Development of Interactive Teaching Materials Using Character Education in Student Fabel Learning in 1st Grade in State High School One, Tinggi Raja, North Sumatera, Indonesia

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Abstract *: Character education associated with learning fable story texts is very influential on the development of the character of students who are known to be very bad and deviant. Obviously, only for students of State of junior high school One, Tinggi Raja, there are still many students who are not disciplined in terms of attendance, are less responsible for completing homework assignments, and are also often dishonest to teachers or parents. This aims of research is to improve the ability to think and understand by linking messages to fable stories with self-character so that students are expected to be able to master some character education that must be fulfilled to be subsequently applied in everyday life. This research is a type of research and development. This research method is used to produce certain products and test the effectiveness of these products.*
Keywords *: learning fable; character education; research and development*

I. Introduction

Teaching materials are an important part of the learning process. Teaching materials are the composition of materials derived from learning sources and arranged systematically. Teaching materials are prepared based on the goals or objectives of the learning to be achieved. Writing teaching materials is always based on the needs of students, including the need for knowledge, skills, guidance, training, and feedback.

The presence of teaching materials in addition to helping students in learning is also very helpful for teachers. With the teaching materials teachers are free to develop subject matter. Teaching materials must contain material that is adequate, varied, profound, easy to read, and appropriate to the interests and needs of students. In addition, teaching materials must contain material that is arranged in a systematic and gradual manner. The material is presented with methods and tools that are able to stimulate students to be interested in reading. Finally, teaching materials must contain evaluation tools that allow students to be able to know the competencies they have achieved.

Development of teaching materials needs to present an innovation so that it is not boring for students. Developing more interactive teaching materials is expected to increase students' interest in taking lessons. Interactive teaching materials are teaching materials that combine several interactive learning media (audio, video, text, or graphics) to control a command or natural behavior of a presentation. Thus, there is a two-way relationship between teaching materials and users. So, if the learning process is carried out using teaching materials like this, students can be encouraged to be active.

Problems that arise in the teaching and learning process that so far the teachers in the school pay less attention to how students understand the subject matter. The ability of students to be low in understanding lessons causes the learning objectives that have been compiled not

to be achieved. Lack of student interest in learning is a contributing factor. Students definitely want something interesting from learning so that they can increase students' interest in learning. High student interest will produce a better understanding and if understanding is good then it will be very easy for students to apply it in daily life.

Character education associated with learning fable story texts is very influential on the development of the character of students who are known to be very bad and deviant. Obviously, only for students of State of Junior High 1, Tinggi Raja, there are still many students who are not disciplined in terms of attendance, are less responsible for completing homework assignments, and are also often dishonest to teachers or parents.

II. Literature Review

2.1 Definition of Teaching Material

Teaching materials are the composition of materials derived from learning sources and arranged systematically. According to (Prastowo, 2012 : 17), teaching materials are all materials (information, tools, or texts) that are arranged systematically, which displays a complete figure of competencies that students will master and use in the learning process with the aim of planning and reviewing learning media. For example; textbooks, modules, handouts, worksheets, models, audio teaching materials, and so on.

Teaching materials are an important part of the learning process. According to the National Center for Competency Based Training (2007), the understanding of teaching materials is all forms of material used to help teachers or instructors in carrying out the learning process. The intended material can be either written or unwritten material. The views of other experts say that teaching materials are a set of materials that are systematically arranged, both written and unwritten, so as to create an environment or atmosphere that allows students to learn.

Teaching materials according to Pannen are materials or subject matter that are systematically arranged, which are used by teachers and students in the learning process (Andi, 2011: 16), while according to (Mulyasa, 2006 : 96) suggest that teaching material is one part from teaching resources that can be interpreted something that contains a message of learning, both special and general in nature that can be used for the benefit of learning.

