



A Review of Research Paper: Developing Character Education-Based English Teaching Materials for Elementary School

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DOI: <https://doi.org/10.56855/ijcse.v3i2.1000>

Received January 15, 2024; Accepted April 22, 2024; Available online July 5, 2024

Abstract: Character education should be prioritized in education not only for students of higher education but for all, including elementary school students. One of the ways is integrating it in subject materials, including English teaching materials. The current study contends that literature can be used as a medium to build students' characteristics by undertaking a comprehensive review of relevant sources. This study used library research where the data sources are credible authorized national periodicals. This study shows that there are some points should be considered in developing English teaching materials, such as: a) teachers need to consider the students' needs; b) teachers need to make it integrated with character education as demand and needs; c) teachers need to involve planning, developing, evaluating, and revising the product made in the form of teaching materials

Keywords: character education, English teaching materials, elementary school students

1. Introduction

Education is now one of the most important things in the world. Even though education has become a significant need in people's lives, education has become a facilitating process of learning, or the acquisition of knowledge, values, skills, habits, beliefs, and even the character-building of pupils. The main priority in school should be knowledge and character development or character education for kids. As we all know, great character education may teach important life guidelines for both adults and children. It emphasizes the significance of making a difference in children's learning and practising behaviours that reflect widespread moral values. Why is character education imperative? Character education can be a process of learning fundamental attitudes, convictions, and behaviours that are essential for a responsible citizen, as well as character education to help children and young people end; up being conscious of exercising the manners which are considered acceptable to society, it has everything to do with developing awareness, commitment, and competence, in addition to accepting responsibility for what they do.

Previous research has shown that character education improves students' character. It fosters the habit of recognizing right and wrong and the desire to act morally (Kamaruddin, 2012). This teaches students more than it, how to experience and internalize moral principles, and how to develop the habit of upholding these principles in everyday life (Sugirin, 2011), morally upright in various contexts and everyday life. In addition, character education helps students learn the values and habits that are necessary for academic success and career success. As a result, it benefits students' learning and careers (Davidson, Khmelkov, Baker, & Lickona, 2011). Consequently, character education helps students develop into good people who are successful in school, workplace, and society (Almerico, 2014). This research is different from the previous research since it

has novelty to identify things considered in developing English learning material based on character education. The researchers have aimed to analyze it using 3 journals entitled "Developing English Teaching Materials for Young Learners Based on Islamic Values of Integrated Language Skills for Islamic Elementary School", "Development Teaching Materials of Islamic Education in Improving Students Learning Outcomes", as well as "Developing English Learning Materials Integrated with Character Values for the Elementary School Students".

2. Literature Review

The development of teaching materials, including English teaching materials, is an activity in the Research and Development (R & D) category. Borg & Gall (1983: 775) suggest 10 steps that must be taken in product development for learning. However, Gall, Gall and Borg (2003: 573), using Cunningham's research model, simplified the development process into six steps, namely: 1. Review the relevant literature about the textbook to be written. 2. Plan the purpose of each chapter or section. 3. Develop an initial draft. 4. Test the initial draft on a limited number of subjects. 5. Revise the initial draft based on the results of the trial. 6. Retest the revised draft based on the results of the first trial on a larger number of subjects. The literature review includes the study of development theory, learning theory (for example various learning methods that are by the material developed), ideal textbooks (according to textbook assessment guidelines), and reality about textbooks on the market or that are used in schools. By looking at the existing teaching material and understanding the ideal material, the compiler of the teaching material will have an idea of what kind of teaching material must be arranged to close the existing gap so that the objectives of learning English can be achieved.

After obtaining an idea of what will be written, the compiler of the teaching material must plan the overall purpose of the teaching material and set goals for each chapter or section. In the context of writing English teaching materials for junior high school, material compilers must look at the syllabus for relevant classes and semesters. It has been stipulated that in each semester there is a competency standard with basic competencies to be achieved, complete with the type of text that must be studied in that semester. Thus, any form of teaching material must support the achievement of basic competencies that have been declared in that semester. Whether or not a basic competency is achieved will be determined by the teaching material arranged based on the objectives of each chapter/section. Based on the objectives that have been prepared, the compiler of teaching materials seeks to develop an initial draft. Noteworthy, to be more effective and easily tested for usefulness, teaching materials should reflect the steps of activities that require an understanding of certain aspects of language and the use of skills in real situations according to predetermined learning objectives. By looking at the draft material and how it is presented, material and learning experts will easily provide input (input) on improvements or determine the appropriateness/absence of teaching material that has been prepared.

The next stage after the initial draft is compiled is a limited field trial, in terms of the number of schools/classes and students. Before field trials are carried out, it will be very beneficial if the draft material can be checked first by material and learning experts. Although Gall, Gall & Borg (2003) do not recommend this step, examination of early drafts by subject matter and learning experts can reduce existing weaknesses, especially in the aspects of language and presentation. Mistakes in language aspects can hurt students and teachers. If the error is vague, for example in the use of prepositions (prepositions), the less careful teacher may not recognize or hesitate to determine whether or not the error occurred. According to Borg & Gall (1983: 775) this limited trial was sufficient to involve 6-12 students from 1-3 schools. Data collection for Evaluation purposes.

