

Original Research Article

## The Implementation of Islamic Character Through Developing Material of Indonesian Language in 3<sup>rd</sup> Grade of Islamic Elementary School

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### ABSTRAK

Penelitian ini bertujuan untuk menanamkan karakter Islam dengan mengembangkan materi bahasa Indonesia membaca intensif pada kelas 3 sekolah madrasah ibtidaiyah Darussalam Sidoarjo. Dari hasil penelitian ini akan dihasilkan produk bahan ajar berupa buku ajar bahasa Indonesia materi membaca intensif berbasis karakter Islam untuk madrasah ibtidaiyah/ sekolah dasar kelas 3. Metode yang digunakan dalam penelitian ini adalah *Research and Development (R&D)* atau penelitian pengembangan, dengan menggunakan model pengembangan *Walter Dick and Lou Carey*. Instrumen pengumpulan data yang digunakan berupa tes soal, angket, dan *rating scale*. Dalam penanaman karakter Islam pada bahan ajar materi bahasa Indonesia, dengan mengintegrasikan nilai-nilai karakter Islam, religius dan tanggungjawab pada materi, baik secara tersirat dan dimunculkan melalui ilustrasi gambar, narasi, serta kegiatan pembelajaran yang dilaksanakan. Dari hasil penilaian dan analisis semua siswa kelas 3 di madrasah ibtidaiyah Darussalam Sidoarjo, sudah menunjukkan perkembangan dan bahkan membudayakan karakter religius dan tanggungjawab.

**Kata Kunci:** karakter Islam; pengembangan; bahasa Indonesia

### ABSTRACT

This research has purpose to implementation of Islamic characteristic by developing material intensive reading of Indonesian language for third grade of Islamic elementary school Darussalam Sidoarjo. From the result of this research will produce a teaching material be in the form of intensive reading text book based on Islamic character for third grade of Islamic elementary school. This research used *Research and Development (R&D)* method or research development by using developing model of *Walter Dick and Lou Carey*. The instrument that used to collecting data is exercise test, questionnaire and *rating scale*. By the implementation of Islamic character in the teaching material of Indonesian language, there should to integrated in value of Islamic character, religious and responsible to the material, implicitly, showing through the picture illustration, narration and teaching learning activity that has been done. From the result of assessment and analysis from all of third grade students of Islamic elementary school Darussalam Sidoarjo has shown the improvement and use religious and responsible character.

**Keywords:** Islamic character; developing; Indonesian language

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### INTRODUCTION

The regulation of education and culture minister number 20 years 2016 about graduate competence standard, explain that the education of elementary school and junior high school has purpose to create students competence in three dimensions that is attitude, knowledge, and skill (Permendikbud No 20 Tahun 2016). One of the competent that should student have is

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character and morality attitude. Attitude competent that show must have a characteristic to give the students independent life and complete the national education goals. Character education has purpose to improve the quality of the process and the result of the education, which has direction to establish completed, integrated, and balanced of student's behavior and good characteristic, that appropriate with the graduate standard competence in the education unit.

However, the fact there are many problems that faced by this nation like the students who are cheating, bullying, use of illegal drugs, sexual abuse, gang fight, racing in the public place and the adult's attitude which join with conflict, violence and also corruption, it shows that the religion and moral education of the students in the school and their home does not impact to their behavior (Muslich, 2011: 9). Because of the weakness of the character's education in Indonesia, attitude, ethic, and students' creativity allegedly decreased.

In addition, teaching material becomes the important thing to support the learning process. Learning material become a link between the teacher and the students in which the teacher has role as the facilitator, so the using of teaching material can fix the problem of students ability and teacher's ability to manage the learning process in the class (Trisnaningsih, 2007: 1-3). Maybe, making a teaching material for some teachers is the easiest thing. The developing of teaching material is the one of learning activity to improve the learning quality.

Abdul Majid (2007: 174), explain that the teaching material is all the form of material, information, tool and text that used to help the teacher in teaching learning process. The material that mentioned above can be written or not. While in the view of the national education department (2009), the material has a function as the guidelines for the teacher that will lead all the activity in the teaching learning process and it is substance of competence that must be taught to the students. The guidelines for the students will lead all of the activity and the learning process. Also become a substance of competence that must be studied. From the definition of the teaching material that mentioned, material is a set of material lessons which are arranged and systematically packaged in both print and non-print that can used in the teaching learning process.

