Teaching Materials for Indonesian Literature Lectures Based on Respect Education: A Development Research

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Article Info

ABSTRACT

Purpose of the study: This study aims to create innovative humanistic teaching materials based on respect education in teaching literature in schools to address the persistent issue of bullying.

Methodology: This research follows a Research and Development (R&D) approach, utilizing the 4-D development model introduced by Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel. This model consists of four key stages: Define, Design, Develop, and Disseminate.

Main Findings: Analysis of the need for Teaching Materials for Indonesian Literature Teaching Lectures Based on Respect Education begins with an observation of the learning conditions in the literature teaching course at the Indonesian Language and Literature Education Study Program. This observation was carried out by interviewing the lecturers in charge of the literature teaching course. The results of the observation stated that the learning conditions of students in the literature teaching course were still not optimal in the implementation process, and the availability of teaching materials provided by the lecturers. The results of the observation also stated that teaching materials for literature teaching based on respect education had never been implemented or developed.

Novelty/Originality of this study: The results of the study showed that from the four aspects in the analysis of teaching material needs which include content, language, presentation, and graphics, it was concluded that students and lecturers 'strongly agree' to develop teaching materials for literature teaching based on respect education.

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1. INTRODUCTION

In its journey and development, Indonesian education has undergone various forms of reform in each period. In each of these reforms, Indonesian education will always hope to be able to help students develop into potential human beings both intellectually through the process of transfer of knowledge and emotionally and spiritually through the process of transfer of values contained therein [1]-[3]. However, in reality, the education process in Indonesia is still dominated by the orientation of transfer of knowledge which only demands intellectual education output [4]-[6]. Thus, the development of attitudes, ethics, morals, emotions, and spirituality of students is always marginalized [7]-[9]. In fact, the development of a sense of humanity and respect should be an important note for Indonesian education [10]-[12].

Character education that is encouraged in the K13 curriculum or even the Pancasila Student Profile in the Merdeka Curriculum currently seems to be only a program promise to be able to develop the emotional and spiritual potential of students in Indonesia [13], [14]. In a survey conducted by the Federation of Indonesian Teachers' Unions (FSGI), it was noted that bullying cases in educational units for the period January-September 2023 reached 23 cases, of which 50% were at the junior high school level, 23% at elementary school, 13.5% at high school, and 13.5% at vocational school. This was also acknowledged by the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) in the results of the 2021-2022 National Assessment and the 2022-2023 Education Report, noting that 24.4 percent of students experienced various types of bullying. Several studies on case studies of bullying in schools conducted by Febianti, M., Listyarini, I., & Artharina, F. P. (2022) [15].

Rahayu, B. A., & Permana, I. (2019), Hopeman, T. A. (2020), and Nugroho, S., Handoyo, S., & Hendriani, W. (2020), show that most students consciously carry out verbal, physical, and relational bullying behaviors in schools [16]. Several of these studies also mention that even teachers' attitudes also influence the occurrence of bullying cases in schools. Violence committed by teachers has an impact on the loss of learning motivation and difficulty in understanding lessons, causing students to feel inferior. These behaviors are one indication of the low level of respect education in schools. Reflecting on the problem of bullying that occurs in schools, it is necessary to develop humanistic learning, namely by realizing that learning requires mental involvement and trying to change the learning atmosphere to be more enjoyable and meaningful by combining students' physical and psychological potential [17]. According to Haningsih, S. (2022), one aspect of humanistic learning that is important in learning activities and must be possessed by educators is "respect" [18].

In an effort to develop respect education in schools, several basic actions need to be taken to implement humanistic learning. In the context of this research, one effort to carry out respect education in a concrete way is through the learning process in the classroom which leads to the development of teaching materials based on respect education in literature courses in schools. As Jabrohim (in Sukirman, S., 2021) said that literature functions to carry a humanistic mission for students who do not fully understand matters related to humanity [19]. Teaching literature can help foster a balance between the development of cognitive intelligence and affective intelligence of students so that a complete character is formed.

This research is important to provide knowledge to students when they become teachers in schools (after graduating). In this study, students are given provisions to teach literature in schools in order to minimize bullying which is still common today. The literature teaching course is one of the courses that must be mastered by students as prospective educators to provide provisions for teaching literature in schools. In this case, students are required to be able to understand and apply learning related to literary expression and literary appreciation in schools. This research has an important role in preparing students as prospective educators to have adequate competence in teaching literature in schools after graduation. Through this research, students are equipped with a deep understanding of literature learning strategies, not only to improve students' literacy skills but also to minimize cases of bullying that are still rampant in the school environment.

