Development of Character-Based Intensive Reading of Indonesian Texts for Improving Class IV Learning Outcomes of State Elementary Schools of Boarding Schools in Cirebon

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ABSTRACT

The purpose of this study was to develop character-based intensive reading materials for Indonesian language texts. The development of this product uses an adaptation of the research and development model (Research & Development) based on the Borg & Gall model. The research stage procedures are Define, Design, Development, and Disseminate. The results showed that the results of the teaching material expert validator got a percentage of 95%, language validator experts with a percentage of 95%. Intensive text reading teaching materials are effectively used in increasing student learning outcomes from the results of hypothesis testing at a sig.(2-tailed) value of 0.026 <0.05 means that Ho is rejected, meaning that there is a difference in increasing learning outcomes between the experimental and control classes.

Keywords: Teaching materials, Indonesian, character-based, learning outcomes

PRELIMINARY

Subjects that can support student success in studying other sciences are Indonesian, which is a subject taught in schools (Lestari 2017). To be more meaningful, learning Indonesian must be adjusted to the interests and abilities of students, so that the potential that exists within students can develop Shamsidar (2022). By optimizing students' reading skills, Indonesian children will not be left behind by other countries. Based on the 2012 PIRLS for the 2012 Reading Rating Scale, Indonesia is ranked 64th out of 65 countries. Differences in the abilities of each individual make the teacher involved in terms of the details of student learning (Zagoto 2019).

The problem that is often faced by the world of education is the weakness of the learning process (Ardiasri, 2017). In the process of activity. learning to teach, students learn more in theory. Classroom learning is more directed at the child's ability to understand the subject matter. Salamiah (2018) explains that the theory students learn lacks application in everyday life. Dafit (20121) explained that the problems found in the preliminary study were that the reading materials and exercises used by students were only fixated on one teaching material guide and there were no adventure stories. The teaching material is only in the form of practice questions with a little explanation of the material that is not optimal (Desyandri2017). Students are not interested in reading and are not motivated in learning because the teaching materials provided by the teacher do not attract students' interest in learning Laoli (2022). Educators depend more on conventional teaching materials Rizky (2019). Conventional teaching materials are teaching materials that you just have to use, just buy, instant, without the

effort of planning, preparing and compiling them yourself. Errors in selecting teaching materials can result in students' understanding that is less than optimal in learning so that the learning outcomes obtained do not meet the specified Minimum Mastery Criteria (KKM) (Zuriah, Sunaryo, & Yusuf, 2016).

Learning is a change in behavior that is relatively permanent and results from past experience or from purposeful or planned learning (*Shahda 2020*). Darma (2017) revealed that learning is a process activity and is a very fundamental element in the implementation of types and levels of education. Fariqoh, (2016) in fact the achievement of learning objectives is seen only in the cognitive aspect, namely the final school exam scores alone, this shows that student competency is measured only in the cognitive aspect. In order to achieve overall student competence, learning Indonesian in elementary schools must be innovative and creative. Effective abilities related to the formation of student character (Rustantiningsih 2012).

Based on interviews conducted by researchers from 04 to 05 October 2021 with several grade IV teachers at SD Negeri Boarding School, explained that learning Indonesian in elementary schools using only books or teaching materials was still 50% insufficient to achieve student competence as expected. Besides that, teaching materials that do not touch cognitive aspects, especially in understanding reading content, in this case, are included in the category of character education.

Research by Hendratno (2016), regarding the development of teaching materials for narrative texts of folklore based on judicial characters regarding supervision and understanding in elementary schools. This researcher describes the needs of teaching materials for narrative texts of folklore based on judicial characters in elementary schools, identifying the characteristics of teaching materials for narrative texts of folklore based on judicial characters in elementary schools. This research uses the Borg and Gall model. Nuraeni (2016) learning teaching materials using language subjects can improve student learning, students become more enthusiastic and enthusiastic.

