

Indonesian teachers manage their lesson plans in learning prose

Syaiful Arifin^{a *}, Faculty of Teacher Training and Education, Mulawarman University, Jl. Muara Pahu Kampus Gunung Kelua, Samarinda, East Kalimantan, Indonesia. <https://orcid.org/0000-0003-3176-9229>

Muhammad Jafar Haruna^b, Faculty of Teacher Training and Education, Mulawarman University, Jl. Muara Pahu Kampus Gunung Kelua, Samarinda, East Kalimantan, Indonesia.

Mursalim Mursalim^c, Faculty of Teacher Training and Education, Mulawarman University, Jl. Muara Pahu Kampus Gunung Kelua, Samarinda, East Kalimantan, Indonesia.

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Abstract

Planning is a function of management that needs to be done before the implementation of an activity, whether they are activities in organisations, institutions, schools or in learning. Improper lesson planning makes goal achievement not optimal. Therefore, this study aims to describe the learning planning of prose literature that affects character education. To achieve the objectives of this study, the research method used is quantitative methods. The data collection tool is a questionnaire distributed via online media to seventh-grade teachers of junior high school in Indonesia. The results of the research analysis show that *F*-value is calculated as 8,614.787 with a significant value of 0.001, which means it is smaller than 0.05, so the hypothesis is accepted with the simultaneous statement that learning planning management of prose literature (*X*) has a significant effect on the character education (*Y*) of grade VII students of a public junior high school in Indonesia, and it can be implemented. The implementation of prose literature learning planning will be carried out well if character education is integrated into the learning implementation planning component.

Keywords: Lesson plan, prose, character education.

* ADDRESS FOR CORRESPONDENCE: Syaiful Arifin, Faculty of Teacher Training and Education, Mulawarman University, Jl. Muara Pahu Kampus Gunung Kelua, Samarinda, East Kalimantan, Indonesia, 75123.
E-mail address: syaiful.arifin@fkip.unmul.ac.id / Tel.: +62 85250895631

1. Introduction

The activities of individuals, groups, organisations or institutions will be implemented well when arranged in the order management principles set out in the management functions, namely planning, organisation (organising and staffing), direction (leading) and control (controlling). Education can be seen from two perspectives, namely education as a process and education as a result. Education as a process can be defined as an activity of human interaction with their environment. Meanwhile, education as a result is the result of education reflected by changes in behaviour and the impact of the results of human interaction with the environment (Crato, 2021).

Education as a science certainly plays a very important role in the survival of human life. Apart from making humans knowledgeable, education also makes humans more qualified, moral, civilised and ethical in their social relationships. This also has an impact on the life of society, nation and state. The quality of a nation is largely determined by the quality of its human resources (Hasanah et al., 2019).

The Law of the Republic of Indonesia number 20 of 2003 states that the national education system in Chapter II Basic, Functions and Objectives Article 3 explains that national education has the function of developing capabilities and shaping dignified national characters and civilisations to educate the nation's life. The aim is to develop the potential of students to become human beings who believe and fear the Almighty God, have a noble character, are healthy, knowledgeable, capable, creative and independent, and become democratic and responsible citizens.

The implementation of the educational process in Indonesia prioritises *cognitive, affective* and *psychomotor aspects*. These three things are related to one another. The competence of these three realms must be possessed by students. For students who have knowledge and skills, but do not have good morals, the results appear as antisocial. If there are students like this, then they will be excluded from their social life. Students who do not have the knowledge and skills will not be able to support themselves and their families in the future. Therefore, to become a superior human being, a human being must have morals, knowledge and skills. For humans who have knowledge and skills, the goal is to be able to meet their needs. Meanwhile, people with a good character will be able to interact in their society.

The government to follow-up on the goals of national education has created a Movement for Strengthening Character Education which is integrated into the National Movement for Mental Revolution. This movement includes aspects of integrity, hard work and cooperation.

The Movement for Strengthening Character Education is an educational movement in schools to strengthen a student's character through harmonisation of the heart (ethics), feeling (aesthetics), thinking (literacy) and sports (kinaesthetic) with support for public involvement and cooperation between schools, families and communities that are part of the National Movement for Mental Revolution (Drigas & Mitsea, 2020).