As part of the curriculum, the Literature Teaching course is one of the compulsory courses that must be mastered by students of the Indonesian Language and Literature Education study program. This course not only aims to develop students' academic abilities in understanding literary theory, but also equips them with effective teaching strategies based on humanist values, such as empathy, respect for others, and tolerance. In the learning process, students are expected to be able to understand and apply literature learning with a more interactive and applicable approach. They must be able to teach literary expression and appreciation, both in the form of poetry, prose, and drama, so that they can create a more meaningful learning experience for students. Thus, teaching literature is not only a means to improve language skills and literary aesthetics, but also a tool to instill positive character that can help create a safer, more comfortable, and bullying-free school environment.

In the problematic conditions that occur in the Indonesian Language and Literature Education Study Program, students have not been able to understand and apply literature learning in schools properly. The practice of teaching literature by students in schools has not been able to show new progress for the development of literature learning. Students have not been able to provide meaningful literature teaching experiences for students in schools. This is also triggered by the learning process and the use of teaching materials that are not well facilitated by literature teaching lecturers.

Lecturers in literature teaching courses in this case have not been able to provide innovative teaching materials to facilitate students in learning literature teaching [20]-[23]. So that students' abilities in this course are still limited. Therefore, by paying attention to the description of the problem of bullying in schools and the low quality of literature teaching by lecturers and students, as well as the urgency and potential of humanistic-based literature learning, the author intends to provide solutions, especially in literature teaching courses for students by developing teaching materials for Indonesian literature teaching courses based on respect education to overcome cases of bullying in schools and the quality of literature teaching for students in the Indonesian Language and Literature Education Study Program, Universitas Negeri Medan.

Looking at the reality of education in Indonesia, particularly regarding student character development, there is a significant gap between curriculum expectations and actual practice. Various educational reforms have been implemented, from the 2013 Curriculum to the Independent Curriculum, which explicitly emphasize the importance of character education. One implementation is the Pancasila Student Profile, which emphasizes six key dimensions, including humanitarian values and mutual respect. However, in reality, education in Indonesia still focuses primarily on cognitive aspects or the transfer of knowledge. The learning process has not deeply touched upon the affective side of students, resulting in the marginalization of character development, such as ethics, empathy, morality, and spirituality.

The rise in bullying cases in schools is a clear indicator of the failure of education to instill comprehensive humanitarian values. Data from the FSGI (Family and National Education System) shows that from January to September 2023, there were 23 cases of bullying in educational institutions, with the highest rate occurring at the junior high school level. Furthermore, the results of the 2021–2023 National Assessment and Education Report released by the Ministry of Education, Culture, Research, and Technology indicate that 24.4 percent of students experience various forms of bullying. Previous research also indicates that bullying behavior is consciously perpetrated by students, ranging from verbal to physical to relational, and is even influenced by teachers' attitudes that lack respect in learning.

This research is expected to produce a model of teaching materials that can equip prospective teacher students to implement humanistic literature learning. Students will be able to teach poetry, prose, and drama not only as texts but also as media for character development in students. Thus, literature learning can be part of a preventative effort to address bullying and verbal violence, which are still prevalent in schools.

2. RESEARCH METHOD

This study employs a Research and Development (R&D) approach, which focuses on developing a product through analytical research while evaluating its effectiveness to ensure its practical application in a broader context [24]. The development model utilized in this research is the 4-D model, a widely adopted framework for designing learning tools. Originally developed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel (1974), the 4-D model consists of four key phases: Define, Design, Develop, and Disseminate [25]-[29].

The 4-D method was chosen to create Indonesian literature teaching materials based on respect education, aiming to address bullying in schools. The developed teaching materials underwent a feasibility assessment, including validity tests and trials, to measure their effectiveness in enhancing literature learning while mitigating bullying behavior among students [30], [31]. The teaching materials developed in this study underwent a series of feasibility assessments to ensure their effectiveness in supporting literature learning while addressing bullying behavior in the school environment. This feasibility assessment included a validity test conducted by experts to assess the suitability of the content, language, presentation, and graphic aspects of the teaching materials prepared. This process aims to ensure that the teaching materials are not only in accordance with the curriculum, but are also able to provide a more meaningful learning experience for students.

In addition, the teaching materials also went through trials involving students and students as end users. This trial was carried out in stages, starting from a small scale to a larger scale to see how the teaching materials can be applied in literature learning that is oriented towards respect education. At this stage, observations were made of student interactions, their understanding of the material, and changes in attitudes that may occur in the context of preventing bullying behavior. The results of the validity test and trial were analyzed in depth to measure the extent to which the teaching materials developed were able to provide a positive impact on the literature learning process, both in improving literary appreciation skills and in instilling values of respect and empathy in students' daily lives. Thus, the teaching materials produced not only function as learning resources, but also become educational tools that play a role in shaping students' character to respect others more and reduce the tendency towards bullying behavior at school.