Usually done by giving questionnaires, making observations, and interviewing students and teachers. The data collected is mainly intended to find out how far the material developed facilitates learning from aspects of content, language and presentation. Furthermore, input from students and teachers based on the initial draft evaluation data collected is analyzed for improvement/revision purposes. After the revision was made, this second draft was re-piloted with a larger number of schools and students (30-100 students from 5-15 schools). This is ideal, but the development of material by class teachers for the benefit of limited circles must certainly be adapted to local conditions so that the desire to develop teaching materials is not hampered.

2.1 Basic Principles of Teaching Material Development

It has been mentioned in the previous section that the purpose of preparing English teaching materials is to facilitate teachers and students in the learning process. To achieve this goal, Tomlinson (1998) established the basic principles of second language acquisition that are relevant to material development. The teaching materials prepared should: 1. have a positive impact, 2. make students feel comfortable, 3. help students develop self-confidence, 4. be seen by students as something relevant and useful, 5. make students willing to try because they feel the benefits, 6. by the readiness or provisions that students already have, 7. contain language features that must be of concern to students, 8. provide opportunities for students to use English to achieve collective goals, 9. consider students' differences in their learning styles and affective traits, 10. consider the possibility of a period of silence (students should not be forced to speak) at the beginning of the learning period.

Maximize the range of potential of students by involving intellectual, aesthetic, and emotional intelligence that can stimulate right-brain and left-brain activities. In addition to the 11 points above, there are still other principles that can be added, such as the principle of collaboration between students, the principle of developing independence, the principle of entrepreneurship, the principle of diversity, etc. Among these principles are part of the criteria used to assess the eligibility of textbooks (BTP) by the Ministry of National Education.

2.2 Character Building

Based on this comprehension, it will be argued that character development will cover the following topics:

- a. Is a continuous process that supports the spirit of devotion and unity while moulding one's character, manner, and mental nature.
- b. Developing the current personality to match the desired personality within the context of governance and development execution.
- c. Characters that are supportive of social, national, and state life are encouraged, supporting the Pancasila values of the country.

The goal of character development is to strengthen the national character so that it can live up to the high ideals of Pancasila. By correcting bad behaviour, reinforcing good behaviour, and separating cultures that do not adhere to Pancasila's high ideals, this character development helps to develop people's fundamental capacity to be kind, thoughtful, and behave well. Families, educational institutions, civic society, political society, the government, the corporate sector, and the media are all included in the scope of character development. Children can learn things about moral development and discern what is good and bad to do in their social surroundings by researching moral ideals and character-building in folklore.

2.3 The Importance of Character Education

Character education impacts not only adults in a variety of roles and professions but also students who are expected to carry on the struggle of the country. Good character must be built over time and in a continuous process because it cannot be created instantaneously or mechanically.

Additionally, Wake County (in Marshall, 2006:11) claimed that character education will provide the students with constructive criticism that will encourage them to act morally and make them less prone to make poor decisions

2.4 Characteristics of Young Learners

According to Harmer (2007), there are eight characteristics of young learners, including the following: 1) they can respond to meaning even if they do not fully comprehend each word; 2) they learn more indirectly than directly, and they learn from a variety of learning resources around them rather than just from one learning resource; 3) their understanding is because of what they saw and heard; 5) they need the teacher's attention and approval; 6) they enjoy talking about themselves; 7) they respond well to students who use their own lives as the subject of classroom learning; and 8) they have a limited attention span.

2.5 The Need for Character Education in Elementary School

Young learners with ages 6 to 12 enter prime time for learning. They can be more easily guided, given tasks to accomplish, and taught different routines including eating, sleeping, getting up, and studying at a specific time and place (Kurniawan, 2015).

Elementary school education is the first level of formal education that will define how students' potential will be developed. Because they are still in a developmental stage, elementary school is one of the first places where the character of students is planted and formed. The success of character education in elementary school will lay the groundwork for students' personalities to grow in the next level of education and generally in social life (Fathinnaufal & Hidayati, 2020).

2.6 Learning English for Young Learners

The learning preferences of the children mentioned above will have an impact on the teaching-learning activities done in class. According to Cameron (2008), teaching and learning activities for children must be congruent. Teachers must be tailored to the child's age, sociocultural background, and environment, as well as their language proficiency level, to serve as a foundation for the learning they will encounter at the next level of education. Children must be given learning resources that are real and collaborative, such as puzzles, games, and problem-solving activities (Wilis in Cameron 2011)

2.7 Teaching English in Elementary School

Every elementary school at the basic education level has the option of choosing to teach English since it has evolved into a regional topic or another subject as has been mentioned in Chapter X Article 36 of Law No. 20 of 2003. This subject plays a significant strategic role in educating students about international relations from a young age. Through this subject, they will learn basic communication skills, including fluency in needed for cross-cultural interaction. The significance of studying English in primary school may be seen from this (Hartin, 2017:2). Students who acquire English in primary schools also have more possibilities to comprehend various cultures, are more accepting of others, and have the opportunity to learn a foreign language for the longest possible period (Hawanti, 2011: 64).

