

## Development of Character Value Based Teaching in Rafly Song Song Lyrics For Students Class VIII Madrasah Tsanawiyah Private Vocational School of Langsa City

Lucy Lestari<sup>1</sup>, Biner Ambarita<sup>2</sup>, Daulat Saragi<sup>2</sup>

<sup>1</sup>Master Student in State University of Medan (Unimed), Medan, Indonesia

<sup>2</sup>Lecturer in in State University of Medan (Unimed), Medan, Indonesia

[lucylestari148@yahoo.com](mailto:lucylestari148@yahoo.com)

### Abstract

*This study aims to produce teaching material products in the form of poetry writing modules based on character values in the lyrics of the song Rafly Kande and describe their eligibility. The development module makes it easier for students to learn about writing poetry. This research uses research and development methods or Research and Development (R & D). The product that was developed based on preliminary research is the character development writing module based on character values in the lyrics of the song Rafly Kande for grade VIII students which contains poetry understanding materials, poetry builder's elements, character values, character values in the Rafly Kande song. The test subjects in this research development are subject matter experts, namely material experts, design experts and teachers. As well as the subject of students of class VIII Madrasah Tsanawiyah Private Geudubang Aceh Langsa as prospective module users. The determination of the subject was carried out by random sampling, consisting of 3 students for individual tests, 9 students for small group tests and 32 students for limited field tests. Data collection techniques are done by anget. This questionnaire is used to assess modules developed from the aspects of module completeness, material content and physical appearance of the module. The results showed that in the individual test the writing module of poetry based on character values in the lyrics of the song Rafly Kande was included in the feasible category after the revision, the result of the development module was included in the small group test and the result of the development module was in the very feasible category in the limited field test. Thus, the development module for writing character-based poems in the lyrics of the song Rafly Kande for students of class VIII results of this development is appropriate for students to use.*

### Keywords

character value; song;  
Langa City



## I. Introduction

Literary works are creations or creations of authors / writers. Creation is an imaginative human being set forth in literary works. This is consistent with the expression of Wallek and Austin Warren (1989: 3) that literary works are imaginative works. Literary work is closely related to all matters relating to humans and their lives. Reading literary works is indeed not easy to understand even though we have read it over and over again, not necessarily we can guess what the author's intentions and objectives are to create a literary work. When viewed from the side of literary research, literature can be said to be closely related to education, namely education that tries to develop literary appreciation competencies, literary criticism, and literary creative processes. This competency will hone students' ability to enjoy

and appreciate literary works, and will directly bring students to observe the socio-cultural reality told in literary works. Yasa (2012: 3) revealed that as a place for literary works has the function of conveying the ideas or ideas of a poet, prose and drama writer. The writer's ideas can be in the form of social, political, cultural, economic and security criticism related to the problems that exist around the place of residence.

One of the literary works is Poetry. Poetry is a form of literary work that uses the thoughts and feelings of poets imaginatively and is composed by concentrating all the power of language on its physical structure and inner structure.

Observations were made by the writer at MTs Geudubang Aceh in VIII grade students for 2 meetings. At the first meeting the researcher became acquainted with teachers at MTs Geudubang Aceh, this school was led by Mr. Husaini S.Pd.I and had 32 teachers, specifically Indonesian teachers, 9. Based on the results of interviews, that school planning in the management of character education in MTs Geudubang Aceh has been running very effectively. This is indicated by some information disclosed by resource persons stating that character education at MTs Geudubang Aceh has been integrated in learning, school management, and student coaching activities. The second meeting the authors made observations on the research subjects, learning activities took place in class VIII at the first hour of Indonesian language lessons. The activities carried out as follows. In the initial activity, the teacher greets. Invite students to pray before learning activities.

Hold student attendance. Tidy up the seat to motivate students to be comfortable learning. Then the teacher conveys the learning objectives to be achieved, and holds questions and answers on matters relating to competency standards presenting ideas, feelings, and opinions in the form of written or oral poetry texts by paying attention to the elements of poetry development. Then in the core activity, students listen to the teacher's explanation of the meaning of writing poetry. Students observe the examples of poetry that are presented, students ask questions that are not yet known from the examples of poetry, students gather information about the elements that build poetry, students discuss about (themes, tones, tastes, and mandates of poetry), teachers guiding students who have difficulty, then students in groups present various information about the elements of the poetry builder and display poetry that he has done in groups. During the learning process, the teacher observes the behavior of students inside and outside the classroom.