In conducting this R&D study, researchers collected and analyzed two types of data:

1. Quantitative Data – Processed using numerical formulations from expert validation scores at different stages.
2. Qualitative Data – Derived from descriptive research findings to provide deeper insights into the effectiveness of the developed materials.

The data collection process involved questionnaires, expert validation instruments for teaching materials, and student trial evaluations. Once all data was gathered, quantitative descriptive analysis and data reduction techniques were applied to interpret the findings. The validation results from experts and observations of student learning activities were analyzed using the Descriptive Percentage (DP) formula, enabling an objective assessment of the teaching materials' impact [32]. This structured approach ensures that the developed teaching materials not only enhance literature learning but also foster a culture of respect, ultimately contributing to the prevention of bullying in schools.

$$\overline{X} = \frac{\sum x}{N}$$

Information :

$\overline{X}$: Average assessment score
$\sum x$: Total score
N: Number of items/sub components

The Descriptive Percentage (DP) category is determined by creating a category table which is arranged with the following calculation in Table 1.

Table 1. Criteria for Assessing the Feasibility of Teaching Material Design

Percentage	Eligibility Criteria	Description
81 – 100	Very Eligible	No revision required
61 – 80	Eligible	No revision required
41 – 60	Quite Eligible	Revision
21 – 40	Less Eligible	Revision
00 – 20	Very Less Eligible	Revision

3. RESULTS AND DICUSSION

Several descriptions of research results that are used as references related to the proposed research topic are described in the following section. Pujiati, D., & Wulandari, D. A. (2021, February) conducted a study titled *Respect Education for Teachers as an Effort to Prevent Bullying at Aisyiyah Busthanul Athfal Kindergarten, Pride of Banyumas 2020* [33]. This research, conducted as part of a community service initiative, focuses on training teachers to understand respect education as a strategy for preventing bullying in schools. The training methods employed include discussions, role-playing, games, assignments, action plans, field observations, and focus group discussions. Additionally, this study developed a module incorporating various approaches such as building commitment, understanding social differentiation, self-identity, gender concepts, bullying awareness, strategies for addressing bullying, and exploring creative ideas that can be integrated into school learning to mitigate bullying behavior.

Taris, Lu'mu, Ruslan, & Massikks. (2022) with the title Innovation of the Learning Model "Respect Education" in Overcoming Bullying for Vocational High School Students in Majene Regency [34]. This study develops a respect education learning model in preventing bullying behavior of vocational high school students in Majene Regency. The results of the effectiveness test of the use of the respect education learning model showed a difference between before and after the test of the respect education learning model to students, so that the learning strategy by implementing a learning model that instills respect education values in students which is integrated into the learning process can overcome bullying behavior among students at school.

Widodo, H. (2018) conducted a study titled *Development of Respect Education Through Religious Humanist Education in Schools* [35]. This research provides a theoretical and critical discussion on the development of respect education through a religious humanist approach. It highlights the significance of fostering mutual respect—between teachers and students, among students themselves, and vice versa—as a means to enhance loyalty, responsibility, and solidarity. Ultimately, this approach aims to create a humanistic learning environment where mutual respect and appreciation thrive. Wildarini, R. F., Maryanto, A., & Anjarsari, P. (2016) conducted a study titled *Development of Comic Science Worksheet With AIL Create Problem Solving and Attitude Respect Skill*. This research successfully developed a science comic worksheet utilizing the authentic inquiry learning approach to enhance students' problem-solving abilities and foster respectful attitudes, such as objectivity and honesty, throughout the learning process [36].

Saracho, O. N. (2017) entitled Bullying Prevention Strategies in Early Childhood Education. This study presents empirically the nature and typical aspects of bullying among preschool children [37]. This study also provides a contribution in the form of a preventive prevention program that can be carried out in handling bullying behavior by providing lessons and social skills, providing responsive teaching to bullying, and most importantly modifying the school environment in the context of learning and training teachers and school staff to integrate anti-bullying learning in schools. Indrijati, H., Mastuti, E., & Ilham, R. N. (2021) conducted a study titled *Steps to Respect Training: Kindergarten Teacher Competency Development Program to Prevent Student Bullying Behavior* [38]. This research aims to enhance the competency of kindergarten teachers in preventing bullying among students by increasing their knowledge and skills in handling such cases. The findings indicate that training plays a significant role in improving teachers' knowledge and skills, demonstrating its potential as an effective approach to optimizing the competence of kindergarten teachers in preventing student bullying in Indonesia.

