

The Humanitarian Project-Based Material for Productive Written Language Skills Subject for English Education Study Program

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| Anggraini Thesisia Saragih^{1,*} | Amrin Saragih² | Christine Helena³ |
| Yuni Khairina⁴ | Ade Namira⁵ |

^{1,2,3,4,5}English Education Study
Program, Faculty of
Languages and Arts,
Universitas Negeri Medan,
Medan, Indonesia

*anggrainisaragih@unimed.ac.id

ABSTRACT

This study was aimed to develop humanitarian project-based material for productive written language skills subject for English Education Study Program at UNIMED. Research and Development (R&D) was the design of this study with the subjects of the study were 25 students of first semester students of English Education Study Program at UNIMED. The research procedures were adapted from Borg and Gall's research theory (1983) namely 1)gathering data and information, 2)need analysis, 3)designing course material, 4)validating and evaluating new course material by the Experts, 5)revising the course material and 6)final product. The instruments of collecting the data were questionnaire, interview and expert judgement questionnaire. The data were analyzed qualitatively and quantitatively.. Based on the result of the expert judgement, the whole aspects of developed materials were in the range of 81-100% and were categorized as "very good".

KEYWORDS

Course material; humanitarian project; productive written language skills

INTRODUCTION

The concept of freedom of learning is a policy of the Minister of Education and Culture which aims to encourage students to master a variety of useful knowledge to enter the world of work. Students are required to dare to face challenges and opportunities in exploring their creativity, capacity and independence in society. The learning process is the embodiment of student-centred learning and gives the authority to the Study Program to hold it for 3 semesters outside the Study Program. This also results for the Study Program and lecturers to prepare learning tools that support the existence of students outside this Study Program. According to the regulation of the Minister of Education and Culture No. 3 Year 2020 Article 15 paragraph 1 which states that there are eight forms of activity in the freedom of learning campus. One of the learning activities that researchers see as something new in the English Education Study Program is a form of humanitarian project activities. Meanwhile, 7 other forms of activities, namely student exchanges, internships and work practices, teaching assistance in education units, research, entrepreneurial activities, independent studies, building a community service program have been carried out in the English Language Education Study Program gradually. This humanitarian project is expected to prepare superior students who uphold human values and train students to have social sensitivity to solve existing problems and be able to provide solutions according to the talents and expertise of the students themselves.

To respond to the concept of freedom of learning program and to support one of its activities, namely the Humanitarian Project, the research team as a lecturer in the Written Language Skill course agreed to try to develop it into a learning tool for the Productive Written Language Skill course where this subject is related to literacy skills, namely writing and reading. Certainly, to understand the humanitarian project program and its mechanisms, the provision of appropriate reading texts containing terms from the humanitarian project itself and the assignment of types of tasks that give students the opportunity to directly engage in humanitarian projects are felt by the research team to be implemented.

Writing is the process of expressing ideas, thoughts and ideas to achieve a goal and purpose. According to Tarigan (2008: 3), skills are one of the productive and expressive language skills that are used to communicate indirectly and not face to face with other parties. Nurgiyantoro (2001: 273), writing is an activity to express ideas through language media. Writing is a productive and expressive activity so that the writer must have the ability to use vocabulary, sincerity and language structure.

Meanwhile, reading is the ability to connect textual material to one's own knowledge by understanding existing texts (Fauziati, 200: 38). In reading, the process of thinking is important and the main thing because when the reader moves his eyes to the existing text, at the same time their minds work to get the meaning of the reading material. According to Somadayo (2011: 10) reading is an activity that includes the process of obtaining the meaning contained in reading. This activity involves the reader's knowledge and experience that is linked to the content of the reading to obtain a complete understanding.

Reading and writing skills are continuous and related skills in order to achieve student cognitive. Several phenomena found by researchers that the learning tools in the Study Program are not based on the activities of the concept of freedom of learning yet, for example there is still a lack of HOTS (High Order Thinking Skills) -based literacy materials that discuss humanitarian projects and there is no elaboration of six types of tasks that give students opportunities to engage directly in humanitarian activities. The lack of literacy regarding information related to humanitarian activities has an impact on the lack of sensitivity of students and the lack of student participation in various humanitarian projects.

This Productive Written Language Skill course focuses on simple paragraph writing and understanding of simple text. Learning tools for this course exist but have not yet referred to the humanitarian project, the research team feels that the preparation of project-based learning tools is very important because it is a material for new students before carrying out humanitarian activities.