The results of observations of students in class VIII as research subjects can be explained as follows. The lesson plan (RPP) made by the teacher has not been able to make students active in the learning process, because only certain students are involved. In the learning process there is a question and answer process between the teacher and students, but only some of the students look active, while other students talk to themselves, disturb their friends or are busy with others, some draw and some even play mobile while taking selfies. . Then students have difficulty determining the theme so students repeatedly ask the teacher. When teachers distribute groups in the learning process, in groups only some students do it, others play, and there are even students who sing by themselves in small voices while holding their hands on the table.

Reading poetry is one way to "escape" yourself, your heart and soul to a new world. Often poetry takes us to a new place that we haven't been through. A new mood with new feelings according to our imagination. Reading poetry gives us additional vocabulary and new knowledge. But there are still many students who are less interested in poetry. Poetry often expresses problems or cultural problems, social problems, moral problems, educational

problems, political problems, character problems and even religious issues that develop in an area.

Lyrics or poems can be considered poetry and vice versa. Song lyrics are expressions of things that have been seen, heard and experienced. In expressing his experience the poet or songwriter makes play on words and language to create attraction to the lyrics of the song. This language game can be in the form of vocal games, language styles and deviations of word meanings and is reinforced by the use of melodies and musical notations that are tailored to the lyrics of the song so that listeners get carried away with what the author thinks. For example the song created by Rafly Kande that is able to describe the character of people's lives. Something that is valuable means that something is valuable or useful for human life. In everyday life human beings in interaction are guided by values and limited by norms in social life. Value as something useful and good aspired to be considered important by the community. The development of national character and identity is a noble ideal that must be realized through the implementation of targeted and sustainable education. The enhancement of character, character, moral and character values as stipulated in the Law of the Republic of Indonesia Number 20 Year 2003 concerning the National Education System must be the main step in designing and evaluating the national education system. Many researchers have proven that character can influence a person's success.

Among the results of research at Harvard University in the United States which states that it turns out that one's success is not determined entirely by knowledge and technical ability (hardskill), but by the ability to manage themselves and others (soft skills). The researcher revealed that success was only determined about 20% by HardSkill and the remaining 80% by SoftSkill. The most successful people in the world can succeed because they are supported more by soft skills than HardSkill. This shows that character education is very important to apply. Indonesian language lessons have the opportunity to use teaching materials as learning media.

One of them uses song lyrics. Songs related to the character values of education in life will provide positive examples for students. Submission of the song can melalyi learning activities to write poetry. The song poetry that was taken came from the song poetry created by Rafly Kande. Rafly kande songs are also original Acehnese music that depicts the lives of Acehnese people.

## II. Research Method

**Development Method** The development method used in this research is Research and Development Research (Borg & Gall, 2003), better known by the abbreviation RDR. Of the ten steps of the development model of Borg and Gall, researchers carried out development to the stage including (1) research and gathering initial information; (2) planning; (3) product format development; (4) small-scale trials; (5) the final revision and improvement of the product. Product validation can be done by presenting several experts or experienced experts to evaluate the new designed product. Each expert is asked to assess the design, so that the weaknesses and strengths can be further identified. Design validation can be done in a discussion forum. Before the discussion the researcher presented the research process until the design was discovered, the following advantages.

In the RDR model there are three activities, namely preliminary research, development of teaching materials, and implementation of effectiveness test activities. Product effectiveness testing activities are important in development research because the purpose of

development research is to test the effectiveness of products that have succeeded developed in the real learning process in the field. The use of the RDR model is in accordance with the objectives of this study, namely developing teaching materials while testing the effectiveness of development products.

