

## ANALYSIS OF THE NEED FOR THE DEVELOPMENT OF INDONESIAN LANGUAGE TEACHING MATERIALS INTEGRATED WITH CHARACTER STRENGTHENING

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### ABSTRACT

This study aims to analyze the need for developing Indonesian language teaching materials integrated with character strengthening for grade 4 students at Publik Elementry School 38 Ternate. The study uses a Research and Development (R&D) model with the Haffin & Peck approach and a descriptive qualitative data type. Data collection techniques used include interviews and questionnaires distributed to students and teachers to explore perceptions and needs related to integrating character strengthening into Indonesian language learning. The results of the study show several main issues: the lack of integration of character in the existing teaching materials, as well as the limitations in using teaching materials based on local wisdom. The target of this research includes students and teachers, with the goal of identifying the need for more relevant teaching materials that support character strengthening. The research tasks include analyzing the existing teaching materials, evaluating character education, and mapping local wisdom that can be integrated into the learning process. The school and social environment also play a crucial role, with parental involvement, access to technology, and local wisdom being factors that support or hinder the development of teaching materials. Based on these findings, the study concludes that there is an urgent need to develop innovative Indonesian language teaching materials that are character-based and integrated with local wisdom, which can enhance the quality of learning at Publik Elementry School 38 Ternate.

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## INTRODUCTION

Education in Indonesia, particularly at the elementary school level, plays a crucial role in shaping the character and competencies of students. Education at the elementary school level serves as the foundation for developing children's knowledge, skills, and character attitudes (Dwi Saputra & Tunnaifa, 2024). This aligns with Indonesia's national education goals as outlined in Law No. 20 of 2003 concerning the National Education System, which aims to develop students' potential to become individuals who are devout, responsible to God, virtuous, healthy, skilled, and knowledgeable. However, despite clear educational goals, educators face many challenges in achieving these goals, particularly related to character strengthening and the development of relevant teaching materials.

At the elementary school level, character development is not only carried out through religious and moral education but must also be reinforced in every subject, including Indonesian language. Indonesian language, as a core subject in elementary schools, has a significant potential to integrate character values that are expected in the teaching and learning process. Therefore, it is important to develop Indonesian language teaching materials that not only teach language skills but also strengthen students' character so that students are not only cognitively intelligent but also possess good character (Jubaedah et al., 2025; Saidah & Yulianto, 2022).

Generally, Indonesian language teaching in elementary schools in Indonesia, including at SD Negeri 38 Kota Ternate, focuses more on language skills such as reading, writing, listening, and speaking. Although character values are also taught separately through religious education and civic education (PKN), the integration of character strengthening into Indonesian language lessons has not been maximized. Many teaching materials still focus on academic development without integrating the character values needed for students' overall personal development (Armini, 2024; Bukoting, 2023).

In this context, it is important to consider how the materials in Indonesian language teaching materials can integrate relevant character values from students' everyday lives. Character traits such as honesty, discipline, responsibility, cooperation, empathy, and respect must be taught systematically and integrated into each learning activity. Without this integration, Indonesian language learning will only focus on technical aspects, and students may not fully understand or apply these values in their lives (Alawiyah et al., 2024; Atmaja, 2024; Loloagin et al., 2023).

At SD Negeri 38 Kota Ternate, although efforts have been made to teach character values through various activities, the implementation of character strengthening in Indonesian language learning has not been fully integrated. Many teachers still face difficulties in designing Indonesian language teaching materials that can effectively combine these two aspects. This is due to several factors, including the lack of teaching materials that integrate character, teachers' limited understanding, the lack of relevant approaches, limited resources, and the influence of the local environment and culture.

Given the important role of Indonesian language in shaping students' character, the development of teaching materials that integrate character strengthening is necessary. These teaching materials must not only enhance students' language skills but also serve as tools for instilling character values that will shape students' personalities. Therefore, this research is very important to be conducted at SD Negeri 38 Kota Ternate to identify the need for developing Indonesian language teaching materials that integrate local values in character strengthening.

## METHOD

This research uses a descriptive qualitative method with a Research and Development (R&D) approach, based on the Haffin & Peck model (Fayrus et al., 2022). The main focus of this study is to analyze the need for developing Indonesian language teaching materials integrated with character strengthening. The purpose of this study is to analyze the need for Indonesian language teaching materials that not only consider academic language aspects but also integrate character strengthening into every material being taught.

The Haffin & Peck model in this study will be used as a reference to design an effective and relevant process for developing teaching materials that can meet the needs of students in Indonesian language learning integrated with character strengthening. Through a needs analysis, this study will explore various aspects that need to be considered in creating teaching materials, such as the types of character values that need to be instilled, appropriate teaching strategies, and the involvement of teachers and students in the learning process. To obtain the necessary data, the data collection techniques used are interviews and questionnaires (Fayrus et al., 2022).