LITERATURE REVIEW

The Concept of Freedom of Learning

To face various advances in science and technology, various developments in the field of education are needed to improve the quality of learning and higher education graduates. The concept of freedom of learning is one of the policies of the Minister of Education and Culture, Nadiem Makarim, where one of the programs of the freedom of learning is the obligation to study three semesters outside the study program.

Through the concept of freedom of learning program, universities are expected to be able to carry out learning that shapes students' hard and soft skills. This can be realized by designing and implementing learning that provides challenges and opportunities for the development of innovation, creativity, capacity, personality and student needs, as well as

developing independence in seeking and finding knowledge through reality and field dynamics such as ability requirements, real problems, social interactions, collaboration, self-management, performance demands, targets and achievements. The freedom of learning campus is expected to provide contextual field experiences that will improve student competence as a whole, be ready to work, or create new jobs.

So far, learning tends to be limited to face-to-face learning in a formal classroom. In fact, the student learning process should not be limited to activities in class alone. In the freedom of learning campus policy, students are given the right to voluntarily (take it or not.) carry out activities outside the study program, even outside tertiary institutions that can be calculated in credits. This is regulated in the regulation of the Minister of Education and Culture No. 3 Year 2020 Article 15 paragraph 1 regarding several forms of learning activities that can be carried out within the Study Program and outside the Study Program which include: student exchanges, internships / work practices, teaching assistance in educational units, building villages / Thematic real work lectures, independent studies / projects, entrepreneurial activities, research / research, and humanitarian projects. All of these activities must be carried out with guidance from lecturers.

Humanitarian Project

One of the problems that exists in society at this time is the lack of a person who has social empathy. For that, through its programs, the campus must be able to help develop and shape the character of students who have a sense of care for others and the environment. Humanitarian projects include social activities aimed at for a foundation or humanitarian organization approved by Higher Education, both at home and abroad.

The aim of the humanitarian project program is to prepare superior students who uphold human values in carrying out tasks based on religion, morals and ethics and train students to have social sensitivity to explore and explore existing problems and contribute to providing solutions according to their respective interests and expertise through experiencedirectly in solving social problems and providing assistance.

Writing and Reading Skills

In everyday life, language skills are needed to obtain information and to convey information. This language skill consists of four skills, namely; listening, speaking, reading, and writing skills. Reading skill is one of the skills that are needed to obtain information and meaning conveyed by the author in a written medium. According to Somadayo (2011: 10) reading is an activity that includes the process of obtaining the meaning contained in reading. This activity involves the knowledge and experience of the readers associated with the reading content to obtain a complete understanding. In learning in college, reading skill is very important because various developments in science and knowledge can be obtained through written media.

Apart from reading skill, another skill that is very much needed and related to each other is writing skill. Writing skill is to express an idea or ideas through written language. Writing skill is one of the language skills with the highest level. Saleh Abbas (2006: 125) defines writing skill as the ability to express ideas, opinions, and feelings to other parties through written language. The accuracy of expressing these ideas must be supported by the accuracy of the language used, vocabulary and grammar and use of spelling.

Writing skill is very important skill for students, this is related to routine lectures and final assignments, namely writing a thesis that they will face as one of the requirements to be able to graduate in tertiary education. Writing skill is closely related to reading skill. To be able to write well, reading is very necessary to be able to enrich the terms of words and

written materials. The more and more diverse literature that is read, the insight and terms that can be used in writing will be richer. Therefore, by improving the reading quality of students, writing skill is also expected to improve.

Humanitarian Project Based Learning Tools

To keep up with the freedom of learning program which aims to form students' hard and soft skills, various learning activities can be carried out within the Study Program and outside the Study Program. One of these activities is a humanitarian project. This humanitarian project is expected to help improve students' soft skills to be more socially empathetic to the problems that occur around them.

The implementation of human values into the learning process can be achieved by integrating them into learning tools. Learning devices are components that are used to smooth the teaching and learning process. In Rusman (2012: 126), learning tools are things that must be monitored so that the implementation of learning is more focused to achieve the expected competencies. So that in order to achieve the objectives of a lesson, the components needed for the management and implementation of learning activities must be well prepared. The development of teaching materials includes a systematic approach as outlined in the design, evaluation, utilization, and connection of facts, concepts, principles, or theories in subjects or subject matter with reference to objectives (Mbulu and Suhartono, 2004: 5). This learning tool can be in the form course materials.