Giesinger, J. (2012) with the title Respect in Education. This study discusses the importance of moral demands in the educational environment [39]. This study explains that education must adopt the ethics of the concept of respect by teaching equal standing to others. This study has been tested in several schools in different countries regarding the provision and instillation of ethics of respect in the learning process. The results obtained show that students have more sympathy for each other.

Literature Learning in Schools

Literature learning in Junior High Schools (SMP) and Senior High Schools (SMA) is a very important learning role in shaping students' reasoning skills and introducing literature as a form of culture in Indonesia to students. However, there are several important things that must be re-examined in literature learning in schools considering that literature is included in its part using the current curriculum reference. First, in the 1994 Curriculum, for example, which is implemented in SMU, it is stated that literature learning in its various aspects is directed at fostering students' appreciation of literature according to their level of emotional maturity. This suggests that the planning, implementation, and evaluation of literature learning should ideally be directed at fostering appreciation in students. Therefore, appreciation activities are not only receptive: receiving something passively. But, more importantly, appreciation is also productive: producing something actively.

Therefore, literature learning in formal educational institutions is ideally not only limited to providing literary texts in a certain genre to be understood and interpreted by students (receptive appreciation). Literature learning should be directed at developing students' ability to assess or criticize the strengths and weaknesses of existing texts and finally, based on the assessment/criticism, students are able to create another text that is of higher quality, whether the text is of the same genre or not. Therefore, learning literature in formal educational institutions should not only be limited to providing literary texts in certain genres to be understood and interpreted by students in the form of receptive appreciation. A learning approach that only focuses on understanding texts can limit students' critical and creative abilities in exploring the meaning and values contained in literary works.

Alternatively, learning literature should be directed at developing evaluative skills that allow students to assess and criticize the strengths and weaknesses of the texts they read. By equipping students with these skills, they will not only become passive readers, but will also be able to analyze the structure, style, theme, and relevance of literary works to real life. This process will foster critical thinking skills, where students not only receive information but can also assess the accuracy and depth of a text. Furthermore, the results of this evaluative process can be the basis for students to produce new, higher quality literary works. Based on the assessments and criticisms they make, students can create other texts—either in the same or different genres— that are more innovative and have deeper aesthetic value and meaning. Thus, learning literature is not only a means to understand existing literary works, but also a forum for students to develop creativity, self-expression, and higher literacy skills.

Until the 2006 KTSP curriculum, literature learning still received a large portion besides language. This was a relief in itself. However, since the implementation of the 2013 Curriculum, literature has begun to receive a reduction in its portion so that it is very clear that the face of literature in the 2013 Curriculum is not as bright as in the 2006 KTSP Curriculum. Literature teaching materials in the Language curriculum are always a complementary part. Likewise, in the 2013 curriculum for senior high schools, it is only available in grades XI and XII. The consideration adopted is that perhaps the use of language is more dominant in life. In fact, if the goal of the 2013 curriculum is directed at 3-dimensional graduate competency standards, namely attitudes, knowledge, and skills, literature teaching materials must receive special attention because they can be used as a medium for forming attitudes.

Attitude competency is achieved with various elements that are in the process that will support its achievement. Achievement of attitude competency depends on the integration between knowledge and skill competency. What is owned does not guarantee having skill competency automatically. People who know cooking theory are not necessarily skilled at cooking, for example. People who understand the ins and outs of writing theory are not necessarily skilled at writing. Being skilled has special requirements that require training according to the time required by the demands of that type of skill or the ability of people to embody it in the form of performance. In addition, the basic abilities possessed by the students which tend to be heterogeneous add to the thinking about how to achieve it. Basic abilities affect the level of understanding. How can we behave without broad and comprehensive knowledge. Indeed, attitude is determined by how much knowledge is possessed and how broad the views are and how capable they are of applying them on the basis of combining knowledge and experience.

Challenges in Learning within the Indonesian Language and Literature Education Study Program at Universitas Negeri Medan

One of the goals of education is to produce students who can develop into potential human beings both intellectually through the process of transfer of knowledge and emotionally and spiritually through the process of

transfer of values [40]. However, in reality, the education process in Indonesia is still dominated by the orientation of transfer of knowledge which only demands intellectual education output, so that the process of developing attitudes, ethics, morals, emotions, and spirituality of students is often neglected in its implementation. In fact, the development of a sense of humanity and respect is an important note for Indonesian education. Character education that is encouraged in the K13 curriculum or the Pancasila Student Profile activities in the current Merdeka Curriculum, seems to still be program promises that have not been able to fully develop the emotional and spiritual potential of students in Indonesia.