As an effort to overcome these problems, learning Indonesian needs to be packed with material that is challenging, interesting and meaningful for both teachers and students. Yandharti (2016) revealed that learning Indonesian is packaged with varied and interesting models that generate motivation to teach and learn for both students and teachers. Indonesian language subject matter that is integrated with character education can be used as useful learning material to participate in instilling student character formation through learning Indonesian.

Based on the above studies, the researchers developed character-based teaching materials. With the development of teaching materials, it is hoped that learning to read intensive Indonesian texts can improve student learning outcomes in grade IV of elementary school. Development of teaching materials that are developed according to the needs of students by using the use of bright colors so that they can attract students' attention in reading.

RESEARCH METHODS

The research used in this research is development research which adapts the research and development model (Research & Development) based on the Borg & Gall rare. The research and development of character-based Indonesian text intensive reading teaching materials uses the Borg & Gall development model. The research stage procedures namely Define, Design, Development, and Disseminate are described as follows:
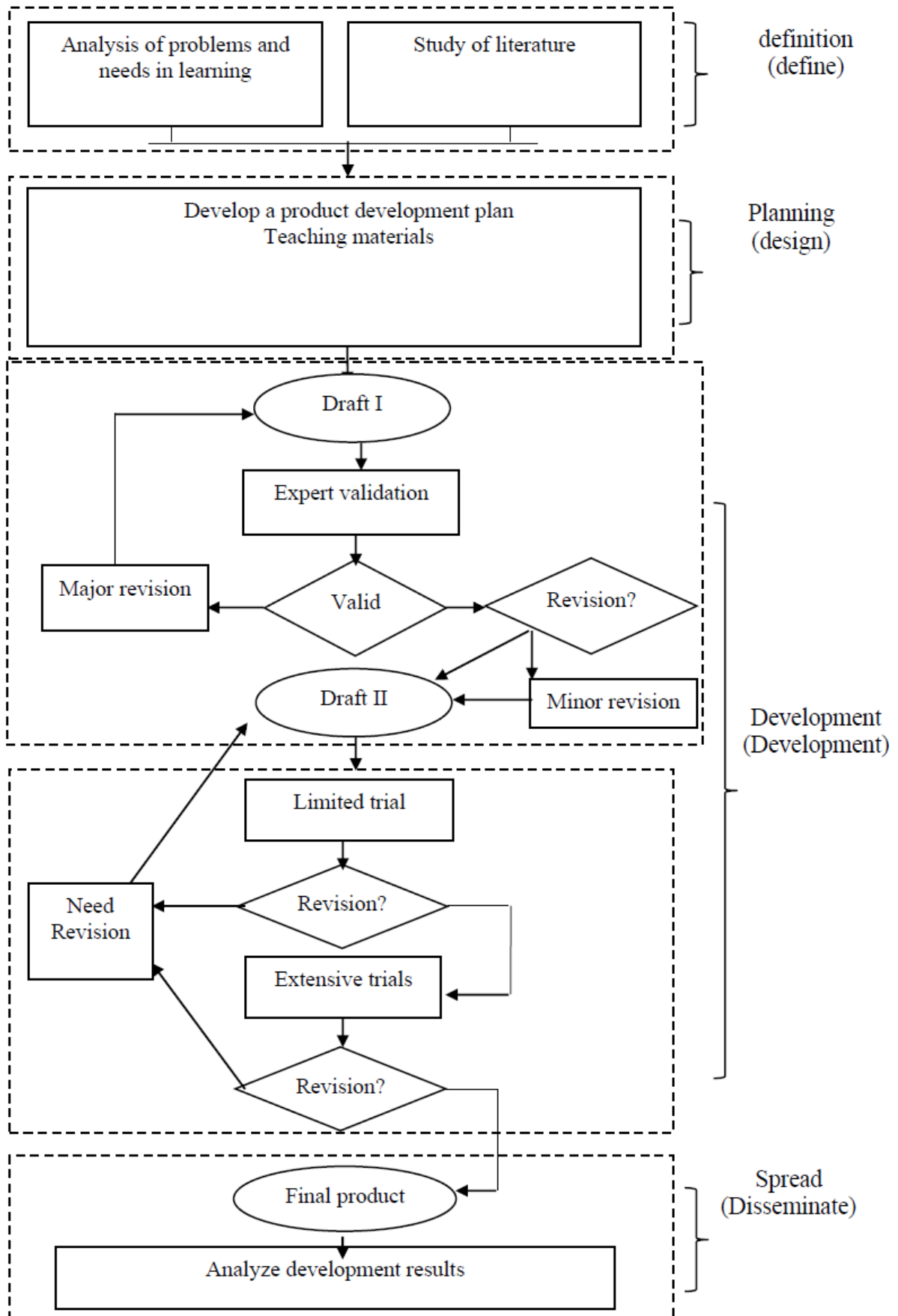
Chart I 4D Procedure