RESEARCH METHODS

Research Design

The design of this research in this study was Research and Development (R&D). The aim of this study was to develop and validate educational products such as strategy, method, and media. Borg and Gall (1983: 772) stated that the process of R&D cycle consists of studying research findings pertinent to the product to be developed, developing the products based on these findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage. The developing of the educational products will keep going until the products are ready and match the objective of the study.

The Subject of the Research

Development of Productive Written Language Skills Course Materials for English Education Study Program By Humanitarian Project uses research and development design (Research and Development). This method is a research method used to produce products and test the effectiveness of these products (Sugiono, 2010). This research was conducted in the English Education Study Program, Willem Iskandar Pasar V Medan. Furthermore, data collection techniques in this study were interviews and questionnaire distribution by 2 Productive Written Language Skills lecturers and 25 students.

Instrument of Data Collection

The instruments used in collecting the data were questionnaire and interview. The questionnaire was given to the students to do the need analysis. Furthermore, a questionnaire of validation was also given to the expert to validate the course material. The interview was done to the lecturers in order to find the problems in Productive Written Language Skills class and how the lecturers overcome the problems.

Technique of Collecting Data

The data were collected by using qualitative and quantitative methods. The qualitative data were obtained from the questionnaire of the students and the interview with Productive Written Language Skills lecturers. The quantitative data was the percentage form of the validation questionnaire from the expert.

Technique of Data Analysis

The data were analyzed in two forms, qualitative and quantitative data analysis. For the qualitative data, the researcher analyzed students' questionnaire and the interview data to find students' needs and evaluate the available course material. The data were collected in the table then the findings and conclusion were described based on that. Then, the quantitative data were obtained from the validation questionnaire from the expert. Based on those analyses, the course material was developed to be a recommended as standard criteria of course material of Productive Written Language Skills based on humanitarian project.

For the quantitative data, the researcher calculated the questionnaire result by changing it to percentage form to find which answer got the highest result in order to know the students' need in humanitarian project.

The Procedure of Rubrics Development

The strategy was developed through six stages based on Borg and Gall's research theory (1983), they are:

1. Gathering data and information.

The researcher did an observation in order to find the problems faced by the students in Productive Written Language Skills class. The observation was done at English Education Study Program, particularly for the first semester students.

2. Need Analysis

The researcher analyzed the data from the students' questionnaire and the interview with Productive Written Language Skills lecturers. The questionnaire was given to know students' needs in learning, while the interview was done to collect detail information about the learning process.

3. Designing Course Material

After analyzing the student's need, researchers developed the course material suitable for the students in Written Language Skills class.

4. Validating and Evaluating New Course Material by the Experts.

The course material that has been developed was validated by the expert to know its effectiveness in learning Written Language Skills. The expert was experienced senior lecturers in Written Language Skills Subjects at Post Graduate Study at Universitas Negeri Medan

5. Revising the Course Material

After the course material has been judged, it was revised based on the expert's suggestions to get the best suitable results for the students in learning.

6. Final Product

The final product that has been revised will be implemented in teaching-learning process to help students in Written Language Skills class.

RESULTS AND DISCUSSION

Gathering Data and Information

The data and information in this study were obtained from preliminary observations on the English Education Study Program for the DIK C class 2020 and the lecturers in the Productive Written Language Skill course. The facts show that there is no humanitarian project-based teaching material in the learning of Productive Written Language Skills.

Need Analysis

The need analysis was conducted to obtain the information of the target needs and learning needs by distributing the questionnaires to the students and doing an interview with the lecturers. The detailed results of the need analysis are presented as follow:

The Result of Needs Analysis

The questionnaire was divided into three aspects to get the target needs and learning needs. The first aspect was to look for the general information. There were three statements provided for this part. The next aspect was to find out the target needs. Here, it consisted of learners' goals in learning Productive Written Language Skills subject, learners' wants, and learners' view about difficulties in learning English. There were seven questions in this part. The last aspect was to find out the learning needs consisting of input, setting and the development of course material. There were nine questions. Hence, the following is the detailed result of the need analysis.