3. Research Method

The nine-step George's (2008) library research methodology, which was adapted by Ariantini et al. (2021) into a qualitative model, is used in this study. Character education was chosen as the general theme for the investigation.

The second step involved conducting a brainstorming session to focus on the idea and purpose of going over the values that can be strengthened through reading. George (2008) was chosen as the research model since the third step involved creating the research questions and carrying out the investigation. Identifying the data sources, which were articles acquired from databases and reference systems like Google Scholar, ERIC, Science Direct, and Semantic Scholar, was the sixth stage. The chosen materials were published in credible periodicals with a national reputation. "Developing English materials integrated with character education" was the search keyword used to find the articles. In the sixth step, a review was carried out to determine the paper's relevance to the study themes. The seventh part of the research involved reviewing the publications from earlier phases.

To aggregate publications that expressed similar views on the eighth phase, these summaries were analyzed. The creation of the synthesis came next, and it was used to conclude. The research report was created in the eleventh phase, and it was then revised in response to feedback

4. Results and Discussion

4.1 Result

From 3 journals being analyzed and identified, there are some points obtained by the researchers dealing with the consideration of developing English materials based on character education. The first journal the title

"Developing English Teaching Materials for Young Learners Based on Islamic Values of Integrated Language Skills for Islamic Elementary School" discussed some related points as follows:

Teachers should make English teaching materials integrated with language skills and should be based on Islamic values; teachers need to involve some steps in developing English teaching materials, such as need analysis, material development and validation, evaluation, and the final product.

Meanwhile, in the second journal entitled "Development Teaching Materials of Islamic Education in Improving Students Learning Outcomes", the researchers provided some points related to the need to develop English materials, such as:

- a. Teachers need to identify aspects contained in standard and basic competencies in selecting teaching materials;
- b. Teachers need to identify the type of the teaching materials;
- c. Teachers must select teaching materials by students' needs;
- d. Teachers must choose the source of teaching materials.

Moreover, it was identified about the principles in making development of English teaching materials of Islamic education, such as:

- a. Providing magazines and books that contained Islamic learning nuances;
- b. Supervising teachers;
- c. Holding meetings of teachers for each subject;
- d. Holding school-based religious activities;
- e. Learning through natural facts;
- f. Increasing religious practice;
- g. Asking for students to memorize short surahs of the Qur'an; and
- h. Making recommendations for teachers to join workshops and training.

The last journal is coming with the title "Developing English Learning Materials Integrated with Character Values for the Elementary School Students". Here below are the details:

- a. Teachers need to plan and develop the product made (English teaching materials based on character education); and
- b. Teachers need to evaluate and revise the product until it is appropriate for the student's needs and good to use

4.2 Discussion

The first journal title "English Teaching Materials for Young Learners Based on Islamic Values of Integrated Language Skills for Islamic Elementary School" discussed that English teaching materials based on Islamic values integrated with language skills needed by young learners must have an attractive appearance, colourful, and guide them to use English words. In this case, some units include to English teaching materials developed by the researchers. There are "My Friends and I", "My Home", "Hobbies", "In the School", "Food and Drinks", "It Looks Good", as well as "Time". It was developed by considering the language skills without forgetting the Islamic values. Therefore, it was good to use as guidance for teachers and students in the teaching and learning process.

The second journal entitled "Development Teaching Materials of Islamic Education in Improving Students Learning Outcomes" explained that selecting appropriate teaching materials is needed in the teaching and learning process since it will bring students to desired changes. Teaching materials have principles that animate the development of the teaching materials themselves. By the principles, it will be designed by the demand of all parties, such as the nation, society, teachers, students, including their parents.

The last journal under the title "Developing English Learning Materials Integrated with Character Values for the Elementary School Students" discussed that the English materials developed by the researchers are appropriate and effective to use in the teaching and learning process since they consider some things in developing it such as planning and developing the product (it is needed to make a plan well about how the materials will be developed. If the planning has been obtained, then the materials are ready to be developed). It is not enough to plan and develop only without any revision and evaluation to make it perfect. In this case, English learning material integrated with character values consisted of 3 books. They are a Workbook, a Students' Book, and a Teacher's Guide.

5. Conclusions

From the results and findings above, it could be known that developing English materials based on character education is not done without any considerations. Some similarities are dealing with the points mentioned in these 3 journals. First, teachers need to know the students' need to make the materials appropriate to use. It would be nothing if it was not based on their needs. Second, teachers need a plan and develop their product while considering evaluation and revision to make it good to be used in the process of the teaching-learning process. Third, there must be a source of teaching materials to avoid something wrong.

Preparing teaching materials is not just collecting material to develop knowledge. The development of teaching materials should be viewed as designing learning activities or experiences. Thus, the compiler of teaching materials must pay attention to the basic principles of material development according to the chosen learning method, and systematic development steps, and follow standardized assessment criteria. Thus, evaluation through material trials is clear in reference, so input from appraisers is easy to provide and revisions will also be easy to do.

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