A survey conducted by the Federation of Indonesian Teachers' Unions (FSGI) recorded 23 cases of bullying in educational institutions between January and September 2023. Of these cases, 50% occurred at the junior high school level, 23% at the elementary school level, and both high school and vocational school levels accounted for 13.5% each. The Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) also acknowledged this issue in the results of the 2021-2022 National Assessment and the 2022-2023 Education Report, which indicated that 24.4% of students experienced various forms of bullying.

Several studies on bullying in schools conducted by Syavika et al. (2023), Qian et al. (2022), Hopeman et al. (2020), Green et al. (2023), and Jeny Femila Devi et al. (2023) have shown that most students consciously engage in verbal, physical, and relational bullying [41]-[45]. These behaviors reflect a lack of respect education in schools. At this stage, the researcher is still in the process of reporting the progress of research findings. This phase aims to identify issues in the implementation of literature teaching and learning within the Indonesian Language and Literature Education Study Program at Universitas Negeri Medan, as well as to analyze the need for developing respect education-based teaching materials.

The literature teaching course plays a crucial role in preparing students as future educators by equipping them with the necessary skills for teaching literature in schools. This course requires students to understand the concepts of literature learning and its application in the curriculum, including poetry, prose, and drama. An individual's ability to appreciate and create literature begins during their school years [46]. Therefore, it is essential to provide prospective teachers with sufficient literary competence so they can offer students a literature learning experience that fosters humanistic character values.

The problematic conditions that occur in the Indonesian Language and Literature Education Study Program, students have not been able to understand and apply literature learning in schools properly. This has previously been expressed by L. A. Fodstad and G. B. Husabø (2021), that the practice of teaching literature by students in schools has not been able to show new progress for the development of literature learning [47]. Students are still not able to maximally appreciate literature, so this can have an impact on the experience of teaching literature for students in schools. This issue is further exacerbated by the learning process and the use of teaching materials that are not effectively facilitated by literature teaching lecturers. In this context, lecturers of literature teaching courses have not yet been able to provide innovative teaching materials that effectively support students in learning literature teaching.

Yuhdi & Lubis (2024), in their research on the development of teaching materials for writing articles and publications for students in the Indonesian Language and Literature Education Study Program, emphasized that teaching materials play a crucial role in achieving course objectives. Given the urgency of addressing bullying in schools, the low quality of literature teaching among both lecturers and students, and the potential benefits of humanistic-based literature learning, this study aims to analyze the need for literature teaching materials based on respect education. This effort seeks to offer solutions, particularly in literature teaching courses, to help address cases of bullying in schools and enhance the quality of literature teaching for students in the Indonesian Language and Literature Education Study Program at Universitas Negeri Medan.

Analysis of Teaching Material Needs

This study presents the results of an analysis of the need for literature teaching materials based on respect education in the Indonesian Language and Literature Education Study Program. Conducting a needs analysis is the initial step in developing teaching materials, ensuring that they align with student competency requirements and contextual needs [48]. The process of analyzing teaching material needs begins with observing the current conditions of literature teaching. This is followed by an in-depth analysis based on four key aspects that determine the feasibility of teaching materials: content, language, presentation, and media or graphics.

The following section outlines the instrument grid and the results of observations and interviews with lecturers from the literature teaching course in the Indonesian Language and Literature Education Study Program.

Table 2. Instrument Grid and Subject Lecturer Interview Results

Interview Instrument Grid		Interview Results
Teaching Materials	Based on RPS and CPMK	1. Lecturers teach in accordance with the RPS and CPMK for Teaching Literature
	Respect education based material	2. The lecturer has never provided integrated teaching materials based on respect education.
Teaching materials	Types/forms of teaching materials	3. Lecturers and students are accustomed to using teaching materials in the form of printed books according to the needs of the course.
	Sources and variations of teaching materials	4. The teaching materials used by students are still limited
Classroom Learning Conditions	Character-based student interactions	5. Students are not yet able to interact communicatively in the learning process to the maximum extent.
	Learning outcomes	6. Learning achievements are still limited in course output
Student Competence	Ability to appreciate and create literature	7. Students have not been able to maximize their competence in appreciating and creating literary works and applying them in literature teaching in schools.
	Ability to teach literature	

Based on the results of interviews conducted with lecturers of the Literature Teaching course, it is known that the conditions of literature teaching learning before being fully implemented optimally. The conditions mentioned in the interview results indicate several problems that occur such as limited sources and variations in teaching materials used. Gupta & Bhaskar, (2020) stated that limited learning resources can be one of the factors inhibiting the effective learning process and student understanding [49]. In addition, in their research stated that teaching materials developed by lecturers of the course can be an effective solution to support the learning process in the classroom, so that students can absorb lecture materials more contextually according to their needs [50].