General Information

This section contained statements and questions that revealed the general information of the students. The detail result of this section could be seen as follows:

Table 1. Learners' General Information about Humanitarian Project

No.	Questions	Items	N	F	Percentage (%)
1.	Humanitarian project is one of the activities outside the campus in accordance with the concept freedom of learning	A. Right	25	16	64
		B. Maybe		8	32
		C. Not true		1	4
2.	Have you already known the project or activity of humanity in your surrounding?	A. Already involved	25	5	20
		B. Already know		14	56
		C. Want to be involved		2	8
		D. Don't know		4	16
		E. Not important			
3.	Project humanity included into the cultivation of character and the media to learn independently	A. Right	25	15	60
		B. Maybe		9	36
		C. Not true		1	4

From the table above, it is concluded that the students had already known about the humanitarian projects in the campus. Most of the students chose right (64%) that the humanitarian project is one of the concepts of freedom of learning activities. Their privilege of knowledge about humanitarian projects also came from their surroundings but only in the level of knowing (56%). The students chose right (60%) that the humanitarian projects could cultivate students' characters and as media to learn independently.

Target Needs

Target needs deal with the question what knowledge and abilities the learners will require being able to perform to the required degree of competence in the target situation. The target needs cover necessities, lacks, and wants.

Table 2. Students' Necessities

No.	Questions	Items	N	F	Percentage (%)
4.	According to me, Productive Written Language Skills based on project of humanity is important to add my insight ...	A. Important	25	25	100
		B. Not important			
5.	According to me, the understanding of the project of humanity through Productive Written Language Skill subject is important in order to be able to write and read well ...	A. Yes	25	25	100
		B. No			
6.	I often find the text when I will be someone who carry out the project of humanity.	A. Narrative text	25	2	8
		B. Descriptive text		7	28
		C. Recount text		3	12
		D. Report text		12	48
		E. Procedure text		1	4

From the table above, all students were aware that humanitarian project-based in Productive Written Language Skill as a subject is important. They also agreed that humanitarian project-based Productive Written Language Skill subject is important to make them able to write and read well. So far, most of students found report text when they would carry on humanitarian project (48%).

Table 3. Students' Lack

No.	Questions	Items	N	F	Percentage (%)
7.	So far, the difficulty that I faced in writing the text is because of the topics that hard to understand	A. Yes	25	22	88
		B. No			
8.	I do not understand some of the text that is associated with a project of humanity ..	A. Yes	25	23	92
		B. No		2	8
9.	The difficulty that I experienced when writing a text ...	A. Difficulty in choosing vocabulary	25	3	12
		B. Lack of mastering vocabulary		3	12
		C. The use of grammar That I don't understand		5	20
		D. a, b, and c are true		14	56

From the table above, most of students felt difficult when they were writing because of the topic did not fit them (88%). Due to the concept of freedom of learning, the students did

not understand some texts related to humanitarian project (92%). Besides, choosing and mastering vocabulary and even using grammar were difficulties they faced when they tried to write (56%).

Table 4. Students' Want

No.	Questions	Items	N	F	Percentage s (%)
10	I hope that the material provided in the Productive Written Language Skills course is in accordance with humanitarian projects	A. Yes	25	25	100
		B. No.		0	

From the table above, all students want the material studied in the Productive Written Language Skills subject in accordance with a humanitarian project. This is related to the understanding of humanitarian project programs through literacy through the provision of appropriate reading texts containing terms from the humanitarian project itself and assigning types of tasks that give students the opportunity to directly engage in humanitarian projects.

Learning Needs

Learning needs can be defined as what learners need to do to learn something. To obtain learning needs, the researcher observed some aspects, such as their comprehension input, preference and course material development for this subject.

Table 5. Course Material Input Preference

No.	Questions	Items	N	F	Percentage s (%)	
10	I need a humanitarian project-based material in Productive Written Language Skill subject	A. Yes	25	23	92	
		B. No.		2		8
11	I need humanitarian project- based learning material in the form of ...	A. Module	25	8	32	
		B. Teaching Materials		15		60
		C. Poster		1		4
		D. Others		1		4
12	I want a humanitarian project - based text that can ...	A. Add insight about the procedures in implementing humanitarian projects	25	15	60	
		B. Gaining insight on the importance of humanitarian projects		7		28
		C. Increase the desire to join as a volunteer		3		12

		for a humanitari anproject			
		D. Other ...			
13	Type of topic or text that I would like to learn is ...	A. Text that is equipped with image	25	4	16
		B. The text that has easy vocabulary		9	36
		C. The text that based on context where I live		12	48
14	The skills that I need in Productive Written Language Skills subject based on project of humanity is ...	A. Using appropriate and proper structure and choice of words	25	9	36
		B. Using proper and appropriate grammar		4	16
		C. Arranging sentences properly according to the function of the text		7	28
		D. Arranging text with the correct text structure		5	20

From the table above, most of students needed material which is humanitarian project-based in learning Productive Written Language Skill (92%). Teaching material was the most chosen material form by students (60%). Most of students chose the texts that can add their insight about the procedure in implementing humanitarian projects (60%). Also, the topic they mostly liked to learn was the text that based on context where the students lived (48%). Lastly, using appropriate and proper structure and word choice were the most skills needed by the students (36%).