This development research with students and teachers. The test instrument uses several validity instruments for teaching material experts, assessment language experts, feasibility and effectiveness of completeness as follows:

**Table 1 Qualification Assessment Categories**

Achievement Rate (%)	Qualification
84 < x ≤ 100	Very Valid
68 < x ≤ 84	Valid
52 < x ≤ 68	Invalid
36 < x ≤ 52	Invalid
20 < x ≤ 36	Totally Invalid

The research subjects were conducted in class IV A students as an experimental class who were given treatment using character-based intensive reading teaching materials on Indonesian texts with a total of 26 male students 11 students, 15 female students, while class IV B with a total of 25 male students 10 male students, 13 female students as a control class who were not treated using only books from the Ministry of Education and Culture at SD NEGERI Islamic Boarding School.

RESULTS AND DISCUSSION

Intensive text reading teaching materials were developed as needed based on the results of observations and interviews that had been conducted at Islamic boarding schools. Based on the results obtained, teaching materials have not been provided in accordance with the environmental conditions of students. The contents of the teaching materials consist of character material, pictures, and questions, along with examples of the characteristics of intensive text reading teaching materials.
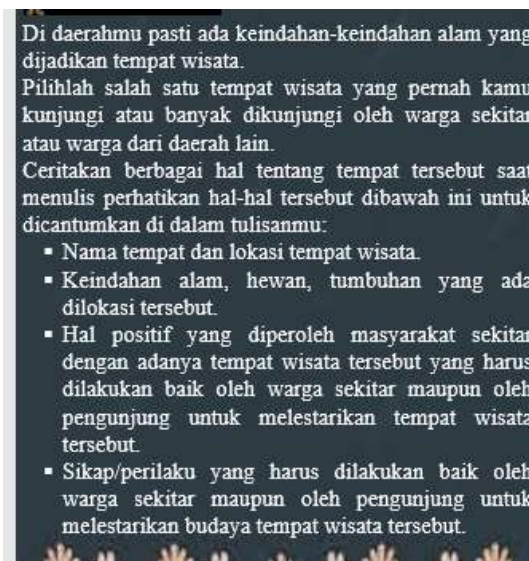
Picture 1 product characteristic

Intensive text reading teaching materials present story texts that present various stories according to KD and themes, namely theme 2 about the benefits of energy accompanied by characters that students can do in their daily activities. In addition, the text displayed is easily understood by students according to student understanding. The text of the story presented is also equipped with pictures according to the story presented. The text presented with pictures aims to provide and enrich regional insight based on character and knowledge for readers to foster love for the region through story text presented in the material. Intentional reading teaching materials are equipped with assignments at the end of each story. Objectives are complemented by assignments as a form of cognitive improvement efforts on student learning outcomes. Developing tasks by integrating student character education is something new. Assignments are one way to improve student learning outcomes. Student achievement will increase if assisted with assignments, there are no impossible tasks for students to understand the material being explained.