2.1 Interactive Teaching Materials

The Big Indonesian Dictionary is explained, the word "interactive" implies the nature of mutual action or interrelationship or active each other. Interactive teaching materials can be interpreted as teaching materials that are active with a particular design in order to be able to order back to the user (students) to carry out activities so that students engage in two-way interactions with teaching materials being studied. According to the Guidelines for Bibliographic Description of Interactive Multimedia, interactive teaching materials are a combination of two or more media (audio, text, graphics, images, and videos) that users manipulate to control the commands or natural behavior of a presentation (Prastowo, 2012 : 328 - 329).

Steps in preparing interactive teaching materials require adequate supporting knowledge and skills, especially in operating equipment, such as computers, cameras, videos, and photo

cameras. Interactive teaching materials are presented in the form of compact discs (Directorate General of Primary and Secondary Education, 2004). The structure of teaching materials in the form of an interactive CD includes six components, namely the title, learning instructions, basic competencies or subject matter, supporting information, training, and assessment (Prastowo, 2012 : 329).

2.3 Characteristics and Characteristics of Teaching Materials

Teaching materials have several characteristics, Widodo and Physical (Ika Lestari, 2013: 2) reveal that the characteristics of teaching materials are;
a. Self-instructional;
b. Self-contained;
c. Stand alone;
d. Adaptive; and
e. User friendly.

The description of the five characteristics of teaching materials is as follows;

First, self-instructional teaching materials can make students able to teach themselves with the teaching materials developed. Therefore, in teaching materials there must be clearly defined objectives and provide learning materials that are packaged into more specific units or activities.

Characteristics of Self Contained Teaching Materials, namely all subject matter from one unit of competency or sub-competence learned are contained in one teaching material as a whole.

Characteristics of Stand Alone Materials (stand-alone) is teaching materials developed do not depend on other teaching materials or do not have to be used together with other teaching materials.

Characteristics of Adaptive Materials namely teaching materials should have high adaptive power to the development of science and technology.

Characteristics of User Friendly Materials, namely each instruction and exposure to information that appears is helpful and friendly to the wearer, including the ease of the user in responding and accessing as desired.

Understanding teaching materials according to Widodo and Physical (M. Atwi Suparman, 2012: 284) states that teaching materials have the following characteristics;

Self-instructional, which means teaching materials can be taught by students because they are arranged for this purpose.

Self-explanatory **power**, namely teaching material is able to explain itself because it uses simple language, its contents are coherent, and arranged systematically.

Self-paced learning, namely students can learn teaching materials at a pace that suits them without the need to wait for other students who are slower or feel left behind from students who are faster.

Self-contained, namely the teaching material is complete by itself so that students do not need to depend on other teaching materials, unless they intend to enrich and deepen their knowledge.

Individualized learning materials, namely teaching materials designed according to the abilities and characteristics of students who are studying them.

Flexible and mobile learning materials, namely teaching materials are to students can learn anytime, anywhere, in a state of silence or movement.

Communicative and interactive learning materials, namely teaching materials are designed in accordance with effective communicative principles and involve the process of interaction with students who are learning them.

Multimedia, computer based materials, namely teaching materials that are designed based on multimedia including optimal use of computers if students have access to them.

Supported by tutorials, and study groups, namely teaching materials may still require tutorial and study group support.

2.4 Types of Teaching Materials

The types of teaching materials are divided into several grouping criteria. According to (Koesnandar, 2008), the types of teaching materials based on the subject consist of two types, among others: (a) teaching materials that are deliberately designed for learning, such as books, handouts, worksheets and modules; (b) teaching materials that are not designed but can be used for learning, such as clippings, newspapers, films, advertisements or news. Koesnandar also stated that if viewed from its function, the instructional materials designed consisted of three groups, namely presentation materials, reference materials, and self-study materials.

2.5 Understanding Fable Story Text

According to the Complete Indonesian Dictionary (2007) stories are utterances that unfold how the occurrence of an event, event. According to the large Indonesian dictionary, fables derived from English fable are stories that describe the character and mind of a human being played by animals.