The reality of the education, there are many teacher who still used a conventional teaching material, such as a material that can but, instant and without effort to planning, preparing, and arrange by them self. Therefore, the risk of the material that they used is not attracted, as the teacher the creativity is required to arrange the innovative, varieties, attractive, contextual and appropriate with the students' needs (Arda Arikan, 2014). Teacher is the person

who understands about this. However, if the teaching materials are created by the teacher, the learning process will be attractive and joyful for the students.

Teaching material as the tools in teaching learning process must be appropriate with the competence, without the understanding of it there will be difficulties in the developing teaching material. The developing teaching material activity is the effort to support the teaching learning process. Developing teaching material based on the systematic process. It starts from planning and developing, it will be an expand activity or used the existing teaching material into the teaching material testing.

Benefits of developing teaching material by their self that teachers' get will be: *first*, there will be the teaching material which appropriate with the curriculum and student's needs; *second*, no longer depend on existing text book that sometime difficult to get; *third*, teaching material will have a lot of variety because it developing by many references; *fourth*, it will add the treasure of knowledge and teachers experience in making teaching material; *fifth*, teaching material will create an effective communication between teacher and students in the teaching learning process.

The principles in the teaching material selection include in: (a) principle of relevance; (b) consistence; (c) adequacy (Prastowo, 2011: 38). Relevance principle, the teaching material should be relevant and has relation with the achievement of standard competence and basic competence as the personification of curriculum. In the basic competence implied a concept that must be taught and the characteristic of the concept. If the concept refers to type of the concept, it is need a specific teaching strategy, the students should give a concrete fact then the students can help the intervention from the fact interaction which explains by teacher.

Consistence principle is the continuity between teaching materials with basic competence that should be mastered by the students. For example, there are four basic competences that should be mastered by the students, so, there are four teaching material that should be taught. Adequacy principle, the teaching material is enough to help the students to master the basic competence that has been taught.

Indonesian language lesson has a central role in the developing education in Indonesia. In addition, Indonesian language become a unifying language and also as the educational communication language in Indonesia. Indonesian language becomes the Indonesia citizen identity, without eliminating local culture in each region. Therefore, the understanding and mastering Indonesian language for Indonesian citizen is must. As the effort of investment of

Indonesian language competence, Indonesian language should know from early age and taught in the early education.

The problem of teaching Indonesian language especially in third grade of elementary school is reading Indonesian language well and correctly. In the teaching material include in intensive reading. Intensive reading is the reading and detailing activity in the classroom by doing the short assignment for about two or four pages (Heni Mularsih, 2010; Umi Faizah, 2009; Syafi'ul Anam and Elke Stracke, 2016; Tobing, 2013). Intensive reading is one of the aspect language skills that must be mastered by the students. Having an intensive reading skill the students are able to understand the content of the text correctly.

The students' ability of Islamic elementary school of Darussalam in reading intensive material are good enough, but the teacher still used a worksheet in teaching learning process. As we know, the function of worksheet for the students is a complementary of text book or the other teaching material. The content of it does not complete as the text book, so the students ability is limit.

Besides, the advantages of using worksheet of teaching learning Indonesian language in the intensive reading is the text are short and easy to understand, but, the students understanding is limited because there is no another text that can improve students' knowledge and also the strategy that used is conventional and monotone. Therefore, the researcher developing teaching material like text book or teaching material that contains lot of material and sub material which can support the students understanding and students' knowledge is wider. If in the school only use a worksheet, it is less of teaching material.

Likewise with the character which built on the student is less, the students less of motivation. By this condition the researcher try to developing teaching material Indonesian language such as intensive reading based on the Islamic characteristic. Why? Because the advantages of Islamic elementary school is lot of the religion subject if it is compared with elementary school. So, hope the character that formed on the students is a good character and Islamic which appropriate with the lesson from Prophet Muhammad SAW.

## **METHOD**

This research is the kind of development research. The development research is the research which has an orientation in developing product. Research and development is a process or steps that accounted for developing a new product or accomplish the existing product

(Syaodiah, 2005: 164). The method of research and development (R&D) is the research method which used to produce a certain new product and testing the effectiveness of that product (Sugiyono, 2014: 297; Tegeh dkk, 2014: xii).