This development research begins with a preliminary study which is the first research (R) section in RDR. A preliminary study was conducted to obtain preliminary information about the needs, field conditions, and feasibility of developing student activity sheets. The results of the preliminary study are used to design and develop the product. The product development design at this stage is part of the development (D) in the RDR. At the design stage, the development of the product is designed and developed teaching materials in the form of modules for literary learning that have the values of character education by using the poems of the Rafly Kande songs for Geudubang Aceh Private MTs semester 1. At this development stage a product development test was conducted which included practitioner testing, expert testing, and product trials in individuals, small groups and limited field trials. The results of the revised product development are based on the results of the practitioners' tests, expert tests, and product trials in individuals, small groups and limited field tests based on their effectiveness through effectiveness tests. Test the effectiveness of the product is done by looking at differences in the score of literary learning achievement before being given a treatment (pretest) and the score of literary learning achievement after being given a treatment (posttest). The effectiveness test is the second part of the research (R) in RDR. The final result of this development is a module based on character education values contained in the poems of the songs created by Rafly Kande for private MTs Geudubang Aceh semester 1 which has been declared feasible and ready to be implemented in the learning process in class VIII on the basic competencies of literary learning.

## **2.1 Product Development**

After the structure design and module usage guidelines have been established, the next step is the creation of the initial product. The making of the initial product is based on the structural design produced at the preliminary study stage. After the initial product modules and guidelines for their use are made, the next step is to conduct a series of tests as a product development process. The product development process is carried out in four stages, namely (1) peer testing), (2) expert / expert test relevant to the field of study, (3) small scale test (3 students), (4) small group test ( 9 students) and (5) large-scale field trials (32 students / 1 class) in the schools studied.

## **2.2 Peer Test**

Peer testing is carried out to obtain as much input as possible from colleagues, namely teachers at Geudubang Aceh Private MTs, especially Indonesian Language teachers. They are people who are often invited to discuss to give assessment, criticism, suggestions, and useful input for the improvement (revision) of student activity sheets that are developed until they are ready to be tested at a later stage.

## **2.3 Implementation Expert Test**

Expert test / expert is intended to obtain input from experts / experts who have competence in the relevant field of study. In this case the expert / expert test is conducted on learning material experts and learning technology experts. Expert / expert test results in the form of comments, criticisms, suggestions, corrections, and assessments of product

development. Expert / expert testing was carried out using interview, discussion, and product evaluation questionnaires. Practitioner and expert test results are used to revise the product design until a decent product design is obtained.

#### **2.4 Individual Trial**

Individual trials conducted at Mts Geudubang Aceh on three students of class VIII. Implementation of the test carried out in the early weeks of September. The purpose of this individual trial is to identify product deficiencies and student responses to the product being developed.

#### **2.5 Field Trial in Small Groups**

Field trials in small groups nine students had two meetings. The test was carried out in the second week of September in the even semester semester MTs Private Geudubang Aceh. Field trials in small groups are carried out by testing the products of teaching activities of students to teachers and students as potential product users. The results of field trials in small groups are used to revise products. Field trials in small groups and product revisions were carried out in collaboration with researchers and teachers. This trial is carried out until it gets a better product than the previous product and is ready to be tested in the next test.

#### **2.6 Field Trials in Large Groups**

Field trials in large groups (32 students). The implementation was carried out in the third week of September 2019 at Geudubang Aceh Private MTs to revise the product. This trial was conducted by testing the product development of teachers and students as potential product users. The results of this trial are used to revise the product. In addition, this trial was conducted in collaboration between teacher and student. Field trials in large groups are carried out until a product is ready for effectiveness testing.

### **III. Discussion**

To achieve the objectives of the Geudubang Aceh MTs curriculum, a quality learning process is an important factor. Quality learning requires support from a variety of factors, including school policies, educators and education personnel, students, facilities and infrastructure, and the environment. Educators or teachers are the spearhead in achieving these goals. Therefore, the role of the teacher in the success of this educational goal is very important. In this case the teacher is required to have adequate professional competence.

The resource person stated that the lyrics of these songs are very good when used as teaching material in Mts. This is because the lyrics of these songs are rich in educational values, especially the values of character education which are related to religious values. Through the value of the character of this song's lyrics, students are taught to further enhance devotion to God, care for others, hard work, discipline, respect for parents, and always foster a sense of nationalism within.