The results of interviews conducted with lecturers of the literature teaching course also stated that students' competence in appreciating and creating literature and applying it in teaching literature in schools had not yet achieved maximum results. Then, the interview also indicated the potential for developing teaching materials based on respect education. Based on observations, teaching materials for literature teaching based on respect education have never been developed in the Indonesian Language and Literature Education Study Program at Universitas Negeri Medan. To strengthen the assumption of the need for teaching materials from the results of the lecturer interviews, a needs analysis was then conducted using a questionnaire on the need for teaching materials based on the four aspects of the feasibility of teaching materials which include content, language, presentation, and media/graphics. The following is a percentage of the overall results of the analysis of the need for developing teaching materials based on respect education.

Table 3. Percentage of Level of Need for Teaching Materials for Literature Teaching Courses

Aspect	Total Score	Percentage (%)	Category
Content	381	93.38	Strongly Agree
Language	369	90.44	Strongly Agree
Presentation	375	91.91	Strongly Agree
Media/Graphics	365	89.46	Strongly Agree

The table above provides information that students and lecturers of the Indonesian Language and Literature Education Study Program at Unimed strongly agree with the development of teaching materials for literature based on respect education. This is indicated by the percentage obtained in the analysis of the needs of the material aspect of 93.38%, language 90.44%, presentation 91.91%, and media 89.46%.

1) Needs for Content Aspects
The content aspect is one of the four most important aspects and must be considered first in the process of developing teaching materials. This aspect requires the suitability and relevance of the content of the material with the learning outcomes of the course. Therefore, in the needs analysis, this aspect is important for mapping the teaching materials to be developed. The following are the results of the analysis of the needs for the content aspect.

Table 4. Content Aspect Requirements

Aspect	Sub Aspects	Question Number	Total Value
Contents	1. Compliance with CPMK	1, 2	SS: 300
	2. Sources of literature teaching books	3, 4	S: 81 TS: -
	3. Literature Teaching Materials	5, 6	STS: - $P = \dfrac{381}{408} \, x \, 100\%$
	4. Respect education value	7, 8, 9, 10, 11	$= 93.38\%$

Based on the score obtained in the needs questionnaire, the material aspect received the highest score of 93.38%. The figure of 93.38% indicates that almost all respondents "strongly agree" with the development of teaching materials for literature based on respect education. All respondents in this case stated the need for teaching materials developed based on the suitability of the CPMK for the Literature Teaching course, relevant sources, contextual literature teaching materials, and the integration of respect education values such as responsibility, respect, tolerance, peace, care, fairness, and politeness.

2) Language Aspect Needs

According to BSNP, language is one of the indicators that determines the quality of teaching materials. This aspect is needed to support the achievement of student understanding in understanding the material through the use of good, communicative language, and in accordance with the level of intellectual development of students. The following are the results of the analysis of the language aspect needs.

Table 5. Language Aspect Needs

Aspect	Sub Aspects	Question number	Total Value
Language	Variety of languages	12, 13	SS: 63
	Form of writing	14	S: 39
	Sentences	15	TS: -
	Use of terms	16	STS: -
			$P = \dfrac{369}{408} \, x \, 100\%$
			$= 90.44\%$

Based on the score obtained in the needs questionnaire, the language aspect received a score of 90.44%. In the needs analysis of the language aspect, students and lecturers in this case 'strongly agree' to develop teaching materials for literature teaching based on respect education by considering elements such as standard and communicative writing styles, using coherent sentences that are easy to understand, and using contextual terms according to the scope of the learning material.

3) Presentation Aspect Needs

This presentation aspect needs analysis aims to determine the level of suitability and effectiveness of the textbooks used in the learning process. Therefore, this analysis is deliberately carried out so that the teaching materials to be developed are right on target in their presentation and prevent deviations in the provisions of the content of the learning material presentation. The following are the results of the presentation aspect needs analysis.

Table 6. Presentation Aspect Requirements

Aspect	Sub Aspects	Question number	Total Value
Presentation	Accuracy of presentation	17	SS: 69
	Ease of understanding	18	S: 33
	Explanation of material	19, 20	TS: -
	Questions	21, 22	STS: -
	Systematics of the initial section	23	$P = \dfrac{375}{408} \, x \, 100\%$
	Systematics of the content section	24	$= 91.91\%$
	Systematics of the closing section	25	

Based on the score obtained in the needs questionnaire, the presentation aspect received a score of 91.91%. Overall, students and lecturers 'strongly agree' to develop teaching materials for literature teaching based on respect education by considering several things related to the presentation aspect such as, the material is presented with many quotes and reference sources from experts, books, and journal articles, the presentation of the material is written in a structured and easy-to-understand manner, the explanation of the material directly refers to the application of literary theories, the explanation of the material is presented with descriptions, narratives, and expository, practice questions in the form of essays and projects, and has a clear systematic beginning, content, and closing.