The researcher used R&D research model because the researcher try to developing a product, the product is teaching material which is contain of reading text with Islam-based in it. This research designed by using model of teaching development Walter Dick and Lou Carey (1978: 8-11). in the model of Dick and Carey there are 10 steps of learning design but in this developing model only used 9 steps; 1) *Identifying Instructional Goal* , 2) *Conducting Instructional Analysis*, 3) *Identifying Entry Behaviors, Characteristics*, 4) *Writing Performance Objectives*, 5) *Developing Criterion-Referenced Test*, 6) *Developing Instructional Strategy*, 7) *Developing and selecting Instruction*, 8) *Designing and Conducting Formative Evaluation* , 9) *Revising Instruction*. It is done with a consideration of the developing of teaching material which is done only limited to the prototype product test. Tenth steps (summative evaluation) are not done because it is including on the outside of the learning process. The steps can be seen in the picture 1.

The process of writing and composing the text book under the title *Aku Suka Membaca* for elementary school/ Islamic elementary school grade 3 are customized by the product specification which is planned after reviewing the needs and the curriculum. The result of book structure is covering one material and supported with sub material and activity, that is: the explanation of material, understanding material, and supported evaluation activity.

Some product is able to account for its feasibility if it is able to pass the product testing process. The research testing involves expert, teacher, and student. This step has purposed to assess the content and the serving of the existing book *Aku Suka Membaca* for third grade of elementary school/ Islamic elementary school. This research development chooses a limited implementation of field trials because the research development target. The purpose of this research is to developing teaching material Indonesian language on material intensive reading based on Islamic character in Islamic elementary school Darussalam Candi Sidoarjo.

Analysis data quantitative is done to analyze the qualitative data which from text book questionnaire assessment. There are five scale in the instrument sheet, that are SS (*sangat sesuai*) it has 5 score, S (*sesuai*) it has 4 score, CS (*cukup sesuai*) it has 3 score, KS (*kurang sesuai*) it has 2 score, TS (*tidak sesuai*) it has 1 score. The formula of data manager per validation sheet of expert, practitioners, and students questionnaire:

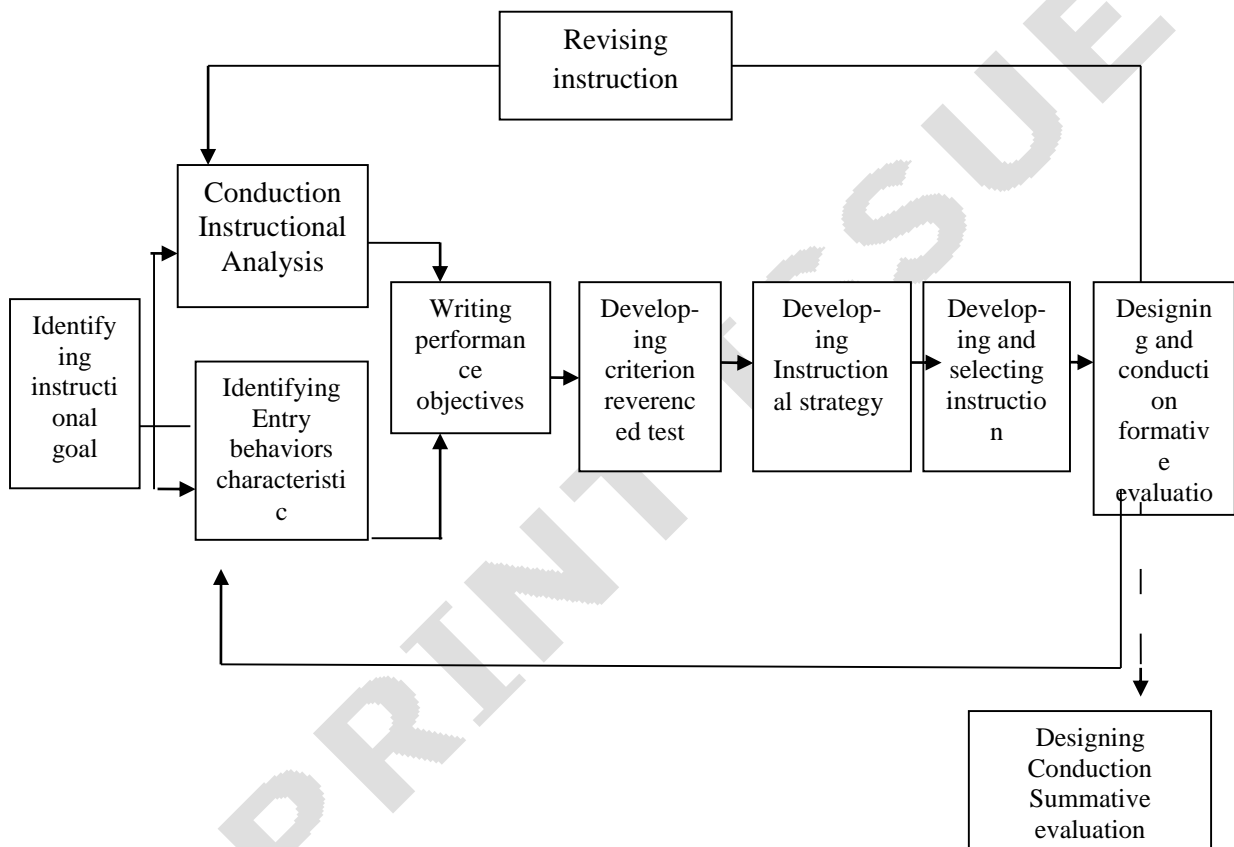
$$P = \frac{\sum X}{\sum X_i} \times 100\%$$