Strengthening character education in school-aged children at all levels of education is to strengthen the moral values, morals and personality of students by strengthening character education that is integrated into subjects. All subjects taught in schools are certainly based on the applicable curriculum. The current curriculum is the revised 2013 Curriculum.

Taking into account the functions and objectives of national education, in the aspect of the function related to the function of developing knowledge, it is not a problem for the teacher when applying it in the learning process. But when it comes to shaping character, this is often the case. It is said to be a

problem because when it is applied in the teaching and learning process, teachers are often 'trapped' in aspects of scientific development only and the aspects of character education are left behind. This problem can be seen in the lesson planning as outlined in the lesson plan, even though the character-building function is closely related to the goals of national education (Cohen et al., 2020; Mudrak et al., 2020).

The purpose of national education explains that character building or character education is very important in the learning process. So it is not surprising that the government has formulated a 2013 Curriculum that is oriented towards character education from the start. The 2013 Curriculum, which is designed to be oriented towards character building, is deemed inadequate in terms of its delivery tools. The main delivery tool is the learning material in each subject. Like the Indonesian language subject, one of the tools to deliver character education is literature learning.

Learning literature in schools has an average of only 20% of the material in Indonesian. The Indonesian language material is more dominant towards science, namely knowledge of languages, especially Indonesian. Also, in literature learning, it is more directed at literary knowledge than on appreciation of literary works. In the case that students are invited to appreciate their literary works, therein lay the message to be conveyed as character education of students. Appreciating here means examining the content of the literary work, and understanding the mandate of a literary work that is full of noble values of local wisdom.

Learning Indonesian subjects for literary material should be oriented to the function of literature. The main function of literature is aesthetic (entertainment) and educational. The entertainment function makes teaching and learning fun. Meanwhile, the educational function can be a means of character education. But the most important thing is that when determining the literary work that will be used as teaching material, it is necessary to consider its suitability with the development of students, and the literary work has a regional background.

It is quite worrying that there are still teachers when learning Indonesian using multimedia in the form films; the film material is fantasy stories whose stories come from outside such as *Harry Potter*, *Rapunzel*, *Snow White*, *the Greedy Rabbit*, *the Wolf*, *the 7 Rabbits*, *Doraemon* etc. which are translated into Indonesian. Stories such as *Kura-Kura dan Kancil (Kancil)*, *Bawang Putih*, *Bawang Merah* or *Timun Mas* or the latest stories such as the *Somad family*, *Nusa dan Rara* and others are not Indonesian folklore. Stories that come from outside of course contain an order of external cultural traditions that have a very big influence on the character development of students. A literary work is a reflection of its society.

A teacher's learning planning is contained in the learning implementation plan (LIP). LIP is not just completeness of teacher administration, but more than that. LIP is a plan of learning activities that will be carried out by the teacher for the learning process to achieve the learning objectives that have been planned.

The planning prepared by the teacher is expected not only to focus on achieving the goals from the aspect of knowledge, but the aspect of character education also needs attention. To achieve these two goals in the lesson planning design, the teacher must also make the learning situation a fun atmosphere, motivating students to be creative and innovative. Creating a pleasant atmosphere is closely related to determining the steps for learning activities, learning methods and learning media to be used.

Character education should be integrated into every component of learning planning, not just written after learning objectives or listed in core competencies (CC). It is not a form of advice or a warning from the teacher during the learning process. But character education must be contained in the learning objectives, learning materials, learning methods, steps for learning activities, forms of assessment and the media used (Baturay et al., 2010; Orey & Branch, 2015; White, 2003).

This study aims to describe the effect of planning management of learning prose literature partially which includes (1) learning objectives, (2) learning materials, (3) learning methods, (4) planning learning steps, (5) learning assessment, (6) prose literature learning media and (7) the effect of all these variables simultaneously on character education of grade VII students of Indonesian junior high school.