The initial process of developing materials begins with a needs analysis. The results of the needs analysis were obtained by distributing questionnaires to Indonesian language teachers and 32 eighth grade students of Mts Geudubang Aceh Langsa. The results of the questionnaire calculation revealed that 99% of the teachers and 32 students stated that they needed teaching material on the text material writing poetry in learning so that it could run more effectively and be made a means of individual learning by students.

The second process carried out a literature survey which showed that the literature currently used in teaching materials produced by the Ministry of Education and Culture entitled the "Indonesian Language" curriculum described at this time was 2013 which was revised in 2018.

The third process of arranging and designing a module-shaped product on poetry text material based on character values in the lyrics of the Rafly Kande song consisting of 3 learning activities. The product was validated by two material experts and two design experts. The results of the validation by the material experts are as follows. that there is an increase in the score of the results of the assessment of the feasibility of presentation and graphics from the assessment of stage 1 to assessment of stage 2. The average score of the assessment of stage 1, which is 3.65 or 70% with the category "Eligible". While the average score of the stage 2 assessment, which is 4.974 or 94.5% with the category "Very Eligible". And there is an increase in every aspect of content eligibility, language eligibility and the feasibility of applying character values to the mosul assessed. In stage 1 an average score of 3.2 was obtained for 67% with the category "Eligible", stage 2 obtained an average score of 3.8 or 72% with the category "Eligible", and stage 3 obtained an average score of 4.4 or 93% with the category "Very Eligible".

The fourth process is through a product trial of 32 Indonesian students and teachers. Acquisition of teacher responses included in the criteria "Eligible" with a total percentage of 75%. small scale trial response data (3 students) obtained an average of 68.8%, small group scale test response data (9 students) obtained an average of 78.8% and limited field scale test response data (32 students) obtained an average - an average of 90.2% with the criteria "very decent". The effectiveness of teaching materials

Teaching material in the form of writing poetry modules is based on character values in the lyrics . The Rafly Kande song developed shows it is more effective in learning. It is addressed from student learning outcomes after using the module (posttest) with an average of 88.3125 with the criteria of "very good" and the score of the learning outcomes before (pretest) using modules with an average of 72 , 73 with the criteria of "good". Comparison of the average value from pretest to posttest obtained by 15.58. Based on the acquisition of these data it can be concluded that the module writing poetry based on character values in the lyrics of the Song Rafly Kande is effectively used in learning to write poetry, because it can improve student learning outcomes.

#### **IV. Conclusion**

Based on the results of research and discussion presented in the previous chapter, it can be concluded that learning to write poetry based on character values in the lyrics of the song Rafly Kande can improve the poetry writing skills of students of class VIII Madrasah Tsanawiyah Geudubang Aceh Langsa. Improved students' poetry writing skills can be seen in the quality of the processes and products as follows.

Improving students' writing skills looks at the quality of the learning process which is shown with enthusiasm in following the learning process is good. Students during pre-action are less active and less enthusiastic in following the learning process, students lack interest, students have difficulty finding ideas or inspiration, students have difficulty getting imagination, students have difficulty finding the first word in their poetry, students have difficulty developing ideas into poetry. With the application of the character-based poetry writing module in the lyrics of the song Rafly Kande, students look more enthusiastic and

motivated to participate in learning and more conducive classes In addition, the Rafly Kande song can inspire and give students ideas to write poetry.

The increase in learning outcomes in this study is an increase in the average value of poetry writing for eighth grade students at Madrasah Tsanawiyah Geudubang Aceh. The aspects assessed include aspects a. Diction, b. Imaging aspects, c. Aspects of language style, d. Suitability of the theme with the content, e. The content aspect is the meaning and the message

This can be seen from the achievement of the average value. From the results of the initial 72.73 initial test average, then increased to 88.3125. The average value increased by 15, 78. The application of the poem writing module based on character values in the lyrics of the Rafly Kande song can help students to discover new ideas in writing poetry. The application of this module can increase student interest in learning and learning outcomes are expected to be more meaningful for students so that they can apply what they have learned in their daily lives.

Thus, it can be concluded that the character values contained in the lyrics of the Rafly Kande song can be used as teaching material, and learning to write poetry using the module writing based on character values in the Rafly Kande song lyrics can enhance poetry writing learning.

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