Table 6. Course Material Procedure

No	Questions	Items	N	F	Percentages (%)
15	I need glossaries especially about humanitarian projects on learning materials to make it easier for me to understand the available texts ...	A. Yes	25	25	100
		B. No			
16	I need knowledge of grammar based on the text that is provided on humanitarian projects- based learning material ...	A. Yes	25	25	100
		B. No			

From the table above, all students needed glossaries and grammar knowledge related to humanitarian projects in every text the material provided to help them understand the text. Providing glossaries in every text ensured the students to have an accurate source for word definitions and providing grammar knowledge helped students to write meaningful sentences.

Table 7. Course Material Setting

No	Questions	Items	N	F	Percentage (%)
17	In the process of learning Productive Written Language Skills subject, activities that I want to do is ...	A. Writing text based on experiences in doing humanitarian projects	25	12	48
		B. Writing text based on predetermined topics	5	20	
		C. Understanding the text comprehensively	7	28	
		D. Other...	1	4	
18	During the process of learning Productive Written Language Skills subject, I want to do the task in ...	A. Individual	25	7	28
		B. Pair	4	16	
		C. In group	14	56	

From the table above, most of students needed activity in writing based on experiences in doing humanitarian projects (48%). In doing the task, the students preferred work in group (56%) to individual and pair.

From the interview results, the lecturer already knew about the concept of freedom of learning which was initiated by the Minister of Education and Culture. However, this concept has not been specifically formulated in any of the courses, especially in the Productive Written Language Skill course, where this course aims to enable students to write essays and from the essay writing pattern students can have knowledge of humanity. For this reason, it is very important to have humanitarian project-based material that will be used in the Productive Written Language Skill course.

The interview excerpts from the English lecturers could be seen as follows.

- I : What do you know about humanitarian material in the context of Productive Written Language Skill learning?
- FH : So far, it has not been formulated specifically regarding humanitarian material in Productive Written Language Skills subject. Even though it has not been

specifically formulated, there are some text content that is used as material related to humanity.

- I : What are the tools needed to support humanitarian projects in learning Productive Written Language Skills?
- FH : The availability of the appropriate course material
- I : How Written Language Skill course materials are associated with humanitarian material?
- R : The Written Language Skill course material is integrated paragraph writing skill. As an introduction to this material, it should provide example of paragraphs that inform humanity. Then, students write a paragraph with the theme of humanity too.

(Interview excerpts)

Validating to Expert

After finishing the course material, then expert evaluated the product in terms of material and media aspects. This validating process is aimed to know whether the product is already appropriate or not to be applied as the course material for teaching Students of the English Education Study Program at UNIMED. The expert was given a validation questionnaire. This questionnaire has five scales; very good (5), good (4), fair (3), less (2) and very less (1). Furthermore, the result of the calculation was measured based on the feasibility criteria proposed by Sugiyono (2012). The criteria are shown in the table below:

Table 8. Percentage of Feasibility Criteria for Course Material

Scores	Categories
81% - 100%	Very Good
61% - 80%	Good
41% - 60%	Fair
21% - 40%	Poor
≤ 20%	Very Poor

There were 29 questions in the validation questionnaire. There were eight questions for the linguistics aspect, 8 questions for material aspect, 6 questions for process aspect, 8 questions for the media aspect and 7 questions for layout aspect. The comments and suggestion box was prepared at the end of the questionnaire. Here, the expert can give his comments and suggestions related to all aspect mentioned before to make the course material better. There was an expert involved in this course material evaluation, The result of validation is described as follow:

Table 9. The Data of Expert's Validation to Linguistics aspect

No.	Item Assessed	Score	Percentages (%)	Criteria
1	Standardization of the use of grammar in general	5	100	Very good
2	Standardization of sentence length in general	4	80	Good
3	The accuracy and suitability of the user's general choice of vocabulary	5	100	Very good

4	The accuracy or suitability of the user's choice of vocabulary for material based on the surrounding environment (Local Content) specifically	5	100	Very good
5	Punctuation accuracy or appropriateness	4	80	Good
6	Accuracy or appropriateness of using capital letters in paragraphs	4	80	Good
7	Clarity or purity of meaning	5	100	Very good
8	The effectiveness or efficiency of using language in general	5	100	Very good
Total		37	92.5	Very good

From the table above, it could be concluded that the course material is feasible to be used in Productive Written Language Skill subject. The average score for the overall assessment for the linguistics aspect is 92.5%. According to the Quantitative Data Conversion proposed by Sugiyono (2012), the score belongs to the *very good* category with the interval score 81%-100%.

