Genre based learning model integrated literacy activities and character strengthening

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Abstract: Genre based learning or Text-based Instruction is a learning approach used in Indonesian language learning since 2013 until now. However, learning will be more engaging if the learning process is constantly adapted to students' needs and innovations. This study aimed at building a Genre-based Learning paradigm that incorporates literacy activities and character development. The guidelines of the National Literacy Movement and Strengthening Character Education in secondary schools prompted this action. Based on this, the two things are integrated in learning to help teachers implement literacy and strengthen character education in the learning process. This research employed Plomp's Development model (Preliminary Research, Prototyping Phase & Assessment Phase). In the Assessment Phase, researchers tested products that had been developed to determine the practicality and effectiveness of learning Indonesian using the developed model. The research instruments are in the form of questionnaires, observation sheets and tests. The research subjects were students of one of the high schools in the city of Padang. The results demonstrated that the Genre-based Learning model, which integrates literacy activities with character development, is useful and time-efficient for language learning. Additionally, this concept is applicable for enhancing student learning activities. This learning strategy can be utilized as an option to combine literacy activities and character development into secondary school Indonesian language instruction.

Keywords: *genre-based learning, text-based learning, literacy, character education*

INTRODUCTION

Based on the Indonesian curriculum, text-based learning is used to teach the Indonesian language (Herman, Purba, Thao, & Purba, 2020). The inner text is referred to as a genre, which is defined as "a social agreement, a text norm, in which the text has the status of a text of a particular type" (Selander, 2008). The word 'genre' is derived from the Latin word genera, which meaning type or category. Since the early 1980s, there have been numerous perspectives on the genre, as well as several descriptions of it (Herman et al., 2020). According to Swales (1990), a genre is a collection of communicative occurrences whose members have a common set of communicative goals. A genre is a language employed in conventional communicative contexts to represent a specific set of communicative goals of a disciplinary or social institution (Thongchalerm & Jarunthawatchai, 2020). Genres include shared names, communicative purposes, roles, contexts, conventions, lists of cultural values and awareness (Bhatia, 2004).

Theoretically, genre has been understood historically in terms of "content (such as topic or place) and/or form" (including structure and style)' (Chandler, 2020). Moreover, 'genre' can focus on a rhetorical dimension and should be 'organized around the action at hand (i.e., pragmatic rather than syntactic or semantic)', and emphasize the purpose of the text (Hoffmeyer, Jensen, & Olsen, 2020). Each genre serves a distinct function, which is attained through distinct stages of text structure (Brisk, Tian, & Ballard, 2021; Dost, 2021). Genre can refer to the type of text that serves the purpose of the text and various content or themes related to the subject matter (Dalimunte & Pramoolsook, 2020). Genre applies to the type of writing (Herman, 2014). Recount, report, debate, explanation, analytical exposition, hortatory exposition, news item, spoof, story, method, description, and review are the 12 types of text (Sinaga, Herman, & Hutauruk, 2020).

Genre-based learning models have been widely adopted in language teaching and research (Myskow & Gordon, 2010; Ueasiriphan & Tangkiengsirisin, 2019). This approach is backed by various concepts, with the text serving as its primary pillar (Cerda, 2015). This learning model has proven successful in teaching language at the school level to the university level (Martin, 2013). This learning model attempts to increase communicative ability through many types of oral and written texts, as is evident from its design. (Derewianka, 2017; Richard, 2006). Reading and writing are the most focused abilities to be enhanced in language acquisition using Genre-based Learning (Early & Decosta-smith, 2015; Sadeghi, Hassani, & Hemmati, 2013; Sadeghi et al., 2013; Dirgeyasa, 2016; Yang, 2016)

This model's teaching-learning cycle raises students' knowledge of the generic structure and interpersonal significance of writing (Nagao, 2018). This learning model also makes great improvements in various aspects e.g. vocabulary, language, mechanical and organizational content (Salehpour & Saeidi, 2014; Rashidi & Mazdayasna, 2016). Developing genre awareness contributes to students' positive attitudes toward the teaching cycle, which includes activities, exercises, and the production of high-quality texts (Thongchalerm & Jarunthawatchai, 2020; Yuliani, 2012). Students' language skills, students' knowledge of certain genres, students' schemas about the content of the text to be read or written are some of the factors that determine the success of Genre-based Learning (Arano & Arsyad, 2019).

