

The Effectiveness of Critical Discourse-Based Writing Teaching Materials for Growing Student Nationalist Character in Higher Institutions

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Abstract

This study aims to determine the effectiveness of writing teaching materials based on critical discourse for growing the character of student nationalism in higher institutions. This kind of research is development research. Sugiyono (2010: 407) states that development research is commonly called Research and Development (R&D), using the Thiagarajan 4-D development model. The teaching materials developed are writing teaching materials based on critical discourse to foster the character of student nationalism in higher institutions. Effectiveness data were obtained from students pre-test and post-test learning outcomes before and after using essential discourse-based writing materials in growing the character of nationalism in higher institutions. The data collection technique used to determine the effectiveness of teaching materials is to provide tests of students mastery of writing learning materials based on critical discourse. The analysis technique used is descriptive qualitative. Data on student learning outcomes analyzed by N-Gain showed an increase in students writing skills in higher institutions before and after treatment. The results of this study indicate that writing teaching materials based on critical discourse to growing the nationalism character of students in higher institutions is effectively implemented. The results are obtained based on the effectiveness test of teaching materials by conducting the N-Gain test. From the results of the N-Gain Score test, a score of 0.6 was brought based on dividing the N-Gain score category into the "medium" category with values ranging from 0.3 <g> 0.7. While the percentage value is 60%, based on the estimated percentage category N Gain is included in the "effective enough" category with a range of 56-75%.

Keywords: Teaching materials, writing, critical discourse, character, nationalism.

Introduction

Regulation of the Minister of Education and Culture (Permendikbud) of the Republic of Indonesia No. 3 of 2020 concerning National Higher Education Standards article 19 paragraph 3 states that the calculation of learning load in a system of blocks, modules or other forms is determined according to the needs in fulfilling learning outcomes. Based on this article, modules and teaching materials are used to fulfil learning achievements. In Article 57 paragraph 2 part d states teaching materials or training modules for the

enrichment of learning resources. Thus, it can be seen that teaching materials are enrichment given to students to achieve the expected learning objectives based on learning outcomes.

The existence of teaching materials greatly influences the success of the learning process. Innovative teaching materials are absolutely needed to boost motivation in learning (Mubasiroh et al., 2019). Innovative teaching materials are those that can explore the potential of students, answer the needs of students from various competencies, consider the experiences students have, motivate students to develop with various assignments, use various assessment models, and sometimes test students abilities with something outside their expectations. To achieve some of the characteristics of such teaching materials. Prastowo (2012, 17) said that innovative teaching materials can be made by utilizing, processing, and creating various existing learning resources.

Study of teaching materials are all forms of materials or materials that are arranged to assist in the learning process (Rama Sanjaya et al., 2019). Teaching materials are an important component in learning that is needed as a guide for activities in the learning process as well as a substance of competence that is taught to students. With teaching materials, learning programs can be implemented more regularly because lecturers as educational implementers will receive clear material guidelines (Thamrin, 2014). Teaching materials are one of the important factors in the effectiveness of learning, especially in higher institution level. A lack of teaching materials can certainly affect the quality of learning or lectures (Arsanti, 2018). Teaching materials developed in accordance with the needs of the curriculum, teaching materials will also direct learning activities in accordance with the competency achievements that have been planned (Ulfah, 2018).

The purpose of teaching materials is to help lecturers to be able to choose learning materials or teaching materials and use them appropriately, the concepts and principles of selecting learning materials, determining the scope, sequence, criteria and steps for selecting, treatment and sources of learning materials (Arum, 2006). Teaching materials are one of the important factors in addressing the problem of the moral decadence of the nation's children by incorporating character content into the higher education curriculum which will then be derived and elaborated at the level of teaching materials so that students get benefits (Fitriani, 2018). Teaching materials are one of the important factors in the effectiveness of learning, especially in the higher institution level.

From the description above, it can be seen that teaching materials are still a problem that needs to be developed by lecturers at tertiary institutions. Teaching materials are everything that is prepared by lecturers in supporting the achievement of learning objectives to be achieved in learning objectives. Teaching materials prepared by lecturers have variations and forms, some in the form of handouts, semester learning plans (SLP), modules, books, and various sources needed to guide students in achieving the learning objectives that have been planned.