Instructional materials for reading intensive texts are considered valid by teaching material and language validators. The following are the results of expert validation of teaching materials and language.

Table 2 Results of Teaching Material Validation

Total Score	Max Score	Percentage
114	120	95%

Table 3 Language Validation Results

Total Score	Max Score	Percentage
38	40	95%

Based on table 1, the results of the teaching material expert validator got a score of 114 out of a maximum score of 120 with a percentage of 95%. The results of the linguist got a score of 38 out of a maximum score of 40 with a percentage of 95%.
Intensive reading teaching material products before they are ready for use in Islamic boarding schools. Teaching materials were tested on a small scale on students and teachers. The purpose of small-scale testing is to minimize the deficiencies of the product being developed. Following are the feasibility results of small and large scale tests.

Table 4 Feasibility Results of Teaching Materials

Total Score		Average	Percentage	Criteria
Student	Small-scale Test	3,4	86%	Very Worth it
	Large-scale Test	3,5	92%	Very Worth it
Teacher	Small-scale Test	3,6	92%	Very Worth it
	Large-scale Test	3,8	95%	Very Worth it

Based on table 4 the results of the feasibility test for small-scale students with an average of 3.4 with a percentage of 86%, the results of large-scale tests for students with an average of 3.4 with a percentage of 92%, small-scale tests for teachers with an average of 3.6 with a percentage of 92%, while the teacher's large-scale test results with an average of 3.8 with a percentage of 95%. From the results obtained, teaching materials for reading intensive texts were considered appropriate for use in class IV SD.
The learning outcomes of class IV SD Pesantren between the experimental class and the control class were given treatment and the control class was not given treatment. The decision making criterion is that if the value is sig.(2-tailed) > 0.05 then Ho is accepted. If the value of sig.(2-tailed) < 0.05 then Ho is rejected, and ha is accepted. Following are the results of the effectiveness of learning outcomes.

Table 5 Effectiveness Results

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Differences	std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning outcomes	Equal variances assumed	3,847	056	2,301	49	.026	9,588	4.167	1,214	17,962
	Equal variances not assumed			2,280	39,305	.028	9,588	4,206	1,083	18,092

Based on the table above, the results of the hypothesis test are sig. (2-tailed) 0.26 <0.05, which means that Ho is rejected, meaning that there is a difference in the increase in learning outcomes between the experimental and control classes. The results showed that the primary class that used intensive reading of Indonesian language texts was more effective and had differences from the control class that used kurtilas books.

The results of this study can be understood that learning using teaching materials to read intensive texts is more effective than learning teaching materials in schools. The research that has been carried out by researchers found strengths and weaknesses in learning, the advantages of this research are students are more enthusiastic and the delivery of material is more effective as a whole while the weaknesses of learning using textbooks are found to be several causes of limitations in providing less optimal material, and student participants have not adapted and students tend to be less active because there is no new innovation. In line with Wahyudi's research (2014), the research results show that learning using teaching materials is one of the motivations for students, so that student achievement can increase.

The research that has been carried out runs smoothly, with the hope that educators can manage learning using teaching materials even better. In addition, educators can understand teaching materials with more character values that aim to be accepted by students and add a broad view of interesting learning innovations. The research that has been carried out only focuses on the use of teaching materials for reading intensive language texts based on Indonesian characters, the hope is that future researchers in comparing to find out the effectiveness of learning teaching materials would be nice to create and use innovative learning teaching materials to create a pleasant atmosphere for students.

CONCLUSION
The results of this study indicate that the teaching materials for intensive reading of Indonesian language texts that have been developed are feasible to apply and are effective in improving learning outcomes as well as being successful for Indonesian language students.

SUGGESTION
Based on the results of the research that has been done, the researchers invite teachers in Indonesia to develop teaching materials in more innovative forms that can be more practical, effective and efficient. In developing teaching materials that are easy to use and easily understood by students.

Declaration by Authors
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