Literacy activities were included into a model for genre-based learning. The significance of literacy for the development and survival of a nation cannot be overstated (Zua, 2021). The United Nations recognizes the importance of literacy in our daily lives, designating September 8 as International Literacy Day (Unesco, 2020). Traditionally, literacy is understood as the ability to read, write, and use arithmetic (Srivastava, 2017). This implies that skills can be measured from a poor level (illiteracy) to a sufficient level (literacy) (Edward, 2021). This makes literacy often considered a cognitive process, even though literacy is also a social activity (Cairney, 2002) in which children can "participate with other people, especially parents, family members, peers and teachers in activities that shape the culture in their community, "where they grow" (Carignan et al., 2021; Wells, 2009). Thus, literacy is also described as the capacity to read and comprehend the world and our surroundings (Kellner, 2001). This stresses that the concept of literacy now has a dynamic and constructive structure, obtains meaning in a social context, and includes elements of producing new meanings. (Özenç, 2021).

The development of literacy affects these complex sub-skills starting from birth, the foundation of this process is laid in the home environment at an early stage and continues

to develop in the school environment. In this case, literacy is an important part and goal of the educational process (Özenç, 2021). Literacy is a helpful indicator of formal education in a community since the transmission of genetically new abilities requires direct instructional guidance (Eskelson, 2021). As the literature highlights the importance of content knowledge regarding how to teach literacy effectively, it is necessary to investigate how this knowledge is acquired (Mazzye & Duffy, 2021).

Literacy has been implemented in Indonesia with the declaration of the National Literacy Movement (GLN). However, the implementation of the GLN still encountered obstacles, such as students tended to prefer reading at school; the meaning of literacy for teachers is still limited to reading and writing activities; schools do not seek to involve the public in developing GLS activities (Indriyani, Zaim, Atmazaki, & Ramadhan, 2019). The reality on the ground shows that literacy has not become a culture in school life and has not become a top priority in Indonesia (Suryaman, 2011). In addition, literacy is only applied in schools; nevertheless, it is intended to build a more inclusive literacy practice; therefore, we must comprehend the relationship between literacy practice and discourse, family, and community environment (Rogers, Tyson, & Marshall, 2000). Furthermore, there is no applicable school literacy guide, which can be a reference in implementing literacy in schools (Jusran, 2017). So that integrating literacy activities in learning, especially language learning is needed to improve students' language skills.

The COVID-19 epidemic that emerged in China at the end of 2019 has affected the entire world since 2020 (Zİncİrlİ, 2021). When this virus began to be effective in more than one country even on the continent later in 2020, it was marked as a pandemic by the World Health Organization (WHO) (Temel & Ertin, 2020). One of the main impacts of the global pandemic is the closure of schools, in an effort to reduce the mass spread of the virus (Varela & Fedynich, 2021). In order not to interfere with education during the pandemic process, distance education has emerged as a proposed solution (Okay, 2021). The application of GLN certainly has problems if you see how the literacy education process is carried out in schools. Teachers who have difficulties in adjusting education due to the pandemic will also find it difficult to integrate literacy into their learning. This is evidenced by a survey conducted that learning carried out at a distance is dominated by giving assignments, so that the essence of forming literate students may be forgotten (Ramadhan, Sukma, & Indriyani, 2021).