The development of teaching materials is an activity of designing innovative learning resources. In its implementation, learning materials must be relevant to the required competencies, essential materials, and in accordance with the level of development of student knowledge (Dewi et al., 2018). Most lecturers who teach in higher institutions, in this case in the Indonesian Language and Literature Education Study Program, only

prepare lesson plans that are not equipped with teaching materials in the form of books or modules. Some of the factors that cause this to happen include (1) material factors that are not appropriate, material or teaching materials related to what will be presented, and (2) factors of learning facilities that are lacking and limited resources. All of these factors were found to be very difficult for students (Sarmadan, 2017).

One of the courses in the Indonesian Language Education Study Program at the Islamic University of Makassar which has not achieved the expected output on student learning outcomes is writing. Writing courses in the Indonesian Language Education Study Program, it consists of (1) basic writing, (2) writing criticisms and essays, (3) writing research reports and articles. (4) writing drama script, and (5) writing poetry and prose. The total semester credit units (credits) for courses related to writing are 14 credits which are grouped into two; the factual genre and the fictional genre. Writing courses in the Language and Literature Education Study Program are part of productive language skills. Writing is a language skill that needs to be mastered by students and alumni in the study program. In addition, writing competence must be understood by the academic community in developing science, technology and art (IPTEKS) for the progress of the nation and state. All forms of science and technology development produced will be meaningless if they are not documented in writing or scientific work (Mariam & Abidin, 2019).

According to Darmadi (1996: 10), writing skill is the ability that is most difficult for someone to master compared to other language skills. Not surprisingly, there are not so many people who have the ability to write well. The difficulty for people to master this ability coupled with the fact that there are not so many who master this ability, has led to the birth of several myths about writing. Some of these myths, among other things, concern inspiration (writer's block) and writing rules. This is a problem faced by novice writers, one of which is the language problem. The development of writing teaching materials is the focus of developing study program lecturers to realize quality learning. Based on the data obtained in the field, it was found that learning based on the development of writing teaching materials had not been systematically arranged in the form of a book. Lecturers who conduct teaching always prepare teaching materials only in the form of lesson plans but are not equipped with material that is arranged systematically in book form.

The same thing also happened in other higher institutions which showed that the teaching materials were not in accordance with the needs of students. For example, in the Indonesian Language and Literature Education Study Program, FKIP UIM, even now there are no special teaching materials on Creative Writing, even though these courses are listed in the curriculum used. This of course affects the effectiveness of the course lectures. In meeting the needs of these teaching materials, lecturers must provide their own in accordance with the characteristics of students and the subjects taught (Arsanti, 2018). Less than optimal learning to write is also found in the subject of writing opinions and essays in one of the subjects taught at the Indonesian Language and Literature Education Study Program, Muhammadiyah University of Makassar (Sakaria & Nojeng, 2018). The problem is the low ability to write opinions on students in an effort to address existing problems in society, contribute to finding solutions to them, as well as build empathy for the situation that occurs. However, in writing practice, students are faced with various obstacles, low ability to express ideas, and low use of references in writing opinion articles (Kurnia, 2021).

Not much different from what was stated (Muhiddin & Mustafa, 2021) stating the fact that until now there has been almost no training in writing opinions in the mass media, at the same time the Muhammadiyah University of Makassar often gets labelled as a campus that often holds demonstrations, burns tires and closes schools. road. This fact is of course a problem and a solution needs to be found through training in writing opinions in the mass media. The problem of writing essays was also conveyed (Budiyono & Aryanti, n.d.) who found that as much as 79% of student writing was far from perfect and had not been able to produce good writing in the Indonesian Language and Literature Education Study Program (PS-PBSI) College of Teacher Training and Education (STKIP) YPM Bangko. The characteristics of the writing produced are characterized as follows: (1) the theme of the writing is not focused, (2) the topics in each paragraph are not well developed, (3) the diction is not precise, (4) the sentences are not effective, (5) there are still many spelling and punctuation errors, and (6) reasoning in writing is not good. In other words, in general, student writing is not good.