This research is expected to provide an overview for teachers of all subjects to manage their learning by using good management, especially paying more attention to aspects of the planning function of learning subjects that are oriented towards character education because character education in schools is a shared responsibility (principal, vice-principal, teachers, students and parents).

2. Methodology

2.1. Research model

This research method uses quantitative methods where the process is to process each indicator in the form of numbers or a careful calculation to see the relationship between the independent variable and the dependent variable and to test the predetermined hypothesis. The independent variables in this study include planning prose literature learning objectives (X_1), planning prose literature learning materials (X_2), planning prose literature learning methods (X_3), planning prose literature learning steps (X_4), planning prose literature learning assessment (X_5) and planning prose literature learning media (X_6), while the dependent variable is character education (Y) of grade VII students of junior high school.

2.2. Sample

The population in this study was Indonesian junior higher school teachers for grade VII Indonesian language subjects recorded by the East Kalimantan Province. Sourcing from the data from the East Kalimantan Education Office 156, it was found that the target population in this study consisted of 143 teachers from 44 schools. The research sample was determined using a simple random sampling technique with the Slovin formula with an error term of 0.1% to obtain a sample of 59 people from 44 junior high schools and then to determine the number of samples in each school, the sampling technique used was proportionate stratified random sampling.

2.3. Data collection tools

The instrument used to collect data in this study was a questionnaire that had been compiled to represent each indicator contained in the research variables and had passed the validity Pearson's product moment and reliability Cronbach's alpha test (Pramudjono, 2013). The data collection technique was by distributing questionnaires to grade VII junior high school teachers who were selected as samples through virtual media as an effort to prevent the spread of the COVID-19 virus.

2.4. Data analysis

For analysis of data, we used multiple regression analysis and to test the hypothesis to determine the relationship between the independent variable (X) on the dependent variable (Y) we used the calculation coefficient (test R), testing the partial regression coefficient (t-test), the coefficient of determination (test R²) and the overall meaning of regression (F-test).

The descriptions presented in this section are statistical descriptions for all variables, both independent variables (planning learning objectives [X₁], planning learning materials [X₂], planning learning methods [X₃], planning learning steps [X₄], learning assessment planning [X₅] and instructional media planning [X₆]), as well as the dependent variable (character education [Y]). The descriptive statistics presented include the sample size, mean score, median score, mode score, standard deviation, variance, minimum score, maximum score and range. The description of the research data can be seen in Table 1.

Table 1. Descriptive statistic

Item	X ₁	X ₂	X ₃	X ₄	X ₅	X ₆	X ₇
Sample size (n)	59	59	59	59	59	59	59
Mean score	11.19	18.12	20.34	56.41	15.02	22.83	48.83
Median score	11.32	18.24	20.72	57.50	15.14	23.32	19.50
Modus score	12	20	22	57	16	24	49
Standard deviation	1.570	2.415	2.316	6.403	1.727	2.872	30.764
Variance	2.465	5.831	5.366	41.004	2.982	8.247	30.764
Minimum score	8	13	15	42	11	16	36
Maximum score	15	25	25	75	20	30	65
Range	7	12	10	33	9	14	29
Total	660	1,069	1,200	3,328	886	1,347	2,881

3.1. Multiple regression analysis

Regression analysis was conducted to see the relationship between the independent variable and the dependent variable. To measure the magnitude of the influence of the independent variables with the dependent variable, the calculation is carried out using the following model formulation:

$$Y = a + bX_1 + cX_2 + dX_3 + eX_4 + fX_5 + gX_6$$

For accuracy of the calculation results, we used *IBM Statistical Package for the Social Sciences (SPSS) Statistics 20 software* with the results of the calculation of the coefficients as presented in Table 2.

Table 2. Coefficients

Model	Unstandardised coefficients		Standardised coefficients	t	Sig.
	B	Std. error	Beta		
(Constant)	-0.237	0.272		-0.872	0.387
1 X ₁	0.091	0.028	0.026	3.278	0.002
X ₂	-0.116	0.052	-0.050	-2.241	0.029
X ₃	-0.059	0.020	-0.024	-2.884	0.006

X ₄	0.784	0.027	0.906	28.793	0.000
X ₅	0.394	0.083	0.123	4.718	0.000
X ₆	0.052	0.015	0.027	3.522	0.001

^a Dependent variable: Y.