Explanation:

P : percentage of advisability

$\sum X$  : Sum of total answer score validator (real score)

$\sum X_i$  : Sum of higher total answer score (prospect score)



**Picture 1. Developing Model of Dick & Carey (1978)**

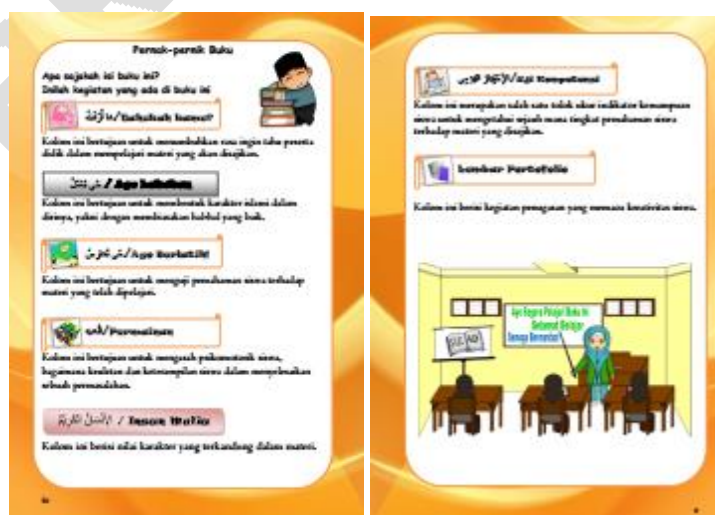
## RESULTS AND DISCUSSIONS

The result of this teaching material product is Indonesian language text book for third grade of Islamic elementary school/ elementary school in intensive reading. In the developing of Indonesian language text book, has implication to the four aspects, 1) material content, 2) assessment, 3) character, 4) percentage of students learning process. These four aspects has holistic character and include in the success indicator of teaching learning process.

## Content development

In the curriculum content/lesson material has position as the component which gives an implication to the students' learning experience (Toto Ruhimat dkk, 2013: 53). Therefore, in the material lesson arrangement based on components below: (a) appropriate with the purpose and the target of teaching, (b) observe the aspect of students ability, (c) able to motivated, (d) able to stimulate students understanding of knowledge and students psycho motoric, (e) appropriate with the existing teaching media (Parmin & E. Peniati). By observing those components, content/ material in the teaching learning process will be easy to understand and the students can be determine and use it as the strategy/ model of teaching learning process.

Before doing a developing content / material Indonesian language lesson in Islamic elementary school Drussalam Sidoarjo, the teaching material was very simple, the text in the teaching material was short, and there is only one text. It is irrelevant because the substance of intensive reading material is how the students able to have a reading competence and understanding the Indonesian language text correctly. The problem of the teaching material of language it is not only happened in Indonesia, it also happens in Europe and Africa, like Russia, Germany, France, Portuguese, and Senegal (Strevens, 1977). That is why, from the problem of Islamic elementary school Drussalam Sidoarjo can be formulated and made a teaching material such as text book which contain of teaching material and subs that can help the students understanding. For example: material understanding, implementation of material and evaluation activity. It can be seen in picture 2.