From some of the reviews above, it can be seen that students are constrained in producing opinions, essays, future, and scientific articles. Even though these students are students of the Indonesian Language Education Study Program who have studied theories in writing. In addition to writing essays, students' ability to write opinions also occurs. Thus, formulations from lecturers are needed to realize good writing skills among students. Writing is a form of language proficiency that has great benefits for human life. By writing, students can express all their heart's desires, feelings, and moods when they are sad, happy, satire, criticism and others. Writing skills as one of the language skills is a skill that students really need to have in the Indonesian Language and Literature Education Study Program.

Based on the phenomena described above, it can be seen that writing problems are still a problem experienced by students in higher institutions. Therefore, an accurate solution is needed in order to improve writing skills. So that the expected output for students after completing lectures is able to write according to the context and situation in expressing their ideas in writing. Writing ability is inseparable from other language skills. The writings produced by the author are influenced by the author's point of view, both the context, ideology, and hegemony possessed by the author. Therefore, writing is strongly influenced by ideology, perspective, and context in writing. One of the language studies that is most relevant to productive language skills is Critical Discourse Analysis (CDA).

In line with the statement above, Eriyanto (2005: 6) conveys that there are three views regarding language in discourse analysis. One of the views on which CDA is based is a critical view. This view wants to correct the view of constructivism which is less sensitive to the process of production and reproduction of meaning, both historically and institutionally. The language here is not understood as a neutral medium that lies outside the speaker's self. Language in a critical view is understood as a representation that plays a role in shaping certain subjects, certain discourse themes, as well as strategies within them. Therefore, discourse analysis is used to dismantle the power that exists in every language process, such as what boundaries are allowed to become discourse, what perspectives must be used, and what topics are discussed.

Furthermore, discourse seeing that language is always involved in Critical Discourse Practice is considered appropriate for improving writing skills because (1) There is an in-

depth idea of a topic of discussion, (2) Determining problem-solving, and (3) Growing motivation in developing paragraphs. Critical discourse aims to find patterns and reasoning techniques in an effort to cultivate critical thinking. According to (M.W Jorgensen & L.J Philips, 2007, 122) stated that discourse is an important form of social practice that reproduces and transforms knowledge, identity, and social relations which include power relations as well as other forms of structure and social practice. From the theory of critical discourse, one of the efforts made in improving writing skills is by understanding the concept of critical discourse which is integrated into writing activities.

Some of the above descriptions of critical discourse will become the basis for theory in the development of theory in writing. This is based on the hypotheses that have been presented that the concept of critical discourse can be used as a basis for developing students writing skills. Darma (2009: 49) explains critical discourse as an effort or process of decomposition to provide an explanation of a text (social reality) that someone wants or is currently working on who tends to have a specific goal of getting what he wants. In other words, critical discourse is used to criticize and reveal the relationship between language and the practice of power. Therefore, discourse has a dialectical relationship with other social dimensions. From the theory of critical discourse it is known that it can improve writing skills by understanding the concept of critical discourse.

Writing problems are still a major problem among students in expressing ideas in the form of opinions, essays, futures, and scientific articles. The thing that is of concern is the low character of student nationalism. The low character of nationalism and writing ability will be the focus of the effectiveness of critical discourse-based writing materials. Chairman of the Indonesian People's Consultative Assembly (MPR) Bambang Soesatyo stated that the lack of nationalism in the millennial generation could become a "time bomb" for Indonesia. This statement was made in response to research results from the Center for Strategic and International Studies (CSIS) which noted that there are still around 10% of the Indonesian generation millennials who agree to replace Pancasila with another ideology (Savitri, 2021). In addition to CSIS, the Young Pancasila Community released the results of a survey at the end of May 2020, where it was recorded that around 19.5% of the younger generation considered Pancasila no longer relevant to life (Politicanews.id, 2021).

