

Implementation of Character Value of SD Negeri 2 Indralaya Students Through Social Studies Learning Media Based on Edutainment in Primary School

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Abstract: This study aims to describe the implementation of the character values of SD Negeri 2 Indralaya students through the application of Social Studies Learning Media Based on Edutainment in Primary School. This study uses a qualitative approach with descriptive methods. The subjects of this study were all students in fifth grade of SD Negeri 2 Indralaya which amounted to 39. Data collection techniques used in this study were observations and questionnaires and documentation. Observation is used to determine the character value of students. The questionnaire was used to determine students' responses to the application of Social Studies Learning Media Based on Edutainment in Primary School. Documentation is used to obtain data from student documents at school. Therefore, the instruments used in this study were questionnaires, documents, and observation guideline sheets. The observed character values are responsibility, honesty, and discipline.

Keywords: character value, learning media, edutainment

INTRODUCTION

Characters can be considered as values of human behavior related to God Almighty, self, fellow human beings, environment, and nationality which are manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, law, manners , culture, customs, and aesthetics. As Samani and Hariyanto (2012: 41) argue that character is interpreted as a way of thinking and behaving that is unique to each individual to live and work together, both within the circle of family, society, nation and state. individuals who have good character are individuals who can make decisions and are ready to account for any consequences of their decisions.

Character education has an integral part with social studies learning and affective abilities. Sensitivity and awareness of social problems in the environment in social studies learning is included in one of the 18 character values in character education. So is the case with affective abilities related to values and attitudes. Character education is clearly based on values and attitudes. Character education does not only make students know good attitudes through *moral knowing*, but also makes students have a *moral feeling* and *moral acting*. Characters also need to be considered in the learning process. Huda (2012: 261) states that students have their own learning styles so the teacher must understand the character of students in the class being taught.

Each student has a different character and character education also starts from the basic character possessed by students. These basic characters come from universal moral values that are absolute. Therefore, the teacher should not look at one eye on the basic character possessed by students, including the uniqueness of students. Olivia (2010: 91) argues that the way of learning must be adjusted to the uniqueness of students. Something that becomes more value for students is part of what includes the students' uniqueness. Therefore, students need to be guided so that it can be realized.

Elementary School Students are in the age range between 6 or 7 years to 12 or 13 years. As Sigmund Freud named the phase of elementary school age with the name of the latent phase.

This phase occurs when the impulses seem to settle (latent), not surge like the times before and after. Furthermore, the Primary School period is broken down into two phases, namely the period of low class and high class. Low grade primary school period, namely age 6 or 7 years to 9 years. Meanwhile, the elementary high school period is at the age of 9 or 10 years to 13 years. (Nazarudin, 2007: 46)

Because elementary students are in that age range, the coaching process in learning is done in a concrete manner. As Desminta (2009: 104) states that elementary students have a tendency to learn on three traits, namely concrete, integrated, and hierarchical. Concrete means that the learning process moves from concrete things, which can be seen, heard, smelled, and tampered with. Integrative means that at the elementary school age, students see something learned as a whole. Hierarchical is meant that at the elementary age stage, the way students learn to develop gradually starts from simple things to more complex things.

Learning media made by the teacher must meet these three characteristics, so that the formation of students' abilities can be maximally developed. Wiyani (2013: 145) argues that the learning process will be formed based on the views and understanding of the teacher about the characteristics of students and the nature of learning. The learning process that occurs depends on the views of the teacher on the meaning of learning which will affect student activities. Thus, the learning process needs to be adjusted to the level of student development, including the selection of learning media.

There are many media that can be chosen by the teacher by adjusting to the learning objectives. As Rudy Bretz (quoted by Sumiati & Azra, 2008: 128) classifies media according to the main characteristics of the media into three elements, namely sound, visual, and motion. Furthermore, the classification was developed into seven groups, namely: a). Audio-visual-motion media; is the most complete media because it uses audio-visual and motion capabilities, b). Silent audiovisual media; have audio-visual abilities without mobility, c). Audio-semi-motion media; displaying sound accompanied by point movements in a linear manner and cannot display the real image in its entirety, d). Visual-motion media; have visual ability and movement without sound, e). Media visually silent; has the ability to convey information visually but does not display sound or motion, f). Audio media; media that only manipulates the ability to make noise only, g). Print media; media that are only able to display information in the form of certain verbal letters and symbols.