In addition to the problem of integrating literacy activities in distance learning, another problem faced by teachers is the formation of student character. Distance learning makes it difficult for teachers to integrate character education in the learning process because learning is done online. Education in Indonesia also pays attention to character education because existing social changes have brought about changes in human character (Hidayati, Waluyo, Winarni, & Suyitno, 2020). The government has realized that this country is in danger of separatism, rampant corruption, and radicalism. Therefore, this embedded value education is an effort to mitigate conflict and national fragmentation (Yurmarnamto, M., Widyaningrum & Prijambodo, 2020). Regardless of whether it is provided by the state, education must serve to educate and nurture the population, with the main consideration being social benefits (Dong, 2020). Moreover, education is the best means to improve human resources (Nusantari, Utina, Katili, Tamu, & Damopolii, 2020). Character education is the right solution (Jeynes, 2019).

Figure 1. Learning Model Syntax
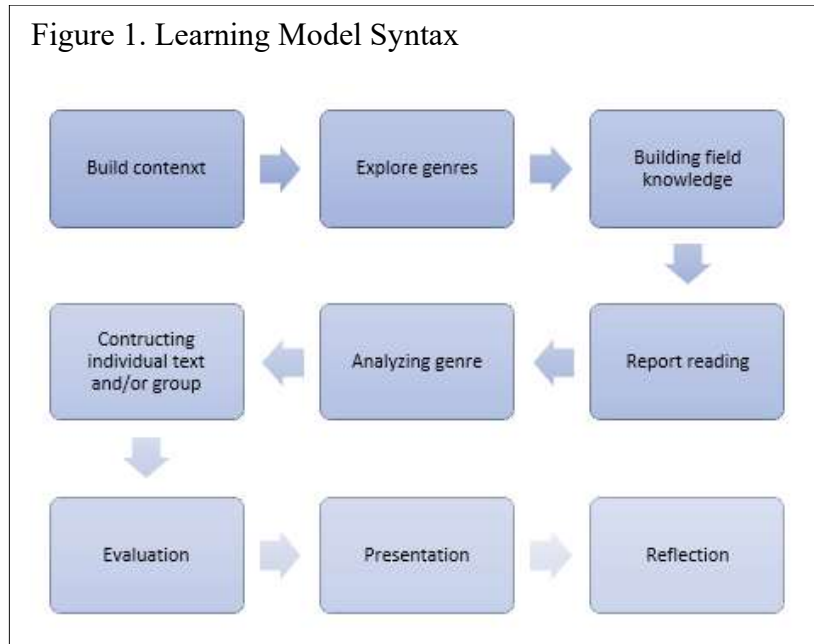
Character education serves a crucial role in educating the younger generation about values and morality, character, and noble character, particularly with regard to school discipline (Baehaqi & Murdiono, 2020). Character education in schools can solve the problem of moral decline among adolescents (Buchori & Setyawati, 2015). The integration of personality Education is not only the responsibility of religious and civic education, but of other academic disciplines as well (Hamid, Jaenudin, & Koryati, 2018;Sudarmika, Santyasa, & Divayana, 2020). The integration of character education into the learning process of all educational disciplines is now one of the most extensively implemented approaches (Irvana, 2020). This concept is based on the premise that all teachers are character educators, hence it is thought that all disciplines have a role in fostering the noble character of pupils (Hendrowati & Suningsih, 2018). Thus, the promotion of character education is anticipated to produce students with higher knowledge, emotional intelligence, and personality (Darmayanti & Wibowo, 2014; Murti, Gunarhadi, & Winarno, 2020)

Integrating character values into learning planning and incorporating them into learning activities exemplifies this concept (Ledford, 2011; Wuryani, Roemintoyo, & Yamtinah, 2018). An effort is made to include it into the learning model. Based on that, the research questions to be answered in this study are as follows. First, is the Genre based Learning Model That Integrated Literacy Activities and Character Strengthening practically used in language learning? Second, is the Genre based Learning Model That Integrated Literacy Activities and Character Strengthening able to increase student learning activities? Based on this reasoning, the objective of this study is to establish a Genre-Based Learning acquisition model that incorporates literacy activities and character development in the learning of Indonesian. This learning style is utilized in online distance learning, where digital teaching materials created using the i-Spring and Edmodo applications facilitate the learning process. Using the program Zoom Meeting, face-to-face learning is also conducted.