Another fact that shows the low level of nationalism in this nation can be seen by the emergence of various radicalism ideologies. The understanding of radicalism in question is that *Khilafatul Muslimin* is believed to openly reject the rule of law in the Republic of Indonesia. This belief is getting stronger with various findings. For example, there is a ban on respect for the red and white flag in schools owned by *Khilafatul Muslimin* (Tria, 2022). The problem of nationalism is characterized by the emergence of ideologies that are opposite to state ideology, terrorism, radicalism, and social conflicts based on ethnicity, race and religion. The decline in the values of nationalism among the people is actually not a new matter, but rather a classic problem that this nation has been experiencing since Indonesia's independence from colonial occupation until now. The results of research by the Indonesian Survey Institute (LSI) in 2019 found 33.6% of residents did not prioritize nationalism (Margianto, 2019).

Some of the facts described above in turn show nationalism is a classic problem and must continue to be developed in the Indonesian nation, especially among students as the next

generation, change, and intellectuals. Students as an intellectual generation must be able to take a role in contributing thoughts in the form of writing in growing the character and spirit of nationalism. The ability of students to develop writing on the theme of nationalism continues to be championed in creating citizens who love the nation and state. Based on this background, three main problems are formulated which are the focus of this research, including; the development of teaching materials, the ability to write opinions, essays, futures, and scientific articles in which CDA's theory will be used as a basis for building writing, as well as the growth of the character of nationalism. Thus, the study aims to determine the effectiveness of writing teaching materials based on critical discourse for growing the character of student nationalism in higher institutions.

Research Method

This kind of study is development research. Sugiyono (2010: 407) states that development research is commonly called Research and Development (R&D), using the Thiagarajan 4-D development model. This research follows the research steps or process used for this development consisting of a research study of the product being developed. Developing products based on these findings, conducting field trials according to the background the product is used, and revising field tests (Setyosari, 2010: 194). R&D research is a cyclical development process, through the following stages: (1) initial assessment or exploration of the topics to be constructed or reconstructed; (2) product development of teaching materials from the findings that have been achieved; (3) testing teaching materials that have been developed at the research location and the product will be used, and (4) improvement of teaching materials according to findings in preliminary situations in the field.

This study uses a mixed research design (mixed methods), in which the researcher collects and analyzes both quantitative and qualitative data in the same study. Johnson and Christensen (2007) provide a definition that combination research is research that combines quantitative and qualitative approaches. Mixed research, usually called mixed research methods to make it simpler, is called mixed or combined research. The researcher chooses to use an explanatory design which is included in the Sequential Explanatory Design. This design begins with the collection of qualitative data to understand the phenomenon in depth. The findings from the qualitative analysis were then used to inform the design of the collection and subsequent analysis of the quantitative data. This approach aims to explain or test qualitative findings more broadly and generally. The target and focus of this study is writing based on critical discourse in growing student nationalism in higher institutions. This study developed writing teaching materials based on critical discourse. Research leads to students ability to write factual genres or writings that are scientific or popular. The writings that will be developed in this research are writings, opinions, essays, futures, and scientific articles.

The development procedure used in this study uses Research and Development (R&D). The development of teaching materials uses the Thiagarajan and Semmel model, known as the Four-D Model; define, design, develop, and disseminate. The teaching materials developed are writing teaching materials based on critical discourse to growing the character of student nationalism in higher institutions. Based on the design that has been prepared for effectiveness, first know the validity, appropriateness, and practicality of

teaching materials. Effectiveness data were obtained from students pre-test and post-test learning outcomes before and after using critical discourse-based writing materials in growing the character of nationalism in higher institution. Meanwhile, the sources of data in this study were writing teaching materials, course lecturers, and students. The data collection technique used to determine the effectiveness of teaching materials is to give tests of student mastery of learning materials. After the teaching material development stage is carried out starting from needs analysis and prototype development, starting from teaching material validation sheets, observation sheets, student response questionnaires, and student mastery tests of learning material. The data obtained from each of these instruments are as follows. To measure the validity of writing teaching materials based on critical discourse, the validity instruments of teaching materials are used, which consist of validation of teaching materials, lesson plans, and student worksheets (LKM). Furthermore, to measure practicality, observation instruments or observations of lecturer and student responses were used in the implementation of writing teaching materials based on critical discourse. To measure the effectiveness of writing teaching materials based on critical discourse, a pre-test and post-test were carried out by conducting an effectiveness test.