Fables are tales that are named after pets and wild animals, such as mammals, birds, reptiles, fish, and insects. The animals in this type of story can speak and reason like humans (Danandjaja, 2002: 86). Thus the fairy tale symbolizes animals in each story, where the animals have the character of humans, speaking and understanding. It's as if the animal lives and has a culture of society.

Although fables or animal fables are literary works, there are a number of differences, namely: the nature of humorous stories and mostly aimed at children so that the storyline starts from the beginning, the climax to the end of the story contains good moral messages and always ends peacefully, fine without violence. Fable tales do not contain magical, imaginary and wishful thinking elements (such as in myths and legends). But, prioritizing factualism so that moral messages can be understood by children.

III. Research Methodology

This research was carried out in the State High School 1, Tinggi Raja, Asahan Regency. This school was chosen with the consideration that there had never been any research on the same problem with the problem in the research that was appointed by the current author. The strategic location of the school and already using the 2013 curriculum starting in class VII is also one of the reasons the authors chose this location to facilitate the conduct of research. This research was conducted in the even semester of the 2017/2018 learning year.

This research is a type of research and development. This research method is used to produce certain products and test the effectiveness of these products. Sugiono (2011: 297) states that in order to be able to produce certain products, research is used to test the effectiveness of these products in order to function in the wider community, so research is needed to test the product, the media being developed. The development was developed by Reiser and Molenda (Prawiradilaga, 2008: 21), one of its functions is learning Design Analysis Develop Implementation Evaluation (ADDDIE) to build effective training devices and infrastructure in the performance itself. The detailed definition is intended to collect data or information for interactive teaching materials. Teaching materials made were consulted by the supervisor, material expert lecturer, media expert lecturer and teacher as colleagues to see the validity of the data to be applied so that it can be used as a media for learning the Indonesian language, especially regarding complex explanatory texts.

IV. Discussion

The search results from the questionnaire distributed were found that 100% of the teachers stated that they needed good media so that the teaching and learning process could run more effectively and 96.96% of students stated that they needed interactive teaching materials in order to become individual and classical learning tools. From the results of the needs analysis carried out, it is found that there is a need for a media to overcome the difficulties of students in learning Indonesian. The description of the data analysis needs is shown in the following table:

Table 1. Data Needs Analysis

No.	Type of Information	Answer	Frequency			Percentage
			Teacher	Students	Total	
1	Have known or not known interactive teaching materials	YES	1	3	4	12,12%
		NO	2	27	29	87,87%
2	Use or not use interactive teaching materials	YES	0	0	0	0,00%
		NO	3	30	33	100,00%
3	Requires or does not require interactive teaching materials	YES	3	29	32	96,96%
		NO	0	1	1	3,03%

Based on the results of the needs analysis, it can be concluded that the development of interactive teaching materials is indeed needed by teachers and students in the learning process. The results of oral interviews with Indonesian language study teachers stated that they desperately needed interactive teaching materials to support the learning process because they admitted that it was very difficult to get effective teaching materials to deliver fable story text material.

According to experts, the majority of the contents of interactive teaching materials are included in the criteria of "Very Good". There are two indicators that are considered "Good", namely the suitability of basic competencies and competency standards, and the clarity of the basic competency formulas and competency standards that can be seen in the table below;

Table 2. Assessment Scores of The Properness of the Content of Interactive Teaching Materials for Grade VII students of State of Junior High School, Tinggi Raja by Learning Materials Experts (Scale 1-4)

No	Assessment Indicator	Respondent		Total Score	Average	Criteria
		1	2			
1.	Compatibility of basic competencies and competency standards	3	3	6	75,00%	Well
2.	Clarity of formulation of basic competencies and competency standards	3	3	6	75,00%	Well
3.	The accuracy of choosing the material included in the teaching material	4	4	8	100,00%	Very well
4.	Truth content / concept	4	4	8	100,00%	Very well