METHOD

This type of research is Research & Development (R&D), which aims to generate a product in the form of a genre-based learning model containing literacy activities and character development to enhance the activities and language abilities of students. This study's development model is a modification of the Plomp model (1997), which consists of three stages: preliminary research, prototype phase, and assessment phase (Plomp & Nienke, 2013). This research resulted in a learning model used for language learning in secondary schools. The product was developed based on the text-based 2013 curriculum. The research was conducted during online distance learning due to distance restrictions during the COVID-19 pandemic. Learning is done synchronously and asynchronously. Synchronous learning is carried out using the Zoom Meeting application and asynchronous learning using learning media developed with the Ispring application. The trial was conducted at one of the high schools in the city of Padang.. The selection of these schools was carried out by purposive sampling with the provisions that students were registered as high school students in the city of Padang; open to accept innovation; can establish good cooperation; and have adequate facilities and infrastructure for the implementation of research. The trial was carried out from September to October 2021. The trial schedule was adjusted to the school curriculum so that the product developed was suitable for use at that time, namely in explanatory text learning which was carried out in the odd semester. The research instruments were questionnaires, observation sheets, and tests. The questionnaire used is a needs analysis questionnaire, a product validity and practicality questionnaire. While the observation sheet used is an observation sheet of student learning activities. For the test, it is used to test students' reading and writing skills. Before being used, the research instrument was validated by experts and if valid, the instrument was used to obtain research data. The data analysis technique used in this research is descriptive data analysis technique, which describes the validity, practicality, and effectiveness of the learning model. Based on the stages of development research, this article will focus on the stage of assessing the practicality of the products developed, namely practicality by teachers, practicality by students, and student learning activities.

RESULT AND DISCUSSION

Based on the results of the needs analysis, it was found that students' literacy activities in learning were still limited to reading activities in books at the beginning of learning. Supposedly, literacy activities can be integrated into all subjects, especially language learning (Indriyani et al., 2019). Therefore, integrating literacy activities in each learning process can be done using learning models. In addition to literacy activities relating to information and skills, learning must also incorporate character development connected to attitudes. These principles can be included into instructional resources such as syllabi, learning methodologies, teaching materials, learning media, and assessments. Text-based learning can incorporate character values in learning materials and media (Atmazaki, Agustina, Indriyani, & Abdurahman, 2020). Based on the results of the needs analysis, teachers and students have a positive response to integrating literacy and character strengthening activities in the learning process. Therefore, these two aspects are integrated into the Genre Based Learning model or text-based learning in Indonesian language learning.

Based on the results of the needs analysis, an integrated learning model is needed for literacy activities and character strengthening in the learning process that is in accordance

with the needs and situations of students. This learning model can be used as an alternative that can be used in learning Indonesian, either online distance learning or face-to-face learning. The Genre Based Learning model is used when learning online by using digital teaching materials and learning media that support the learning process. The media are Zoom Meetings and digital teaching materials developed with iSping media. The learning process is carried out using the Genre Based Learning model which can be seen in the following figure. An explanation of this model can be seen in the following article (Atmazaki, Agustina, Abdurahman, & Indriyani, 2019)

Following completion of the preliminary research and prototype phases, the product is validated. On the basis of the validation results, it was determined that the learning model was legitimate, and the teacher's response to the model was favorable. After that, the assessment step was conducted by evaluating the practicality and efficacy of the goods created during the learning process. To determine the applicability of the learning model, the instructor evaluates the learning activities using a questionnaire supplied by the researcher. The questionnaire was filled out following the conclusion of the learning procedure. The practicality questionnaire has statement items that were prepared based on the learning model's practicality indicators. Four instructors evaluated the practicability of the learning paradigm. Table 1 displays the findings of the teacher's study of the practicality of the learning model questionnaire.