So based on the results in Table 2 in the *unstandardised coefficients* column, the multiple regression model produces the following equation:

$$Y = -0.237 + 0.091 X_1 + (-0.116) X_2 + (-0.059) X_3 + 0.784 X_4 + 0.394 X_5 + 0.052 X_6$$

These numbers can be interpreted or described as follows: the constant is -0.237 , meaning that if the planning of learning objectives (X_1), learning materials (X_2), learning methods (X_3), learning steps (X_4), learning assessments (X_5) and learning media (X_6) simultaneously have a value of 0, then the success rate of character education (Y) of the students is -0.237 . The regression coefficient of the learning goal planning variable (X_1) is 0.091, meaning that if every increase in the value of the planning of learning objectives is 1, it will increase the value of character education (Y) by 0.091, assuming the other independent variables are fixed. The regression coefficient of the learning material planning variable (X_2) is -0.116 , meaning that if every increase in the value of learning material planning is 1, it will increase the value of character education (Y) by 0.116, assuming the other independent variables are fixed. The regression coefficient of the learning method planning variable (X_3) is -0.059 , meaning that if every increase in the value of the learning method planning is 1, it will decrease the value of character education (Y) by 0.059, assuming the other independent variables are fixed. The regression coefficient of the learning steps planning variable (X_4) is 0.784, meaning that if each increase in the value of the planning of learning steps is 1, it will increase the value of character education (Y) by 0.784, assuming the other independent variables are fixed. The regression coefficient of the learning assessment planning variable (X_5) is 0.394, meaning that if each increase in the value of the learning assessment planning is 1, it will increase the value of character education (Y) by 0.394, assuming the other independent variables are fixed. The regression coefficient of the learning media planning variable (X_6) is 0.052, meaning that if every increase in the value of learning media planning is 1, it will increase the value of character education (Y) by 0.052, assuming the other independent variables are fixed.

3.2. Hypothesis testing

3.2.1. Calculation of the coefficient (R)

To measure how strong the relationship between the independent variable and the dependent variable is, by using the *IBM SPSS Statistics 20 software*, the calculation results are obtained as shown in Table 3.

Table 3. Correlations

	Y	X ₁	X ₂	X ₃	X ₄	X ₅	X ₆
Y	1.000	0.829	0.977	0.841	0.999	0.987	0.812
X ₁	0.829	1.000	0.817	0.741	0.824	0.806	0.661
X ₂	0.977	0.817	1.000	0.843	0.979	0.971	0.804
X ₃	0.841	0.741	0.843	1.000	0.846	0.839	0.727
X ₄	0.999	0.824	0.979	0.846	1.000	0.985	0.806
X ₅	0.987	0.806	0.971	0.839	0.985	1.000	0.786

Pearson's correlation

	X ₆	0.812	0.661	0.804	0.727	0.806	0.786	1.000
	Y	.	0.000	0.000	0.000	0.000	0.000	0.000
	X ₁	0.000	.	0.000	0.000	0.000	0.000	0.000
	X ₂	0.000	0.000	.	0.000	0.000	0.000	0.000
Sig. (1-tailed)	X ₃	0.000	0.000	0.000	.	0.000	0.000	0.000
	X ₄	0.000	0.000	0.000	0.000	.	0.000	0.000
	X ₅	0.000	0.000	0.000	0.000	0.000	.	0.000
	X ₆	0.000	0.000	0.000	0.000	0.000	0.000	.
	Y	59	59	59	59	59	59	59
	X ₁	59	59	59	59	59	59	59
	X ₂	59	59	59	59	59	59	59
N	X ₃	59	59	59	59	59	59	59
	X ₄	59	59	59	59	59	59	59
	X ₅	59	59	59	59	59	59	59
	X ₆	59	59	59	59	59	59	59

Correlation between variables is done by comparing the values of *Pearson's correlation* calculated by the *IBM SPSS Statistics 20 software*. According to Sugiyono (2016), the criteria that indicate the strength and weakness of the correlation are indicated by the following values:

- 0–0.199 : Very low
- 0.20–0.399 : Low
- 0.40–0.599 : Medium
- 0.60–0.799 : Strong
- 0.80–1.000 : Very strong

From the results of the data analysis that can be seen in Table 3, the correlation value for planning objectives is obtained learning (X₁) with character education (Y) of 0.829, while the significance value is 0.000. The learning goal planning variable (X₁) has a very strong correlation with character education (Y) as seen from the magnitude of the correlation value of 0.829.