Picture 2. Content/material of Intensive reading Indonesia language text book of third grade

## Developing of Characteristic Value

According to etymology, the term of *characteristic* is come from Latin that is *character*, it is mean character, tabiyat, attitude, behavior, personality and akhlak. The term of character is adopted from Latin that is Latin *kharakter*, *kharessian*, and *xharaz* its mean *tool for marking*, *to engrave*, and *pointed stake* (Mustafa, 2012: 127). Character it means of tabiyat, behavior, and character (John Echols, 2005: 127). In psychology dictionary, means of character is the personality which observe from ethical or moral starting point for example someone honesty. There is a term whose meaning is almost the same as the character that is *personality characteristic* it is mean talent, ability, character etc. consistency did by person, including patterns of behavior, physical traits, and personality traits.

In addition, as the terminology character has meaning as human nature in general that depends on the factor of his own life. Character is the behavior, akhlak or attitude which become characteristic of a person or group of people.

According to Ratna Megawangi (2013: 5), characteristic education is an effort to educate kids to make wise decision and apply it in their daily life, so they give a positive contribute in their environment. Characteristic education can also be interpreted as transformation process of life values to develop into someone personality until it will become one in his life.

Hujan asam dapat terjadi secara alami. Penyebab hujan asam misalnya letusan gunung berapi. Hujan asam juga dapat terjadi akibat ulah manusia. Kegiatan manusia seperti industri, pembangkit tenaga listrik, dan kendaraan bermotor memicu terjadinya hujan asam. Kegiatan tersebut melepaskan gas-gas beracun ke udara. Gas-gas tersebut larut dalam air hujan menjadi asam.

Hujan asam sangat merugikan. Hasil perkebunan dan pertanian rusak, jika tertiir air hujan asam. Hujan asam merusak bangunan dan patung batu, cat tembok akan cepat mengelupas bahkan tembok juga bisa runtuk. Patung batu akan terkikis dan tidak menarik lagi. Hujan asam juga menyebabkan kematian pada ikan dan tanaman air.

Hujan asam sering ditemukan di negara-negara industri. Contohnya di Amerika Serikat, Kanada, Jepang, dan negara-negara Eropa. Namun ternyata kini hujan asam juga terjadi di negara kita. Hujan asam ditemukan terjadi di beberapa kota besar seperti Jakarta, Bandung, dan Surabaya.

Apakah membaca intensif itu? Apa tujuan membaca intensif? Bagaimana seharusnya sikap kita ketika membaca intensif? Untuk mengetahuinya, marilah kita pelajari bersama.

Membaca intensif adalah membaca dengan sungguh-sungguh. Dengan membaca intensif, kamu bisa mendapatkan informasi yang lengkap. Kamu juga akan mengerti apa sebenarnya hal yang sedang dibahas. Untuk itu, kamu juga bisa mencatat hal-hal yang kamu anggap penting agar kamu dapat memahami isi bacaan tersebut.

Sekarang kamu akan belajar membaca intensif untuk memahami isi bacaan. Bacalah teks berikut dengan sungguh-sungguh. Sambil membaca, kamu harus memahami isinya.

**Agar lebih baik / Agar lebih baik**

Sebelum kamu mengerjakan tugas, bacalah basmalah terlebih dahulu

**Teks 1**

**Apa sih Hujan Asam itu?**

Saat hujan, mungkin ada teman-teman yang serung main di luar rumah. Hmm, main sepak bola sambil hujan-hujan pasti seru. Akan tetapi, kita harus berhati-hati karena air hujan bisa menyebabkan sakit.

Ada air hujan yang bersifat asam. Sifat air hujan tersebut mirip dengan sifat air jenak atau air aki. Hujan itu disebut hujan asam. Air hujan asam dapat menyebabkan penyakit. Hujan asam juga merusak tanaman dan benda di sekitar kita.

Ali Saiki Membaca untuk SD/MI Kelas III

3

2

Ali Saiki Membaca untuk SD/MI Kelas III

Picture 3. Illustration of religious character and responsibilities in the text book



In Darussalam Islamic elementary school, the teaching material that they used does not contain of characteristic value, especially Islamic characteristic value. As we know, in many printed and television information media there are lot of deviant behavior, violence, sexual abuse, illegal drugs and also students murder. It will be a disaster for the nation in the future, if it is does not handle and repair soon through the characteristic education process. Even though, to implement the characteristic value does not easy, it is need long process through education (Al-Ghazali in Zaenal, 2012: 21). The importance of those character inserted in Indonesian language text book which contain of characteristic value implicitly or showing through illustration picture, narration and learning activity. The characteristic value which showing in the text book is a religious character and responsibility, it can be seen in picture 3.