Table 1
Practical learning model by teachers

No	Rated Aspect	Score	Practikality (%)	Category
1	Ease of use	1237.50	88.40	Very practice
2	Time used	268.75	89.58	Very practice
	Overall Practicality Value		89.00	Very practice

After the Indonesian language-learning activities using the Genre-Based Learning model, which included literacy and character-building exercises, were finished, students were surveyed regarding the applicability of the learning methodology. By completing out questionnaires, students acquire data for practical purposes. Through the completion of questionnaires, students provide their evaluations and opinions of the conducted learning process. This questionnaire about practicality was completed by thirty students. After students complete the questionnaire, the practicality value is determined by recapitulation and mathematics. In addition, an analysis is conducted based on the statement items, as well as an overall analysis. The outcomes of this analysis are displayed in Table 2.

In addition to teachers and students filling out questionnaires for this purpose, observations were taken of learning activities conducted by teachers with the assistance of researchers. Using the student learning activity observation sheet, student learning activities are gathered through observation. The observation sheet comprises of statement items pertaining to student learning activities utilizing the stages of the developed learning model, namely the Genre-Based Learning model which includes literacy activities and character development. The initial witness of student activity data collection was the teacher, and the second observer was the researcher. This observation tries to determine the appropriateness

Table 2
Practical learning model by students

No	Rated Aspect	Practicality (%)	Category
1	I can understand and follow the learning process well.	82.50	Very practice
2	I can easily understand the concept of learning.	83.33	Very practice
3	The current process of learning Indonesian can increase my motivation in learning.	83.33	Very practice
4	The current learning process can stimulate my activities for self-study.	85.00	Very practice
5	The learning process that is currently being carried out can stimulate my activities so that I study in groups.	85.00	Very practice
6	The learning process that has been carried out at this time can help me build the concept of text material.	82.50	Very practice
7	The learning process that has been carried out at this time can make it easier for me to write texts.	85.83	Very practice
8	The current learning process can make it easier for me to recognize the genre of the text.	86.67	Very practice
9	The current learning process can improve my reading activity.	86.67	Very practice
10	The current learning process can improve my writing activity.	81.67	Very practice
11.	The current learning process can help increase my learning motivation.	84.17	Very practice
12.	My current learning speed can increase when learning Indonesian.	84.17	Very practice
13.	My current practice speed can increase when learning Indonesian.	85.83	Very practice
14.	The current learning process can shape me to be more disciplined.	85.83	Very practice
15.	The current learning process can shape me to be more responsible.	82.50	Very practice
	Overall Practicality Value	84.33	Very practice

of the expected activities for students studying Indonesian. The observed student activities included nine components: construct context, explore genres, develop field knowledge, read reports, analyze genre, construct individual and/or group texts, evaluate, present, and reflect. After collecting the data, an analysis was conducted based on the outcomes of the observations. Table 3 displays the findings of observations regarding the learning process utilizing the developed learning material. Based on the results shown in Table 3, it is concluded that the learning model developed is practically used to improve student learning activities.

Practicality of Genre based Learning on Literacy Activities. The results of the study indicate that the Genre Based Learning paradigm, which blends literacy activities

Table 3
Student's learning activities

No	Rated Aspect	Frekuensi	Activity (%)	Categoty
1	Build contect	25	83.33	Very active
2	Explore genre	26	86.66	Very active
3	Building field knowledge	26	86.66	Very active
4	Report reading	26	86.66	Very active
5	Analyzing genre	26	86.66	Very active
6	Conducting text	26	93.33	Very active
7	Evaluation	28	93.33	Very active
8	Presentation	28	93.33	Very active
9	Reflection	28	93.33	Very active
	Overall Learning Activity Value		89.25	Very active