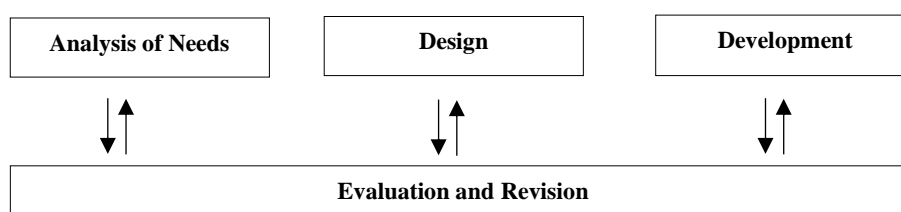


Figure 1. Haffin & Peck Model Stages

## RESULT AND DISCUSSION

### Result

Based on the Haffin & Peck research model and using the descriptive qualitative method (Fayrus et al., 2022), the data obtained through interviews with teachers and questionnaires given to students revealed important findings related to these needs. The following are the results of the research obtained from both data collection techniques.

Table 1. Result of Teacher Interviews

Aspect	Indicator	Questions	Answers
Teaching Materials	Use of teaching materials in learning	What teaching materials do you use during the learning process? Are they from textbooks or self-developed?	The existing teaching materials from national textbooks.
Material Development	Need for material development	Do you feel the need for teaching material development?	Yes, there is a need.
Development Challenges	Barriers in material development	Why haven't you developed teaching materials?	Because I am not skilled in developing teaching materials.
Knowledge Enrichment	Ways to enrich knowledge without official materials	What ways do you use to enrich student knowledge, especially in character development?	I develop it manually, without creating official teaching materials, by integrating local wisdom found in Ternate.
Local Wisdom	Use of local wisdom in character strengthening learning	Do you think local wisdom, if linked with learning, can strengthen students' character?	Yes, because it is part of students' daily lives, making it easy for me to link it with learning.
Lessons integrating local wisdom in character strengthening	In which subjects do you link local wisdom in strengthening character?	In subjects like Social Studies, Civics Education, Local Content, and Indonesian Language.	Dalam pelajaran IPS, PKN, Muatan Lokal, dan Bahasa Indonesia.

Local Type	Wisdom	Types of local wisdom used for character strengthening	What types of local wisdom do you usually link to character strengthening?	"Barifola" in Social Studies, which helps strengthen the cooperative character of students.
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Table 2. Results of Student Questionnaires

Aspek	Indikator	Hasil
Understanding Character	Students understand the importance of character in learning Indonesian	The development of teaching materials that emphasize character values in each learning material.
Connection of Character to Content	Indonesian language material integrates character values with the content	There is a need for more development of teaching materials that deeply connect the content with character values like honesty, responsibility, and discipline.
Character Application in Learning	Indonesian language learning provides opportunities for students to apply character values	There is a need for the development of more practical methods to apply character values in assignments and projects, such as using character-based projects.
Students' Awareness of Character	Students feel that Indonesian language learning materials help build their personal character	The development of teaching materials that emphasize the role of Indonesian language learning in building students' personal character through stories, discussions, or reflections.
Motivation to Develop Character	Indonesian language learning materials encourage students to be more responsible and have integrity.	Teaching materials need to be updated with activities that increase student motivation to behave more responsibly and demonstrate integrity in daily life.

a. Problem Analysis

From the needs analysis conducted through interviews and questionnaires, several main issues affecting the effectiveness of Indonesian language learning at Publik Elementry School 38 Ternate, particularly in character strengthening, have been identified. These issues include: the lack of integration of character in existing teaching materials, limited use of polite language in daily interactions, limited appreciation of local culture, and the lack of student creativity in speaking activities. Additionally, the existing teaching materials have not fully integrated local wisdom, and the teaching methods are not engaging enough for students..

Furthermore, the lack of training and professional development for teachers is also a barrier to designing teaching materials that not only develop language skills but also strengthen students' character. All of these problems highlight the urgent need to develop Indonesian language teaching materials that are more relevant, contextual, and character-based, utilizing local wisdom to enrich students' learning experiences.

b. Target Analysis

Based on the target analysis conducted, it can be concluded that this study aims to explore the need for the development of Indonesian language teaching materials integrated with character strengthening in grade 4 at Publik Elementry School 38 Ternate. The main target of this study is the grade 4 students, who are expected to understand and apply character values in their daily lives through Indonesian language learning. Additionally, teachers as the second target play an essential role in designing and implementing teaching materials that not only develop language skills but also strengthen students' character. This requires improvement in teacher training and professional

development. These targets are interrelated in achieving the goals of character strengthening and the holistic development of language skills.

c. Task Analysis

Based on the task analysis conducted, it can be concluded that this study involves a series of tasks aimed at identifying and addressing the needs for developing Indonesian language teaching materials integrated with character strengthening. The first task is data collection through questionnaires from students and interviews with teachers, aimed at exploring the perceptions and challenges faced in Indonesian language learning related to character strengthening. The next main task is conducting a needs analysis for teaching materials that integrate character and evaluating existing teaching materials to identify the gaps between current learning conditions and the ideal needs. Other tasks include mapping local wisdom that can be applied to the teaching materials to enrich students' learning experiences, as well as formulating recommendations for the development of more relevant and effective teaching materials. All these tasks aim to provide a clear picture of how Indonesian language teaching materials can be more effective in integrating students' character and how local wisdom can be utilized to support more contextual and meaningful teaching.