Learning media based on *Edutainment*, of course, uses the basic concept of *edutainment* that uses elements of entertainment in learning. The foundation of the concept *edutainment* consists of 3 assumptions. As Hamruni (2013: 6) suggests these 3 assumptions, namely (1) positive feelings (happy / happy) will accelerate learning, while negative feelings, such as sadness, fear, threatening, and feeling unable to slow down learning or even stop it the same once; (2) if someone is able to use the potential of reason and emotions accurately, then he will make a leap of unexpected achievements; (3) if every learner can be motivated appropriately and taught in the right way, a way that values learning styles and their modalities, then they will all achieve optimal learning outcomes.

Based on the advantages of the-based media *edutainment* , it is concrete, integrative, and hierarchical as the characteristics of the learning tendencies of elementary school students that have been fulfilled. Character values in learning that are classified as affective can also be supported by edutainment-based learning media. Likewise, the content of social studies learning requires sensitivity and awareness of social problems in the environment, also included in one of the 18 character values in character education.

METHOD

According to Moleong (2006: 237), a qualitative approach is used by considering that this method presents directly the nature of the relationship between the researcher and the information provider. Thus, a qualitative approach is more appropriate when dealing with the reality. In addition, qualitative approaches are more sensitive and more adaptable to many sharpening shared influences and to the patterns of value faced. Therefore, researchers used a qualitative approach in the research conducted. The subject of this study was the fifth grade of PGSD FKIP Partner School in Sriwijaya University, namely Indralaya 2 Elementary School. This research was conducted in the even semester 2017/2018 school year.

Data Collection Techniques

One of the important activities in research is data collection, which is to collect data needed to achieve accurate research. Data collection techniques used in this study were observation and questionnaires and documentation. Observation is used to determine the character value of students. The questionnaire was used to determine students' responses to the application of-based IPS SD learning media *edutainment*. Documentation is used to obtain data from student documents at school. Each research data collection technique is described as follows.

Observation

Nurgiyantoro (2010: 93) states that observation is a way to obtain information by observing objects carefully and planned. Furthermore, Sudjana (2013: 84) argues that observation as a valuation tool is widely used to measure individual behavior or the process of occurring an activity that can be observed, both in actual situations and in artificial situations. Based on these two opinions, it was concluded that observation is an evaluation tool to obtain information by observing objects in real and artificial situations carefully and planned.

The observation technique in this study was conducted to obtain student character value data. Observations are made on student character values, namely responsibility, honesty, and discipline. The instrument used is an observation guideline sheet for student character values.

Questionnaire

Sudijono's (2009: 84) suggests that data collection using a questionnaire is considered far more practical, saves time, and effort. That is because the questionnaire was addressed in writing. As Nurgiyantoro (2010: 91) states that the questionnaire is a series of written statements about certain problems that aim to get responses from respondents. According to Sudjana (2013: 71), the alternative answers contained in the questionnaire can also be transformed in the form of quantitative symbols to produce interval data. That is what will also be done in this study.

The questionnaire technique in this study was conducted to obtain student response data on the application of-based IPS SD learning media *edutainment*. The questionnaire was given to students after the-based elementary school social media learning media were *edutainment* applied. The instrument used was the student response questionnaire on the application of-based social science learning media *edutainment*.

Documentation

In documentation techniques, researchers will collect data on the physical condition of the school, the location of the school, and the means of supporting learning. In addition, through documentation techniques can also be known the state of the teacher and employee, the state of the student, the results of student grades and learning conditions. The researcher collects data through written or recording data to obtain data regarding the planting of student character values.

Data Analysis

Qualitative data analysis according to Bogdan and Biklen (in Moleong 2006: 330) is that the work done by working with data, organizing data, sorting through the data into manageable units, synthesizing them, finding and finding patterns, finding what what is important and what is learned and decide what can be told to others. Sugiyono (2010: 336) states that data analysis in qualitative research is carried out before entering the field, while in the field, and after completion in the field. Therefore, in this study the researcher analyzed the research data in two stages, namely the first pre-field data analysis, namely the analysis carried out on preliminary study data or secondary data. The second is analysis in the field.