into the learning of Indonesian, is employed practically in language instruction. This is consistent with earlier research indicating that this paradigm has been widely employed for language learning, whether studying a first, second, or foreign language. Sawangmutchai & Rattanavich (2016) compared the English reading comprehension and reading motivation of seventh-grade Thai students taught with a genre-based instructional approach. Through experimental research, it was determined that students who were taught with genre-based education had considerably greater reading comprehension scores and motivation to read English. Using a genre-based approach to creating expository articles, Burgos (2017) performed action research with 10 undergraduate students from an English pedagogy program at a Chilean state university. During eight weeks, three steps of the genre-based method were modified and developed with the participants: deconstruction, joint construction, and individual construction. The results demonstrated that the genre-based strategy improved pupils' essay writing abilities.Using the Genre Based Approach, Montero-Arévalo (2019) explores the impact of reading and writing comprehension on ninth-grade pupils from a city on Colombia's Caribbean coast (GBA). Based on the results of the questionnaire, it appears that students have positive opinions of the applied approach, including those who modify their research ideas from negative to positive. These responses demonstrate that GBA has a significant impact on students' abilities and that its application can help Colombian students from non-literate countries become more likely to become readers and writers. In addition, GBA enables educators to guide children to the point where they may work independently and develop autonomy and self-assurance in their actions. Accordingly, Ganapathy, Kaur, Jamal, & Phan (2022) found that students reacted positively to the genre-based approach because they felt it was useful in improving their writing skills, which correlated with an increase in their test scores. Although the approach was able to meet their learning needs in improving their EFL writing, some students still face challenges despite being faced with genre-based teaching, especially their weakness in content and content. language.

The relevant research results indicate that language learning using Genre Based Learning is suitable for increasing student literacy activities. This is indicated by the results

of students' reading and writing skills which are better than before. These reading and writing skills are related to student literacy. So that the integration of literacy activities in Genre based Learning is very suitable for use in learning. In contrast to relevant research, in this study data were obtained through questionnaires, based on the results of the questionnaire analysis, it was found that teachers and students agreed that learning was carried out more practically with the learning model used. In addition, based on the observation sheet of learning activities, students appear to be more active in following each stage of the learning process.

Practicality of Genre based Learning on Literacy Activities. Thongchalerm & Jarunthawatchai (2020) investigated the efficacy of a teaching cycle adopted from a genre-based methodology for EFL students in Thailand. Students demonstrated positive attitudes toward autonomous and explicit learning, according to qualitative findings. The students observed that collaborative writing improved their writing skills and boosted their self-confidence as authors. The majority of pupils expressed favorable opinions on the instructional model. They believe that teaching improves their English writing skills, notably their sense of genre. On the other hand, this study also uncovered unfavorable reflections of the strategy due to the constraints of the pattern or writing style. Students conclude that the instructional cycle is appropriate for the Thai EFL classroom settingAccording to, Dirgeyasa (2016), a genre-based approach to teaching and learning to write is appropriate for students with low writing skill and motivation. It effectively guides kids from simple or dependent to independent writing procedures. It also encourages and enhances pupils' eventual self-directed learning. The genre-based approach is therefore applicable in both academic and professional settings.

Based on relevant research, it was concluded that integrating character strengthening in learning can be done to strengthen student character. Previous research has shown that using Genre-based Learning in language learning can increase students' learning motivation, especially in learning to read and write. In addition, this learning can also increase students' self-confidence in writing, and improve students' collaborative attitudes in the learning process. Apart from being collaborative, using this learning model also enhances and encourages students to learn independently. So that Genre based Learning is practically used in academic and professional environments.

CONCLUSION

Based on the research findings and discussion it can be concluded the following points. *First*, the Genre-Based Learning model is practically used in language learning. *Second*, integrating literacy activities into Genre-Based Learning is appropriate because it increases student learning activities, especially in reading and writing activities. *Third*, integrating character strengthening in Genre-Based Learning is suitable for use in learning because this model is able to increase students' affective learning. This learning paradigm can be used to improve students' language skills, especially reading and writing skills. Additional research findings may be found in other publications. This study recommends that this research be extended to the study of language and other text genres. In addition, this approach is recommended for use in the learning process by language teachers, especially Indonesian language teachers. Especially at the middle school level.

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