d. Environmental Analysis

Based on the environmental analysis conducted, the development of Indonesian language teaching materials integrated with character strengthening at Publik Elementary School 38 Ternate is influenced by various significant external factors. The rich social and cultural environment with local wisdom offers great potential for integrating cultural values into learning, but there are still obstacles in maximizing the use of local culture in teaching materials. Parental and community involvement also plays an important role in supporting students' character strengthening, which should be encouraged through cooperation between schools and families. In addition, the available learning facilities in the school are sufficient, but they need to be supported with more character-based teaching materials and technology to make learning more engaging and relevant. The quality of teachers must also be supported by further training so they can integrate character and local wisdom into their teaching.

### ***Discussion***

This research aims to analyze the need for developing Indonesian language teaching materials integrated with character strengthening in grade 4 at Publik Elementary School 38 Ternate, considering various factors influencing the effectiveness of teaching. Based on the problem analysis, it was found that character strengthening in Indonesian language learning at this school still faces several obstacles. Although efforts are made to teach character values such as mutual cooperation, honesty, and discipline, students' understanding of these values is still limited. This finding aligns with previous research showing that the integration of character in teaching is often overlooked, especially when teaching materials do not fully support the development of these values (Anggraini & Riyanti, 2025). Moreover, the use of polite language in daily interactions is also less than optimal, reflecting that language teaching in schools does not adequately provide real-life examples of how character is applied in communication.

From the target analysis, this study targets grade 4 students and teachers as the main parties involved in the learning process. Grade 4 students are the primary target because their age is crucial in the development of character. Additionally, teachers are also a key target because they play a central role in designing and implementing teaching materials that integrate character into every aspect of learning. Previous research by Bukoting (2023) has shown that character development through language-based learning highly depends on teachers' skills in designing materials that are relevant to students' lives and reflect character values. Therefore, teacher training in integrating character through Indonesian language learning is necessary (Putri & Arif Kurniawan, 2024).

Furthermore, the task analysis shows that this study involves a series of activities aimed at exploring the perceptions of students and teachers and evaluating the existing teaching materials. The main task is to identify the

need for teaching materials that are more integrated with character strengthening and to evaluate the materials already used in the school. This evaluation is important because many teaching materials still focus solely on language instruction without considering moral and character values that are relevant to students' social and cultural context (Erde & Albina, 2024; Ni Putu Artila Dewi et al., 2024). Therefore, the development of teaching materials that are more contextual, character-based, and relevant to students' everyday lives is an important step that needs to be taken (Erde & Albina, 2024).

In the environmental analysis, various external factors influence the development of Indonesian language teaching materials integrated with character strengthening. Findings from previous studies suggest that social and cultural factors, particularly local wisdom, play an important role in teaching character in schools (Armini, 2024; Megawati & Prahmana, 2025). At Publik Elementary School 38 Ternate, local wisdom such as folk tales and local traditions has not been fully utilized in Indonesian language learning. This indicates a gap between the local cultural potential in the surrounding environment and its implementation in teaching. Additionally, access to technology and economic conditions are also limiting factors because the use of technology in learning is still limited, and not all students have equal access to the educational resources they need. Therefore, it is crucial to develop teaching materials that are technology-based and easily accessible, ensuring that all students can benefit without being hindered by economic factors (Megawati & Prahmana, 2025; Srinawati et al., 2025).

Overall, the analysis of the problems, targets, tasks, and environment in this study indicates that there is an urgent need to develop Indonesian language teaching materials that are more integrated with character strengthening and more relevant to local wisdom. This aligns with the findings of previous research, which emphasizes the importance of character-based learning that connects with students' real-life experiences, as well as the need for the development of teaching materials that enrich students' learning experiences (Masrukhi et al., 2024; Sofiyah et al., 2025). The development of more innovative teaching materials, based on cultural values and supported by teacher training, will strengthen character education and improve the quality of learning at Publik Elementary School 38 Ternate.

## CONCLUSION

Based on the Research and Development study with the Haffin & Peck development model, which focuses on the needs analysis for developing Indonesian language teaching materials integrated with character strengthening, it can be concluded that several main issues were identified: the lack of character integration in the existing materials and the limited use of materials based on local wisdom. The targets of this research include students and teachers, with the goal of identifying the need for more relevant teaching materials that support character strengthening. The research tasks include analyzing the existing teaching materials, evaluating character education, and mapping local wisdom that can be integrated into learning. The school and social environment also play an important role, where parental involvement, access to technology, and local wisdom are factors that support and hinder the development of teaching materials. Based on these findings, the study concludes that there is an urgent need to develop more innovative Indonesian language teaching materials, based on character, and integrated with local wisdom, which can improve the quality of learning at Publik Elementary School 38 Ternate.

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