5.	Material depth	4	4	8	100,00%	Very well
6.	Adequacy of material for achievement of competencies	4	3	7	87,50%	Very well
7.	Material clarity	4	4	8	100,00%	Very well
8.	Material actualization	4	4	8	100,00%	Very well
9.	Suitability of the question formulation with competence	4	3	7	87,50%	Very well
10.	Clarity of evaluation formulation	4	4	8	100,00%	Very well
11.	The level of difficulty of evaluation	4	4	8	100,00%	Very well
12.	Appropriate evaluation with material	4	4	8	100,00%	Very well
	Average			**7,5**	**93,75%**	**Very well**

The results of the material validation in the form of an assessment score on the components of interactive teaching materials fable text story material on the feasibility of presentation can be seen in table 4.3. the assessment of the material from the feasibility aspect of the presentation which includes systematic logic of presentation is considered "very good", while the feasibility of presenting the material and providing feedback on students in learning activities is considered "Very Good". Overall, the feasibility aspect of the presentation was assessed as "Very Good" with the percentage of 90.83% can be seen from the table below;

Table 3. Scores of Assessment of Interactive Teaching Materials by Material Experts on the Properness of Learning Presentations (Scale 1-4)

No	Assessment Indicator	Respondent		Total Score	Average	Criteria
		1	2			
1.	Systematic logic of presentation	4	4	8	100%	Very well
2.	The accuracy of the animation to explain the material	3	3	6	75%	Well
4.	The accuracy of the selection of images to be associated with the material	4	4	8	100%	Very well
5.	Clarity of examples	4	3	7	88%	Very well
6.	Evaluation	3	3	6	75%	Well
7.	Conformity evaluation with material	4	3	7	88%	Very well
8.	Clarity of learning instructions	4	4	8	100%	Very well

9.	The accuracy of language selection in describing the material	4	3	7	88%	Very well
10.	The ease of choosing a learning menu	4	3	7	88%	Very well
11.	Ease of instructions for working on evaluations	4	4	8	100%	Very well
12.	Involvement of students	4	3	7	88%	Very well
Average				**7,25**	**90,83**	**Very well**

Table 4. Percentage of Evaluation of Interactive Teaching Materials by Material Experts on the Feasibility of the Content of Learning Materials

No	Categories	Score Range	Frequency	Percentage
1	Very well	81% ≤ X ≤ 100%	2	93,75%
2	Well	61% ≤ X ≤ 80%	0	0,00 %
3	Medium	41% ≤ X ≤ 60%	0	0,00 %
4	Poorly good	21% ≤ X ≤ 40%	0	0,00 %
5	Poor	0% ≤ X ≤ 20%	0	0,00 %
Total			**2**	**93,75%**

Table 4. shows the results of the assessment of 2 material experts on the feasibility of the content of fable story material. Overall shows that the feasibility of the contents of the learning material is stated "Very well."

Table 5. Percentage of Evaluation of Interactive Teaching Materials by Material Experts on the Properness of Learning Presentations

No	Categories	Score range	Frequency	Percentage
1	Very well	81% ≤ X ≤ 100%	2	90,83%
2	Well	61% ≤ X ≤ 80%	0	0,00 %

3	Medium	41% ≤ X ≤ 60%	0	0,00 %
4	Poorly good	21% ≤ X ≤ 40%	0	0,00 %
5	Poor	0% ≤ X ≤ 20%	0	0,00 %
Total			**2**	**90,83%**

Table 5 shows the assessment of 2 material experts on the aspects of the feasibility of learning presentation in the fable story material stated "Very well" at 90.83%.

According to the learning design expert, the results of the validation of the components of the feasibility of interactive teaching materials from the aspect of the feasibility of the content of learning programming were mostly in the criteria of "Very Good" with a percentage of 93.75%.