Data on the effectiveness of teaching materials were obtained from student learning outcomes in writing teaching materials based on critical discourse to growing the character of nationalism on a large scale, and then analyzed using descriptive statistics. The analysis technique used is descriptive qualitative. Data on student learning outcomes were analyzed with n-gain. N-gain shows an increase in students writing skills in higher institutions before and after treatment.

Results and Discussion

The effectiveness of critical discourse-based writing materials to growing the character of students is seen from several aspects, including (a) pre-test results of students writing skills; and (b) post-test results of students writing skills. In the following, the presentation of the results of the effectiveness test for the application of critical discourse-based writing materials to growing the character of student nationalism.

Pre-test score data was obtained through an assessment of students' discourse-based writing skills prior to the application of critical discourse-based writing materials to foster students' nationalist character. It consists of the background for choosing the title, the accuracy of the writing with the title, the clarity of the essay delivery, the delivery of solutions to impress the reader, the outline of the essay, the description of opinions in sentences, the development of sentences into paragraphs, the arrangement of paragraphs into essays, effective sentences, sentence structures, vocabulary, and spelling. The data obtained were analyzed descriptively and inferentially using a parametric statistical test through a paired sample t test. Acquisition of student writing skill data is presented in the appendix.

The results of the pre-test data analysis showed that students' writing skills were generally at an average score of 69.45. Based on this analysis, it was concluded that students' writing skills before being given treatment were still in the "low" category. The results of the pre-test form the basis for knowing changes in skills obtained in the results of the post-

test. The post-test score data was obtained through an assessment of children's writing skills after being treated through the application of critical discourse-based writing materials to foster the character of student nationalism. The data obtained were analyzed in the same way as the pre-test data above, namely descriptive analysis and inferential testing using parametric statistical tests through paired sample t-tests. Acquisition of student writing skill data is presented in the appendix.

From the results of testing the application of writing teaching materials based on critical discourse to growing the character of student nationalism descriptively, it shows an increase in students' writing skills with an average student ability of 87.90 in the "very high" category. To find out the effect of applying writing teaching materials based on critical discourse to cultivate the character of student nationalism, descriptive and inferential statistical tests will be carried out.

The data obtained were then analyzed using parametric statistical tests for the t-test with paired sample t-test data analysis, namely data analysis to compare the average values of two related data, to see differences in the effect of applying critical discourse-based writing materials to develop character. student nationalism before and after by comparing the mean value and t-count value with t-table. Before conducting a hypothesis test to determine whether there is a difference before and after, a prerequisite test is first carried out as a first step in the use of parametric statistics, namely data normality.

The normality test was carried out to find out whether the data obtained came from populations that were normally distributed or data that were not normally distributed. The normality test of the paired sample t-test uses the One-Sample Kolmogorov-Smirnov Test, which is categorized as normal if Sig. > 0.05. Based on the results of the normality test, Sig. (2-tailed) which is 0.200 so that it can be concluded that the data is normally distributed, because $0.200 > 0.05$.

After the prerequisite test for parametric statistical analysis and fulfilling the requirements, it is continued with the hypothesis test. To find out the average difference before treatment and after the application of writing teaching materials based on critical discourse to foster the character of nationalism of students in tertiary institutions by conducting a paired sample t-test. The results of the t-test were obtained

$$H_0 = \{ T \} \text{ _count} \leq T_{\text{table}}$$

$$H_1 = T_{\text{count}} > T_{\text{table}}$$

The findings show the results of calculating the progress of writing $T_{\text{count}} = 19,891$ and the result of the value of $T_{\text{table}} = 1,729$. From the data, it can be seen that $T_{\text{count}}(19,891) > T_{\text{table}}(1,729)$. This shows that H_0 is rejected and H_1 is accepted, with a value of Sig. $0.00 < 0.05$ and there is a difference in the mean value between activities before implementation, namely 69.45 and after applying the model with a mean value of 87.90. As the basis for decision-making in the paired sample t-test, it can be concluded that there is a significant difference in the effect of applying critical discourse-based writing materials before and after. Thus, from all the results of statistical tests that have been carried out, it can be concluded that writing teaching materials based on critical discourse has an effect on growing the character of student nationalism, by having different mean average data where the mean value after application is higher than the mean value before