As for the analysis during this field the researchers used the Miles and Huberman Models. Data analysis in qualitative research is carried out at the time of data collection, and after completion of data collection in a certain period. Activities in qualitative data analysis are carried out interactively and take place continuously until complete, so the data is saturated. Activities in data analysis are *data reduction, data display, and conclusion drawing / verification* (Miles and Huberman, 1992:20)

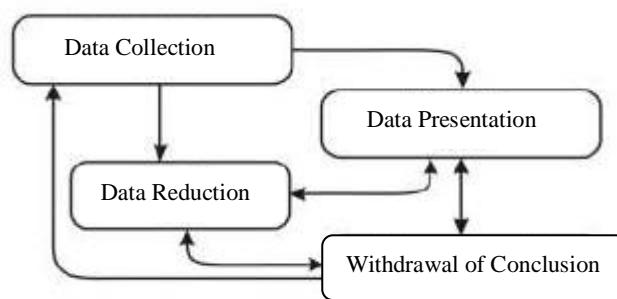


Figure 1. The components of interactive model data analysis

Based on the image, there are four components of the interactive model data analysis. The four components are data collection, data reduction, data presentation, and conclusion drawing. Furthermore, the four components are described as follows.

Data Collection

Data collection is carried out by searching the data needed for various types of data and forms of data that are in the field, then carrying out data recording in the field. Data collection is done by conducting observations, questionnaires, and documentation to get complete data. Data collection in the form of documents is obtained from program reports and profiles of the schools concerned.

Data Reduction

Data reduction is the selection process, focusing on simplification, transformation of rough data that emerges from the notes written in the field. If the data has been collected, the next step is to reduce that is classifying, directing, removing unnecessary ones and organizing them so that conclusions can be easily made later. Reduced data is data obtained through observing the character values of students. After the data is obtained, then it is classified according to the sub-studies studied. This is done because the data obtained is not in order. If the data is incomplete, the researcher looks for data needed in the field again.

Data Presentation

Data presentation is a set of structured information that gives the possibility of drawing conclusions and taking action. The presentation of data that is often used in qualitative research is in the form of narrative text, which is a series of sentences arranged systematically. The presentation of data in qualitative research is designed to combine structured information in a form that is unified and easy to achieve, so that researchers are easier to draw conclusions.

Withdrawal of Conclusion

After the data is presented, conclusions are made. In drawing this conclusion, it is based on data reduction and data presentation which is the answer to the problems raised in the study.

RESULTS AND DISCUSSION

Learning media *edutainment* used are media that are named History Exploration Circles. The media is made with tools and materials consisting of steroform, cardboard, rice paper, scissors, glue, origami paper, pencil, ruler, duct tape, pipette, and balloon support. Media is created by dividing two parts, namely the circle and circle of historical traces. The round is made from rice paper which is formed into a circle and made 8 juring triangles containing numbers 1 until 6 and two zonks. Furthermore, each juring is given a variety of colors using origami, the middle part of the circle is classified to be installed a pipette and a chopper so that it can be rotated and give a hint of a number such as an arrow.

The historical circle section is made on a square base of rice paper measuring 65 cm x 55 cm. In the center of the square, a circle of steroform is formed which has been coated with mangosteen paper which is 37 cm in diameter. In the circle, a small box is cut and then attached to the base circle. The size is approximately 22 pieces which are coated with origami paper that is colorful especially red, yellow, green, blue, orange or other. Then at the top is numbered in sequence around. After everything is arranged, give the rest of the small circle in the middle of the big circle. In each box that has been affixed, a brief material on social studies lessons is inserted about the history of Hinduism, Buddhism and Islam. If the color in the box is not red and blue. Next, provided a used lid or other object that is the subject of exploring this game.



Figure 2. Learning media named History Exploration Circles

The rules of the game on the History Exploration Circle media consist of 6, namely: (1) place objects or walkers that reflect yourself at the start; (2) turn the round that starts with the jump; (3) if he gets a number 1 then he must play an object which is the subject of him stepping once. If two, then as many as two times and so on. If he gets a zonk then he has to step back 2 steps; (4) when one of the players gets a red and blue sheet of paper, he is obliged to answer the obstacle questions about the day's learning, namely IPS. If he really gets the point; (5) when playing stops at a box that is not red and blue, they read and together briefly discuss a material hidden in the box; (6) if he answers wrongly, step back one step but if his position has retreated from 0 then he comes out and gets the punishment provided in the media. The one who gets to the middle point or who gets the most points is the winner.