Table 10. The Data of Expert's Validation to Process Aspect

No.	Item Assessed	Score	Percentages (%)	Criteria
9	Reading teaching materials provide brainstorming opportunities for students	5	100	Very good
10	Reading teaching materials allow and give students space and time to study independently	5	100	Very good
11	Reading teaching materials provide opportunities for students to use a wide variety of language functions	4	80	Good
12	Reading teaching materials encourage students to discuss or cooperate in learning	5	100	Very good
13	Reading teaching materials are able to create a relaxed and fun atmosphere and learning environment	5	100	Very good
14	Reading teaching materials using appropriate and effective instructions in each exercise	5	100	Very good
Total		29	96.7	Very good

From the table above, it could be concluded that the course material is feasible to be used in Productive Written Language Skill subject. The average score for the overall assessment for the process aspect is 96.7%. According to the Quantitative Data Conversion proposed by Sugiyono (2012), the score belongs to the *very good* category with the interval score 81%-100%.

Table 11. The Data of Expert's Validation to Product and Content Aspect

No.	Item Assessed	Score	Percentages (%)	Criteria
15	The teaching materials for developing reading materials are designed according to the needs of students	5	100	Very good
16	Development teaching materials contain topics that provide competency values in the field of local content material.	5	100	Very good
17	The type of vocabulary used refers to the application of knowledge according to the environment.	5	100	Very good
18	The vocabulary that is still unknown is well defined	4	80	Good
19	The teaching materials for developing reading materials are designed in accordance with the basic competencies and indicators in the RPS	4	80	Very good
20	The material provided tends to direct students to improve competence quickly and effectively	5	100	Very good
21	Assessment or evaluation is designed for each topic in a comprehensive manner	4	80	Good
22	The sections in reading teaching materials for the development of the material are developed optimally and are relevant to the essence of the parts	4	80	Good
Total		36	90	Very good

From the table above, it could be concluded that the course material is feasible to be used in Productive Written Language Skill subject. The average score for the overall assessment for the product and content aspect is 90%. According to the Quantitative Data Conversion proposed by Sugiyono (2012), the score belongs to the *very good* category with the interval score 81%-100%.

Table 12. The Data of Expert's Validation to Layout Aspect

No.	Item Assessed	Score	Percentages (%)	Criteria
23	In general, teaching materials for developing reading materials for students are developed to hear relevant	4	80	Good
24	Presentation of images / tables / charts / graphs is in accordance with the existing chapter / topic	5	100	Very good
25	The arrangement or layout of the image is developed optimally and is attractive	5	100	Very good
26	The spatial size of the material development teaching materials is designed optimally and	5	100	Very good

	adequately			
27	Use of the type and size of the teaching material font	5	100	Very good
28	Visualization or beauty of the letters of teaching materials is generally good and interesting	5	100	Very good
29	The quality of the printed teaching materials is designed well	5	100	Very good
	Total	34	97.1	Very good

From the table above, it could be concluded that the course material is feasible to be used in Productive Written Language Skill subject. The average score for the overall assessment for the layout aspect is 97.1%. According to the Quantitative Data Conversion proposed by Sugiyono (2012), the score belongs to the *very good* category with the interval score 81%-100%.

CONCLUSION

As described, the Chaos/Complexity Theory and the dichotomies underscore the This study discussed about the development of course material based on humanitarian project for Productive Written Language Skills subject in English Education Study Program. It can be concluded that the humanitarian project-based course material is needed to widen students' knowledge about humanitarian project as one of the freedom of learning concepts. The final product consists of five units, namely Unit 1. The Problem of Humanity, Unit 2. What is Humanities Project?, Unit 3. Non-Profit Humanities Project, Unit 4. Educational Non-Profit Organization and Unit 5. Helping Others through Volunteering. Based on the expert validation, the percentages of aspect linguistics is 92.5% (very good), process aspect is 96.7% (very good), product and content aspect is 90% (very good), and layout aspect is 97.1% (very good).

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