### **Assessment Developing**

The regulation of the minister of education and culture of the republic of Indonesia Number 23 Year 2016 explain that assessment its mean that the collecting and information process to measure the student's achievement. Assessment of minimum learning result are consist of three aspect: attitude, knowledge and skill.

In Darussalam Islamic elementary school, the third standard assessment has not implemented as a whole yet. The assessment aspect which does not done yet is attitude aspect, it because the teacher are difficult to make an instrument of behavior assessment. Therefore, it made a behavior assessment instrument rubric which focus on the assessment of religious character and responsibility, the assessment rubric can be seen in table 1 and table 2. From those existing rubric there are a religious characteristic and responsibility assessment in table 3. It is showing all of the students has grown and implement the religious character and responsibility.

If we look at the form of assessment that used by educators on teaching materials, before educators use the existing assessment on the student worksheets which consisting of verbal tasks and group tasks. The verbal task is the ability of students to explain the contents of the text using their own sentences, while the task of each group of students to make two question for their classmate. A further assessment of the textbook is developed, right on the individual task using the KWL (Know, Want to Know, Learned) strategies, competency tests to measure students' ability to understand the text content, and also the portfolio sheet to encourage student creativity.

**Table 1. Assessment Rubric of Religious Character**

Criteria	Very Good	Good	Enough	Less
	4	3	2	1
<b>Say salam</b>	Always say salam	Often say salam	Sometimes say salam	Does not say salam
<b>Pray before and after learning</b>	Always pray	Often pray	sometimes pray	Does not pray
<b>Say honestly</b>	Always say honestly	Often say honestly	Sometimes say honestly	Does not say honestly

**Table 2. Assessment Rubric of characteristic responsibility**

Criteria	Very Good	Good	Enough	Less
	4	3	2	1
<b>Doing task and home work well</b>	Able to do the task and home work by them self	Able to do the task and home work by the teacher direction	Less able to do the task and home work	Has not been able to do the task and home work
<b>Doing task from the teacher on time</b>	Able to do the task from the teacher on time by them self	Able to do the task from the teacher on time by the teacher direction	Less able to do the task from the teacher on time	Has not been able to do the task from the teacher on time
<b>Submit the task on time</b>	Able to Submit the task on time by them self	Able to Submit the task on time by the teacher direction	Less able to Submit the task on time	Has not been able to Submit the task on time

Implications of the development of textbooks based on Islamic character and assessment instruments resulted in improvements on the student learning outcomes, table 4. It shows that interesting teaching materials can stimulate students, so that learners become more enthusiastic and enterprising in following the learning process.

**Table 4. Improved Learning Outcomes**

No	Students Name	Male/ Female	Score	
			Pretest	Posttest
1	Azizah Az-zahra	F	70	90
2	Nur Diniah	F	65	90
3	Aisyah Fadilah	F	60	80
4	Evan Aqil Nurgraha	M	85	100
5	Fatimah	F	80	100
6	Ahmad Hanif	M	47	75
7	Maulana Akbar	M	60	90
8	Laura Hanum	F	55	85
9	Muhammad Amin	M	84	90
10	Muna Azizah	F	60	75
11	Nashwa Fakriya	F	75	80
12	Nasr Mehdi fayyas	M	70	100
13	Naufal Hilmi	M	65	80
14	Hanif Syahgara	M	55	90
15	Saif Ali Murtadho	M	60	65
16	Livara Areta	F	70	70
17	Aisha Mujahidah Fillah	F	85	100
<b>Sum</b>			<b>1146</b>	<b>1460</b>
<b>Average</b>			<b>67,4</b>	<b>85,8</b>

## CONCLUSION

The Implementation of Islamic characteristic in teaching material product in the form of textbook of Indonesian language intensive reading material in Darussalam Islamic elementary school Sidoarjo shows the progress in Islamic character, in the form of religious character and responsibility. It can be seen in Table 3 that the average of religious characters and

responsibilities of learners has been at the stage of entrust. Even with textbooks based on Islamic character can improve learning outcomes of learners, see table 4.

Suggestions for the utilization of this textbook product can be used as additional teaching materials or companion for the Indonesian language class 3 Primary School / Islamic elementary school especially on the basic competence explain the text content (100-150 words) through intensive reading. As for the suggestion of further product development of teaching materials is to use model / media integration of different character in developed book product, so that more can attract student attention and give new experience in learning.

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