	4	4	80%	Valid
	6. Placement of each title reading material page numbers / folios right	4	4	80%	Valid
	1. Placement of the right illustration	4	4	80%	Valid
	2. Placement of decoration / illustration as background does not disturb the title, page number text	5	5	100%	Very Valid
	3. Placement of titles, subtitles, illustrations, and image captions does not interfere with understanding	4	5	90%	Very Valid
	4. Don't use too many fonts	5	5	100%	Very Valid
	5. The use of letter variations (bold, italic, all capital, small capital) is not excessive	5	5	100%	Very Valid
	6. Normal text layout width	4	5	90%	Very Valid
	7. Space between lines of normal text	4	5	90%	Very Valid
	8. Spacing between letters (kerning) normal	4	5	90%	Very Valid
9. Levels / hierarchy of titles	4	4	80%	Valid	

	clear, consistent and proportional				
	10. Sign of word cutting (hyphenation)	4	5	90%	Very Valid
	11. Being able to express the meaning / meaning of the object	4	5	90%	Very Valid
	12. Accurate and proportional shape in accordance with reality	4	5	9%	Very Valid
	13. Creative and dynamic	4	4	80%	Valid
Total		127	139	266	
Validation Result		88,6%		Very Valid	

The results of the evaluation of the module design of writing short story text based on character education for class XI students of SMA Negeri 1 Pangkalan Susu submitted through a questionnaire method with a questionnaire instrument are presented descriptively. Based on the results of the validation by the design expert on the character education module writing short stories that were developed, a percentage score of 88.6% was obtained. The percentage is obtained from calculations:

$$\text{Percentage} = \frac{266}{30 \times 10} \times 100\% = 88,6\%$$

The percentage score on the assessment instrument by the design expert on the qualifications is very valid, so the character-based short story writing module developed does not need to be revised.

Based on the results of the design experts' assessment of the module writing short story based on character education obtained a total score of 266 with a percentage of 88.6% and being in a very valid qualification, this means that the assessment of the feasibility of graphics on the module design does not need to be improved. In addition to grading, experts also provide input in the form of comments and suggestions related to aspects assessed in the module writing short text based on character education. As for comments from the validator on the module writing short text based on character education provided by the design expert before the module is declared feasible, that is, the module must have a more interesting cover and that can describe the contents of the module that was developed and add pictures that match the contents of the short stories that become examples in module. In addition, there is a revision of the logo layout, author's name and color combination in the module. After making the revision. So, the module for writing short text based on character education has been fulfilled or appropriate. The comments and suggestions given by the validator serve as consideration in revising the short text based module for character education development.

Descriptive description of the results of the assessment of Indonesian learning experts (teachers) on the development of the short story-based text writing module based on character education through a questionnaire method with a questionnaire instrument will be presented in table 6 as follows:

Table 6. Results of Practical Questionnaire for Short Text Writing Module Based on Character Education by Teachers

No.	Indicator	Teacher		P%	Description
		1	2		
1	Each material title contained in the module is displayed clearly so that it can describe the contents of the material.	4	4	80%	Well
2	Short text writing material contained in the module is based on character education in accordance with the learning objectives.	4	4	80%	Well
3	The material presented in the short story writing module based on character education includes all material contained in the Competency Standards (SK), that is, analyzing the elements of building a short story in a short story collection book and constructing a short story by paying attention to the elements of the short story builder and accordingly with SK and Indicators.	4	4	80%	Well
4	The existence of images in the module writing short text based on character education can convey the contents of the material discussed.	4	4	80%	Well
5	The material presented in the short story writing module is based on character education in accordance with the level of student ability and can facilitate students to build a level of understanding and awareness of character education based on prior knowledge.	4	4	80%	Well
	Language Aspect				
6	The language used in the short story writing module based on character education is easy to understand and in accordance with the level of maturity of students.	4	4	80%	Well
7	Use communicative language, and do not cause SARA elements and ambiguous meanings.	4	4	80%	Well
	Attraction Aspect				
8	The cover page display of the short story writing module based on interesting character education.	4	4	80%	Well
9	The appearance of the short story writing module based on character education as a whole is interesting.	4	4	80%	Well
10	The module for writing short text based	4	4	80%	Well

	on character education makes it easy for students to express their ideas / opinions in the form of tests and orally.				
11	The module for writing short text based on character education makes it easy for teachers to evaluate students.	4	4	80%	Well
12	The module for writing short text based on character education trains to enrich students' knowledge.	4	4	80%	Well
13	The use of module instructions for writing short story text based on character education and questions in the module is very clear.	4	4	80%	Well
14	The test questions in the short story writing module are based on character education in accordance with learning	4	4	80%	Well
15	Presentation of writing short story texts in a module is arranged systematically.	4	4	80%	Well
16	The module for writing short text based on character education is different from other teaching materials.	4	4	80%	Well
Total		64	64	80%	Well

Based on the results of a practitioner's questionnaire analysis of the teacher writing module based on character education that was developed, a percentage score of 80% was obtained. The percentage is obtained from calculations:

$$\text{Percentage} = \frac{128}{(16 \times 5) \times 2} \times 100\% = 80\%$$

Based on the above calculation, observations made by teachers as a whole reached 80%. If it is matched with the guideline eligibility table criteria and assessment criteria for interpreting according to Sugiyono (2014: 257), then this score is included in good criteria, but according to learning experts researchers still have to continue to revise the assessment tools using more varied types of activities in order to increasingly interesting.

Based on the results of the teacher's assessment of the module writing short story text based on character education, obtained a total score of 128 with a percentage of 80% and being in practical qualifications, this means that the module writing short story text based on character education does not need to be improved.

In addition to grading, the teacher also provides input in the form of comments and suggestions related to aspects assessed in the module writing short text based on character education. The following is an explanation of the things that need to be revised in the module writing short story text based on character education before being declared practical given by the teacher.

Table 7. Suggestion Questionnaire Practicality for Writing Short Story Text Modules Based on Character Education by Indonesian Language Teachers

No.	Teacher	Revision
1	Ria Permata Sari	Should be in the interest aspect of the assessment score, do not use the words "good" and "very good" but use the answer choices "yes" and "no".
2	Z.T. Yamimi	It is better if the pictures in the module must be more colorful, so students are more interested in delivering their short stories.

V. Conclusion

Validation of experts on teaching materials to write short story text based on character education based on the results of this study shows:

Material expert validation on content eligibility assessment is in very valid criteria with an average value of 85%. Feasibility of presentation is very valid criteria with an average value of 90%, and language eligibility is very valid criteria with an average value of 87%.

The validation of the design expert on the evaluation of teaching material validation of short story text based on character education in the aspect of graphic with very valid criteria with an average value of 88.6%.

The results of the questionnaire responses / responses of teachers to teaching materials to write short story text based on character education with an average value of 80% in the category of practical / good. The results of the questionnaire responses of students by 90% with the category of very good / very practical.

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