application and a significance value of $0.00 < 0.05$. So that learning activities using writing teaching materials based on critical discourse have an effect on the growth of the character of nationalism of students in higher institutions.

After testing the hypothesis, it shows that there is a difference in the average score before and after the application of critical discourse-based writing materials to growing the character of nationalism in students in higher institutions. To see effectiveness, the N Gain test was carried out. The Mean N Gain Score was 0.6 based on dividing the N Gain score category into the “medium” category with a value range of $0.3 < g < 0.7$. While the percentage value is 60%, based on the estimated percentage category N Gain is included in the “effective enough” category with a range of 56-75%. Based on the results of this effectiveness test, it can be concluded that the use of writing teaching materials based on critical discourse is “quite effective” in growing the character of student nationalism in higher institutions.

Based on the results of testing the effectiveness of teaching materials, it was measured from the results of testing instruments to measure students critical discourse-based writing skills in higher institutions by giving pre-tests and post-tests. The pre-test instrument was given before giving the treatment and the post-test was carried out after giving the treatment or after applying writing teaching materials based on critical discourse. But before carrying out the effectiveness test, what is done is to carry out a normality test to find out that the data obtained by the population is normally distributed. The results of the normality test are the paired sample t-test for normality using the One-Sample Kolmogorov-Smirnov Test, which is categorized as normal if $\text{Sig.} > 0.05$. Based on the results of the normality test, Sig. (2-tailed) which is 0.200 so it can be concluded that the data is normally distributed, because $0.200 > 0.05$. based on the results of the normality test, then a hypothesis test was carried out by conducting a paired sample t-test which showed that students' writing abilities using critical discourse-based writing materials obtained $T_{\text{count}} = 19,891$ and the result value $T_{\text{table}} = 1,729$. From these data, it can be seen that $T_{\text{count}}(19,891) > T_{\text{table}} (1,729)$. this shows that H_0 is rejected and H_1 is accepted, with a value of $\text{Sig.} 0.00 < 0.05$ and there is a difference in the mean value between activities before implementation, namely 69.45 and after applying the model with a mean value of 87.90 from the t-test results in it is known that there is an effect of using teaching materials before and after using writing teaching materials based on critical discourse.

After the t-test was carried out to determine the effect of teaching materials on students writing competence, the effectiveness of teaching materials was tested by conducting the N Gain test. From the test results, the N Gain Score is 0.6 based on dividing the N Gain score category into the “medium” category with a value range of $0.3 < g < 0.7$. While the percentage value is 60%, based on the estimated percentage category N Gain is included in the “effective enough” category with a range of 56-75%. Based on the results of inferential statistical analysis starting from the normality test, t-test, and activeness test, it can be seen that the use of critical discourse-based writing materials is effectively used to improve students writing skills in growing the character of nationalism in higher institutions.

Conclusion

Writing teaching materials based on critical discourse to growing the character of student nationalism in higher institutions is effectively implemented. The results were obtained based on the effectiveness test of teaching materials by conducting the N Gain test. From the results of the N Gain Score test, a score of 0.6 was obtained based on dividing the N Gain score category into the “medium” category with a value range of $0.3 <g> 0.7$. While the percentage value is 60%, based on the estimated percentage category N Gain is included in the “effective enough” category with a range of 56-75%. Thus, critical discourse-based writing materials are effectively applied in improving critical discourse-based writing skills in higher institutions.

Suggestion

Research on the effectiveness of developing writing materials based on critical discourse to growing the character of nationalism in higher institutions continues to be tested at other campuses, to develop and strengthen the teaching materials products developed, as well as to measure the effectiveness of teaching materials.

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