4) Media/Graphic Aspect Needs

The analysis of the need for teaching materials based on the graphic or media aspect is carried out to obtain a picture of the visual or appearance of the teaching materials desired by respondents. The following are the results of the analysis of the media/graphic aspect needs.

Table 7. Media/Graphics Aspect Needs Questionnaire Grid

Aspect	Sub Aspects	Question number	Total Value
Media/ Graphi cs	Number of pages	26	SS: 59
	Type and size of paper	27	S: 43
	Type and size of font	28	TS: -
	Components of the introductory section of the module contents	29	STS: -
	Title of the book and cover page of the module	30	$P = \dfrac{365}{408} \, x \, 100\%$
	Accuracy of pages	31	$=$ 89, 46%
	Physical form of the book	32	
	Book cover	33	
	Illustrations	34	
	Color composition	35	

Based on the score obtained in the needs questionnaire, the media aspect obtained a score of 89.46%. Students and lecturers "strongly agree" with the development of teaching materials for literature based on respect education with the concept of teaching materials in the form of books with a number of pages of 50-150 pages, using the Garamond type of writing with a B5 book size, containing components of the cover page, foreword, table of contents, and the purpose of using the book, a clear book title with the page in the middle bottom, a light and easy-to-carry book weight, containing illustrations, and containing bright pastel colors such as light blue, cream brown, and others of the same type.

Design Stage (Learning Material Design)

The purpose of the design stage is to develop a structured design for learning materials. The teaching materials created for the Teaching Literature Based on Respect Education course take the form of a teaching book, which will serve as the primary resource for the Teaching Indonesian Literature course. The steps involved in this design stage are as follows:

a. Selection of Media and Format

Printed books have been chosen as the medium for delivering teaching materials, making them mandatory resources for the Teaching Indonesian Literature course. The book's format consists of the following components:

1) The outside of the book (cover)

The book cover is divided into two sections: the front cover and the back cover. The front cover typically includes the main title, subtitle, author's name, and publisher's name. Meanwhile, the back cover features the main title, a brief synopsis of the book, the publisher's name, and the ISBN number.

2) The inside of the book (Preliminaries, book contents, postliminaries)

The internal section of the book is divided into three parts: preliminaries, main content, and postliminaries. Preliminaries, this section consists of several pages, starting with the main title page, copyright information, dedication, foreword, and table of contents. Main Content, this section presents all the instructional material in a structured manner. Key topics are outlined and explained in detail. At the end of this section, a summary of the material discussed is provided. Additionally, assignments and formative questions are included to assess students' understanding of the material. Postliminaries, the final section of the book includes a

bibliography, appendices, and an author biography. This structured approach ensures that the book serves as a comprehensive and effective teaching resource.

b. Concept and Form of Textbooks

Concept analysis is an activity to determine the core concept that will be developed and then arranged in a detailed and important structure. After being analyzed, the concept is then classified into important parts that will be developed, the concept of the material is arranged in detail and relevantly based on the competency of the Literature Teaching course. The concept of teaching materials for the Literature Teaching course is developed through the competency of the Literature Teaching course which then becomes the basis for developing learning materials. Then the material is developed by integrating the values of respect education based on needs analysis. After both processes are carried out, the results of the teaching materials for the Literature Teaching course based on respect education are obtained. The following is a draft concept of teaching materials developed in the teaching materials for the Literature Teaching course based on respect education.
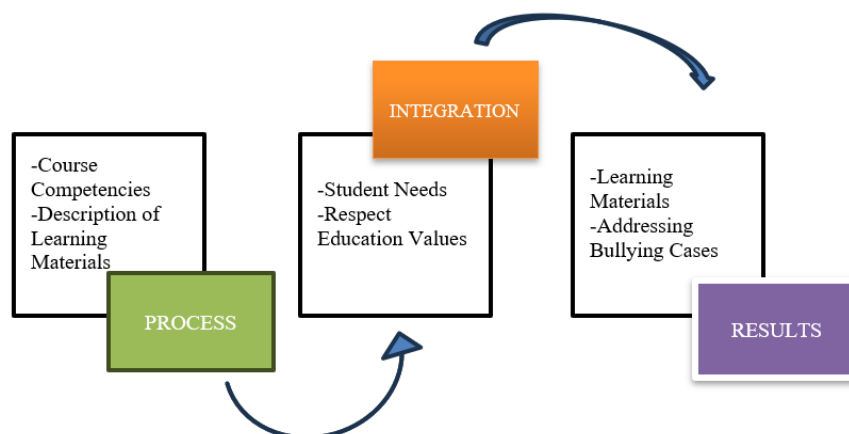

Figure 1. Concept of Teaching Materials Development

After carrying out the stages of format selection and compiling the concept of teaching materials, the form of a textbook for the Teaching of Literature course based on respect education was obtained.