The relationship between the learning material planning variable (X₂) and character education (Y) has a correlation value of 0.977 with a significance value of 0.000. The learning material planning variable (X₂) has a very strong correlation with character education (Y) seen from the magnitude of the correlation value of 0.977.

The learning method planning variable (X₃) with character education (Y) has a correlation value of 0.841 with a significance value of 0.000. The learning method planning variable (X₃) has a very strong correlation with character education (Y) seen from the magnitude of the correlation value of 0.841.

The results of the correlation analysis of the learning steps planning variable (X₄) with character education (Y) have a correlation value of 0.999 with a significance value of 0.000. The learning steps planning variable (X₄) has a very strong correlation with character education (Y) as seen from the magnitude of the correlation value of 0.999.

The learning assessment planning variable (X₅) with character education (Y) has a correlation value of 0.987 with a significance value of 0.000. The learning assessment planning variable 222 (X₅) has a

very strong correlation with character education (Y) as seen from the magnitude of the correlation value of 0.987.

The learning media planning variable (X_6) with character education (Y) has a correlation value of 0.812 with a significance value of 0.000. The learning media planning variable (X_6) has a very strong correlation with character education (Y) as seen from the magnitude of the correlation value of 0.812.

3.2.2. Testing the partial regression coefficient (*t*-test)

The effect of the independent variable (X) partially or individually with the dependent variable (Y) with the assumption that the other variables are constant can be determined by testing. This test is conducted by looking at the degree of significance of each independent variable (X) using the *IBM SPSS Statistics 20 software*. The statement on the *t*-test is taken based on the significant value of the coefficients from Table 2 with the following test results.

The relationship between planning learning objectives (X_1) and character education (Y) is explained with a significance level of 0.002. The results of the *t*-test calculation in Table 2 show that the significance value is 0.002, meaning that it is smaller than the tolerance limit of 0.05 and that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, namely 'The planning of prose literature learning objectives has a significant effect on character education for VII-grade students of Indonesian junior high school'.

The relationship between learning material planning (X_2) and character education (Y) can be explained with a significance level of 0.029. The provisions for acceptance or rejection are only if the significance value is below or equal to 0.05. The results of the *t*-test calculation in Table 2 show that the significance value is 0.029, meaning that the value is lesser than the tolerance limit of 0.05 and that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, namely 'Prose literature learning material planning has a significant effect on character education of grade VII students of Indonesian junior high school'.

The relationship between planning learning methods (X_3) and character education (Y) can be explained with a significance level of 0.006. The provisions for acceptance or rejection are only if the significance value is below or equal to 0.05. The results of *t*-test calculations in Table 2 show that the significance value is 0.006, meaning that the value is lesser than the tolerance limit of 0.05 and that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, namely 'Planning prose literature learning methods have a significant effect on character education of class VII students of Indonesian junior high school'.

The relationship between planning learning steps (X_4) and character education (Y) can be explained with a significance level of 0.000. The provisions for acceptance or rejection are only if the significance value is below or equal to 0.05. The results of the *t*-test calculation in Table 2 show that the significance value is 0.000, meaning that the value is lesser than the tolerance limit of 0.05 and that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, namely 'Planning prose literature learning steps have a significant effect on character education of grade VII students of Indonesian junior high school'.

The relationship between learning assessment planning (X_5) and character education (Y) can be explained by a significance level of 0.000. The provisions for acceptance or rejection are only if the significance value is below or equal to 0.05. The results of the *t*-test calculation in Table 2 show that the significance value is 0.000, meaning that the value is lesser than the tolerance limit of 0.05 and that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, namely 'The

planning form of assessment used by the teacher in learning prose literature has a significant effect on character education for grade VII students of Indonesian junior high school’.