Media History Explore Circle is played by fifth grade students of Indralaya 2 Elementary School. Each student was divided into five groups. Observations were made on the five groups. observations are aimed at implementing character values when students play historical roaming media. The description of the results of observations of the five groups is as follows.

Observation Results Character Values in the Use of Media Edutainment Group One

When playing the Historical Exploration Circle, group one already has their respective responsibilities. Members of group one have divided the material that has been given, although not so read the material given. There are students named Rey, when given time to study the

material, he even goes around the class. Even out of class, permission to go to the toilet and return to bring food. When the media edutainment game starts, at the beginning of the game the group members follow the rules of the game. When group members get questions, they sometimes have joint discussions and sometimes don't discuss to answer those questions. Students named Febri did not want to discuss with their friends to answer questions. Febri felt he could answer the question the most. In group one the discipline value was good enough, although Febri seemed to experience a decline in discipline.

Observation Results Character Values in the Use of Media Edutainment Group Two

The value of the character of the student when playing the Historical Exploration Circle, in the percentage there is a 10% change to a better character. For the whole there is no change in character. The five children in group two have their respective characters who are quiet, not much talk, bitchy, and calm. Group members follow the game well and highlight character when being tested with obstacles. For example, there is one child who is playing the Historical Exploration Circle, but cannot answer the questions in the game. So, there were group members who were annoyed and ridiculed. For disciplinary values, all are disciplined in both one and second media.

Observation Results Character Values in the Use of Media Edutainment Group Three

When playing the Historical Exploration Circle, groups of three already have responsibility for their respective material that has been previously shared to be studied. So, when the questions are asked, the students throw responsibility at each other. Students feel that it is not their responsibility. In the end if the answer is wrong, students will blame each other. Students who will answer questions appear shy or not confident in answering these questions.

Observation Results Character Values in the Use of Media Edutainment Group Four

In the application of media based on edutainment, it requires students to learn while playing. Observations were made on the values of character of responsibility, honesty, and discipline. Students seemed to be a little confused because they were not too familiar with the material used as media, dividing responsibility by giving each sheet to be held by each group. At the beginning of group formation, there had been an incompatibility with members. So that students named Fiqi who were initially in group five, asked to exchange places with Reyhan in group four because they did not want to have the same group as students named Danial. In the middle of the game also students named Danial look noisy with Galih where they split each other. Although in the end it could be solved by being asked to focus on the game. In playing Historical Exploration Circle, group four won third place. Group 4 becomes more compact, it can be seen when getting questions to answer. Each member gather and discuss it among fellow members. In addition, they also help each other answer and encourage each member who will answer the question.

Observation Results Character Values in the Use of Media Edutainment Group Five

All members of group five look happy when playing the Historical Exploration Circle. One member of the group named Dani looks naughty, so in the group he is alone as if he was in power in the group. The other group members were afraid and gave in to Dani. But when the game progresses, all follow the rules according to the game that has been provided. When

students get questions, only a few students discuss to answer the question. Including Dani also helps answer questions without discussing with group friends. One of the group members, Rayhan Ramadhan, felt rather upset and disappointed when Dani answered the question without discussing it first. Rayhan knows the answer, but Dani carelessly answers. It turned out that Daniel's answer was wrong, while Rayhan's answer was correct. At that time Rayhan felt disappointed. But in group members no one underestimates each other.

CONCLUSIONS

From the observations made in the use of edutainment media in fifth grade class in SD Negeri 2 Inderalaya there was a positive impact. The impact is in the form of motivation to students in learning activities. In addition, it also makes students not saturated and enthusiastic in participating in learning. This can be seen when students play a game of Historical Exploration Circle. Students look happy and enjoy the game without feeling bored. Students also look very excited. During the learning activities taking place using the edutainment media, various kinds of characters emerged from each of the students. These characters are responsibility, honesty, and discipline.

ACKNOWLEDGMENTS

Thank you to Sriwijaya University, Teacher Training and Education Faculty, Elementary School Teacher Education Study Program, PGSD Students, principals and students from SD Negeri 2 Inderalaya. The sources of funding come from Sriwijaya University. The Principals of SD Negeri 2 Inderalaya who has given permission to make students the subject of research.

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