C. Development Stage (Feasibility Test)

The activity in the development stage carried out by the researcher is the expert validation test process which aims to see whether the teaching materials used are valid and suitable for use as teaching materials for the Literature Teaching course. The designed textbooks are then assessed by expert validators. The assessment instrument uses a Likert scale and the provisions that have been set in the research method section. The following are the results of the expert validation test on the teaching materials for the Literature Teaching course based on respect education.

Table 8. Expert Validation Results

No	Aspect	Assessment Indicators	Score
1	Material Eligibility	Compliance with CPMK	4
		Source of literature teaching books	4
		Literature Teaching Materials	4
		Respect education value	5
		Total Score	85%
2	Language Eligibility	Language variety	4
		Writing form	4
		Sentences	4
		Use of terms	4
		Total Score	80%
3	Presentation Eligibility	Accuracy of presentation	4
		Ease of understanding	4
		Explanation of material	5
		Questions	4
		Systematics of the beginning section	4
		Systematics of the contents section	4
		Systematics of the closing section	4

No	Aspect	Assessment Indicators	Score
4	Media Assessment	Total Score	82,8%
		Number of pages	4
		Paper type and size	5
		Font type and size	4
		Components of the introductory section of the module content	4
		Book title and module cover page	4
		Page accuracy	5
		Physical form of the book	4
		Book cover	4
		Illustrations	5
		Color composition	5
		Total Score	88%
	Total	Average percentage	83,95%
		Criteria	Very worthy

The results of the feasibility test conducted by the expert validator indicate that the teaching materials developed meet high feasibility standards across multiple aspects. The material feasibility aspect received a score of 85%, while the language feasibility aspect obtained 80%. The presentation feasibility was rated at 86.8%, and the media feasibility aspect achieved 88%.

From these evaluations, the average score from the expert validator reached 83.95%, placing it within the 81%–100% range based on the established feasibility criteria for teaching material design. According to these criteria, this score classifies the materials as "very feasible", indicating that no revisions are necessary. Consequently, the Literature Teaching course materials—developed with a focus on respect education—are considered valid and suitable for use in the Indonesian Language and Literature Education Study Program at Universitas Negeri Medan. This validation reinforces the potential of the teaching materials to enhance literature instruction while promoting respect-based learning in academic settings.

4. CONCLUSION

Based on the research results, it can be concluded that the needs analysis process revealed that the learning conditions in the Literature Teaching course in the Indonesian Language and Literature Education Study Program are still suboptimal, particularly in terms of implementation and availability of teaching materials. Interviews with lecturers revealed that the lack of structured and comprehensive teaching materials is a major factor hindering effective learning. Furthermore, a key observation finding was that respect-based teaching materials have never been developed and implemented in literature learning. An analysis of four aspects of teaching materials—content, language, presentation, and graphics—indicates that both students and lecturers strongly agree on the importance of developing respect-based literature teaching materials. The high percentage of needs scores across all aspects (content: 93.38%, language: 90.44%, presentation: 91.91%, media/graphics: 89.46%) reinforces this urgency. This demonstrates a significant opportunity to create open tools that not only meet academic requirements but also integrate character values, particularly respect, into literature learning. Thus, the conclusions of this study not only adequately address the research problem and objectives, namely to identify the need for teaching materials based on educational respect, but also provide the opportunity for the emergence of new concepts or models in literature learning. This concept can be further developed as a pedagogical approach that integrates character education values into literature learning, particularly respect for works, authors, cultures, and diverse perspectives. This model also has the potential to serve as a basis for developing a more humanistic and contextual literature curriculum. Therefore, it is recommended that future researchers focus not only on the internal feasibility of open materials but also expand the scope of the needs analysis to include external aspects, such as the socio-cultural context of students and relevant character values. Thus, the results of the needs analysis will not only serve as a basis for developing appropriate teaching materials but also be able to generate conceptual contributions to the field of literature education.

ACKNOWLEDGEMENTS

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