Table 6. The Assessment Scores of Proper of the Content of Interactive Teaching Materials Programming for 1st Grade Level students of Tinggi Raja by Learning Design Experts (Scale 1-4)

No	Assessment Indicator	Respondent		Score	Average	Criteria
		1	2			
1.	Execution command	4	4	8	100,00%	Very well
2.	Consistency with the program flow	4	3	7	87,50%	Very well
3.	Program sustainability	4	4	8	100,00%	Very well
4.	System efficiency	4	4	8	100,00%	Very well
5.	Display accuracy	4	4	8	100,00%	Very well
6.	Disk management	3	3	6	75,00%	Very well
7.	Consistency between parts of the lesson	4	3	7	87,50%	Very well
8.	Easy modification	4	4	8	100,00%	Very well
Average				**60**	**93,75%**	**Very well**

The results of the validation of learning design experts in the form of an assessment score on the components of interactive teaching materials fable story material on the majority

of the feasibility of the evaluation criteria "Very well" with the percentage of 89.28% can be seen in the table below.

Table 7. The Assessment Score of Properness of Content of Integrity of Interactive Teaching Materials for 1st Grade students of State of Junior Highschool, Tinggi Raja By Learning Design Experts (Scale 1-4)

No	Assessment Indicator	Respondent		Total Score	Average	Criteria
		1	2			
1.	The beauty of the screen	4	3	7	87,50%	Very well
2.	Textual	4	3	7	87,50%	Very well
3.	Picture quality	4	3	7	87,50%	Very well
4.	Color composition	4	3	7	87,50%	Very well
5.	Navigation	4	4	8	100,00%	Very well
6.	Use of animation	3	4	7	87,50%	Very well
7.	Interaction	4	3	7	87,50%	Very well
Average				**50**	**89,28%**	**Very well**

Assessment carried out by two learning design experts includes aspects of the feasibility of programming content and the feasibility of graphics on interactive teaching materials for fable stories.

Table 8. Percentage of Assessment of Interactive Teaching Materials by Design Experts on the Properness of Learning Programming Content

No	Categories	Score Range	Frequency	Percentage
1	Very well	$81\% \leq X \leq 100\%$	2	93,75%
2	Well	$61\% \leq X \leq 80\%$	0	0,00 %
3	Medium	$41\% \leq X \leq 60\%$	0	0,00 %
4	Poorly Well	$21\% \leq X \leq 40\%$	0	0,00 %

5	Very Poor	0% ≤ X ≤ 20%	0	0,00 %
Average			**2**	**93,75%**

Tabel 9. Percentage of Evaluation of Interactive Teaching Materials by Media Experts on the Properness of Projection and Integrity

No	Categories	Score Range	Frequency	Percentage
1	Very well	81% ≤ X ≤ 100%	2	89,28%
2	well	61% ≤ X ≤ 80%	0	0,00 %
3	Medium	41% ≤ X ≤ 60%	0	0,00 %
4	Poorly good	21% ≤ X ≤ 40%	0	0,00 %
5	Poor	0% ≤ X ≤ 20%	0	0,00 %
Average			**2**	**89,28%**

Table 9 it shows the assessment of 2 design experts on the feasibility aspects of the learning motivation in the fable story material stated "Very well" at 89.28%.

V. Conclusion

Interactive teaching material is a learning media that has many advantages. One of the advantages of interactive teaching materials is that it can increase student learning motivation. Student learning motivation that increases well can improve learning outcomes as well. This can be seen from student learning outcomes when using newspaper and textbook media compared to when using interactive teaching materials that have very different average values.

The average value of student learning outcomes in writing news texts using text and news is 67.33 and the average value of student learning outcomes using interactive teaching materials is 82.66. The student learning outcomes can be seen that the students of State of Junior High school 1, Tinggi Raja are more motivated and interested in using multimedia in learning fable stories. Learning about fable story material has never been much discussed about television, radio and newspaper media.

By using interactive teaching materials, fable story material can be presented more interesting than just using media such as text, images, Microsoft, and power point. In fable story

material on multimedia, not only videos can be displayed, but learning about fable story material and learning evaluation accompanied by audio can be presented simultaneously. So students can learn casually in a classical or independent manner.

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