The relationship between instructional media planning (X_6) and character education (Y) can be explained with a significance level of 0.001. The provisions for acceptance or rejection are only if the significance value is below or equal to 0.05. The results of the t -test calculation in Table 2 show that the significance value is 0.001, meaning that the value is lesser than the tolerance limit of 0.05 and that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, namely ‘Planning prose literature learning media has a significant effect on character education for VII-grade students of Indonesian junior high school’.

3.2.3. The coefficient of determination (R^2) and F-test

To determine whether all of the independent variables used in the regression model jointly affect the dependent variable, it is necessary to test using the coefficient R^2 value and significance degrees F . The test was carried out by software *IBM SPSS Statistics 20* as presented in Table 4.

Table 4. Model summary

R	R^2	Adjusted R^2	Std. error of the estimate	Change statistics			Sig.
				F	df_1	df_2	
0.999 ^a	0.999	0.999	0.186	8,614.787	6	52	0.000

^a Predictors: (Constant), X_6 , X_1 , X_3 , X_5 , X_2 , X_4 .

Based on the results of Table 4, it is obtained that the value of $R = 0.999$ and $R^2 = 0.999$, while the result of F count = 8,614.787 with a significance value = 0.000. The acceptance and rejection of the hypothesis are only if the significance is less than or equal to 0.05. Thus, it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted because the significance value of the F test is 0.000, where the hypothesis reads: ‘Simultaneously, the management of planning learning objectives, learning materials, learning methods, learning steps, forms of assessment and prose literature learning media have a significant effect on character education of class VII students of Indonesian junior high school’.

The coefficient of determination (R^2) = 0.999 means that the learning objective planning variable (X_1), learning material (X_2), learning methods (X_3), learning steps (X_4), learning assessment (X_5) and learning media (X_6) simultaneously contributed 99.9% to students’ character education (Y), while the remaining 0.001% came from other variables outside this study.

4. Discussion

The findings of this study show that learning literary material is only complementary learning material, although the literature has the main function of entertainment (aesthetics) and educational functions. Literary work is a story about life that enables humans to become humans. Planning for learning Indonesian subjects, especially prose material, needs to be arranged systematically, effectively and efficiently in achieving the learning objectives to be achieved. Mainly, the learning objectives are oriented towards character education.

In addition to the fact that the teacher has not taken advantage of this function of literature in learning literary material, the teacher has also not planned for literary learning oriented towards character education. Teachers when compiling lesson plans are only oriented towards CC and basic competencies, without paying attention to the other aspects outside the study. So it is not surprising

that in learning planning, especially prose literature learning planning does not pay attention to aspects of the management function or aspects of literary appreciation. Especially, the aspect of literary appreciation will lead to the use of the function of literature as a means of aesthetic (entertainment) and education.

The results of the research planning learning objectives have a significant effect on the character education of class VII students of Indonesian junior high school. This means that the quality of character education in Indonesian subjects, especially learning prose literary material, is strongly influenced by the accuracy in learning planning.

Teachers are advised to arrange the learning material as little as possible so that in the learning process students and teachers can focus on the material. So that the delivery of learning material in the learning process is complete, and the objectives of character education can be achieved (Das, 2021; Jandric & Boras, 2015; Ng, 2015).

When students discuss, the teacher interludes with questions and answers and this makes students' concentration break in working on the discussion task. Moreover, the teacher added the lecture method. Students tend to be recipients only, not thinkers. This is a bad attitude and incompatible with the 'programme *free Learning*'.

The '*Independent Learning*' programme provides students with opportunities to study independently, not always under the direction or approach of the teacher that has been carried out in learning. Teachers feel they are not teaching if they are not 'lecturing'. This attitude is wrong. The learning process carried out by students in the teacher's position is only as a facilitator not an executor (Shuvalova et al., 2021).

For teachers to overcome these negative values, only one method in each learning process needs to be established. The appropriate method in learning prose literature with the material '*Fable Text/Local Legend*' is the discussion method. The discussion method makes students active, creative and innovative. Besides, with this discussion method, students have the opportunity to enjoy the independent learning process.

Planning the steps of learning activities must be able to describe the learning material, learning methods and learning media used because planning the steps of learning activities is part of the learning strategy. In general, the learning strategy consists of five components that interact with each other in achieving learning objectives, namely (1) preliminary learning activities; (2) delivery of information; (3) student participation; (4) test; and (5) follow-up activities (Crato, 2021).

Efforts to improve the quality of the implementation of learning steps whose categories are quite concerning, namely '*good enough*', need to be upgraded to categories of '*Good or Very Good*'. Teachers need to pay attention to learning strategies. This learning strategy is the benchmark in preparing or planning learning steps. The learning step is the core of all planning that the teacher does in the learning process.

The choice of type, form or assessment tool is not a problem as long as the teacher can use it appropriately to improve the character of students. This means that what is a question or problem can be understood by students and will impress them. So the message to be conveyed is learning material, especially literary material, which can be a means of character education.

The attitude assessment described by the teacher becomes a criticism and motivation for students to organise their attitudes and behaviour in the future. It is just that it will be more effective and

efficient to instil this character value, and this can be done with a pleasant attitude and atmosphere cultivated by the teacher.

The acceptance of this research hypothesis proves that media component planning is very important in education-based learning. The success of character education in the learning process depends on the selection of the teacher on the learning media that will be used in the learning process.

Learning Indonesian subjects in the era of the industrial revolution 4.0. needs audiovisual or multimedia media so that learning can make students more creative and innovative. Almost all students in this world have enjoyed the latest technology. So if there are teachers who are still teaching using manual media, of course, it will make students not interested in learning the subject matter. Students will succeed in the learning process if students are interested in the learning process and get satisfaction. Learning should be carried out in a pleasant atmosphere (Lin et al., 2015; Papa, 2015; Willison, 2020).

Literature learning that is planned properly and accurately will be very dominant in increasing the value of character education for students in schools. Also, it will create a comfortable and enjoyable learning situation. A comfortable and pleasant learning situation within the framework of the principle of independent learning will make students active, creative and innovative.

5. Conclusion

Based on the results of the analysis of research data, and discussion of research results, it can be concluded that prose literature learning objectives have a significant relationship with character education for VII-grade students of Indonesian junior high school with a significance value of 0.002. The processing of material in prose literature learning has a significant relationship with character education for VII-grade students of Indonesian junior high school with a significance value of 0.029. The learning method of prose literature has a significant relationship with character education for VII-grade students of Indonesian junior high school with a significance value of 0.006. The description of the steps in the lesson plan for prose literature learning has a significant relationship with character education for grade VII students of Indonesian junior high school with a significance value of 0.000. The choice of the form of assessment used by the teacher in learning prose literature has a significant relationship with character education for grade VII students of Indonesian junior high school with a significance value of 0.000. The selection of learning media used by the teacher in learning prose literature has a significant relationship with character education for grade VII students of Indonesian junior high school with a significance value of 0.001.

By calculating the coefficient value of $R = 0.999$ and the value of the coefficient of determination or $R^2 = 0.999$, the results of testing the overall meaning of the F -regression were calculated as 8,614.787 with a significance value of 0.000, so all together management planning learning objectives, learning materials, learning methods, learning steps, forms of assessment and prose literature learning media have a significant relationship with character education for grade VII students of Indonesian junior high school.

6. Suggestions

With regard to this research, the suggestions that need to be delivered in improving character education in schools are as follows: (1) Teachers should prepare their own learning planning in accordance with the competence of students, teachers, schools and the environment so that the

learning process can be carried out properly and pleasantly. (2) The school should provide children's literature reading books related to the folklore of the archipelago or local folklore to facilitate teachers in choosing teaching materials. (3) The advice for the Samarinda City Education Office is to facilitate teachers with training in the preparation of learning planning for Indonesian subjects because Indonesian teachers are perceived still as not good in the preparation of learning planning based on character education.

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