Indonesian Learning with Audio-Visual Media: Noble Character Civilization

Idawati, Sutama(✉), Bambang Sumardjoko, Endang Fauziati, and Harsono

Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

sutama@ums.ac.id

Abstract. This research generally aims to civilize noble characters in SMP Khadijah students in learning Bahasa Indonesia through audio-visual media. The research in this article aims to describe the dimensions of noble characters in SMP Khadijah students: religious characters, personal characters, humane characters, nature-caring characters, and national characters. Overall, this research used a Research and Development (R&D) method. The type of research in this article was ethnographic qualitative. This research took place at SMP Khadijah Pesawaran, Lampung. Data was collected using participatory observation, in-depth interviews, and document analysis and then analyzed reciprocally. Research data validation was carried out by source and time triangulation. This research shows that the habituation of SMP Khadijah students forms a noble character civilization through audio-visual media.

Keywords: audio-visual · Indonesian · noble character · civilization

1 Introduction

Changes in the challenges of the times become a benchmark for implementing education. The main direction of Indonesian education today is forming a Pancasila student profile. A society with noble character characterizes a developing nation. Civilizing noble character can be integrated through education, family environment, and community. Noble character elements include religious, personal, humane, nature-caring, and national characters.

Learning media is necessary for learning activities to convey the material properly. Audio-visual media can increase students' learning motivation according to its benefits [1], including forming a culture of noble character for students. Noble characters are the qualities that every human being brings, embedded in their soul and attached to themselves [2]. Good and bad innate characters are determined by environmental factors that shape them [3].

Based on this description, it is imperative to use audio-visual media for moral culture in learning Indonesian for junior high school students. Civilizing noble character is necessary for students from an early age [4].

Audio-visual media contains sound and images that can be seen directly, such as videos, recordings, films, and the like [5]. Audio media can also increase students'

learning motivation. Elements that can motivate students are learning materials, learning tools, and learning atmosphere [6].

Audio-visual media has several advantages: (1) videos are equipped with students' essential experiences; (2) videos describe a process in a structured way and can even be presented repeatedly; (3) videos encourage increased motivation and are even able to instill attitudes and affective aspects; (4) videos contain positive values that trigger the civilization of noble character; (5) videos present good and bad events in real-time [6].

The current portrait of the world of education has not shown the expected culture of noble character. This failure can be seen in various characters, such as children's impoliteness towards parents and older people, lack of attention to others, use of profanities that are not following ethics, disputes, controversies, and drugs, which we often encounter globally. This condition starkly contrasts the first dimension of the Pancasila student profile dimension in the category of noble character [7]. The government movement to support the civilization of noble character is outlined in the profile of Pancasila students, as mandated in the National System Law (UU Sisdiknas).

Based on researchers' observations at SMP Khadijah, students can adequately implement religious, personal, humane, nature-caring, and national characters. However, implementing these five characters was not optimal (observation results in SMP Khadijah, 29 August 2022). According to observations in Indonesian learning at SMP Khadijah, teachers tend to use conventional methods. These results show that audio-visual media is not used for civilizing noble morals in learning Indonesian.

The results of the interviews at the schools where the research took place tended to show difficulties in implementing noble character culture. This statement is supported by [8], who states that the formation of character through the boarding school culture in leadership, ownership, integrity, trust, and sincerity is difficult to apply. Therefore, the use of audio-visual media in Indonesian learning to civilize noble characters needs to be developed.

The civilization of noble characters needs to be developed. Students must make habituation in everyday life and apply it regularly. Research on characters by [9] states that character formation in early childhood must be carried out, and habituation is applied to form good character following parents' expectations. [10] said that the teacher is a milestone in forming students' character. [11] said that cultivating character values in civics learning at Madrasah Aliyah Muhammadiyah Klaten follows the principles of civics learning in the lesson plan.

Habituation for civilizing students' noble character must be learned and needs guidance from the teachers of SMP Khadijah. Habituation is a way to realize the desired characters. This statement is supported by [7] research, which finds that the formation of religious character can be done through habituation activities, such as the habituation of environmental and social care, smiles, greets, and being polite. Good practice must be repeated, consistently strengthening its connection with everyday life at school, home, or community. Gradual habituation will become a habit and can be done without any reprimand.

The habituation method allows students to directly apply each of the theories obtained so that heavy theories can feel light for students who are used to doing them [12]. Civilizing noble characters in Indonesian learning can be done through audio-visual

media. Teachers need to pay attention to every media used in learning for the expected culture of noble character.

Based on this description, this research generally aims for Indonesian learning with audio-visual media and civilizing noble characters for students at SMP Khadijah. The civilization of noble characters is divided into five: religious characters, personal characters, humane characters, nature-caring characters, and national characters.

2   Method

In general, this research was Research and Development type. The type of research in this article was ethnographic qualitative. Ethnographic qualitative research directs research to explore and photograph social situations [13].

Data was collected using participatory observation, in-depth interviews, and document analysis. Participatory observation activities were carried out while the Indonesian language learning process progressed. Participatory observation activities are carried out to observe the teaching and learning process. The objects are teachers and students. Related to this, researchers observe the ability of teachers and students to learn Indonesian using audio-visual media for civilizing noble characters. In-depth interview activities were conducted with teachers and students. Interviews with students are regarding students' ability to understand the audio-visual meaning. Things that need to be considered by students are the ability to solve problems, analyze information, and interpret the analysis results in the video. Interviews were conducted with teachers regarding strategies for civilizing noble characters, in the aspects of solving problems, analyzing
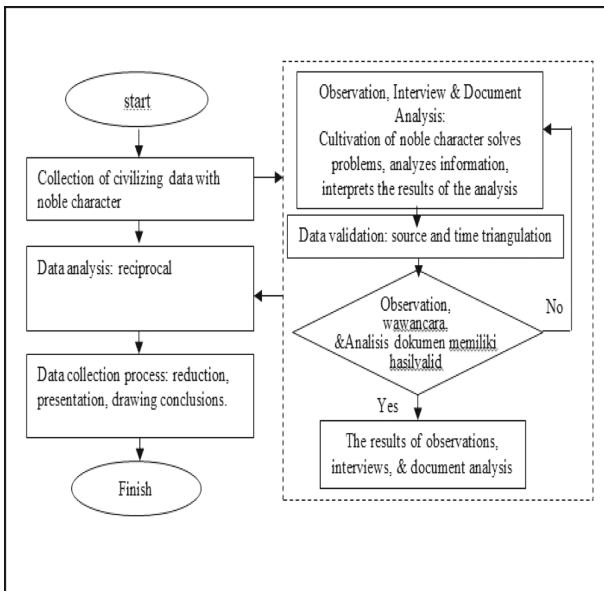

Fig. 1. Data collection activities to data analysis

information, and interpreting the analysis results. Document analysis was carried out by analyzing documents about learning implementation, learning media, and the results of students' attitudes toward Indonesian learning.

Research data validation was carried out by source and time triangulation. Data analysis was carried out reciprocally, with data collection, reduction, presentation, and conclusion (Budiyono, 2015). Data collection and data analysis in this research article are illustrated in Fig. 1.

3   Results and Discussion

The embodiment of civilizing noble character can be instilled in students. The elements instilled are religious, personal, humane, nature-caring, and national characters. Based on these elements, applying the habituation method in learning Indonesian using audio-visual media at SMP Khadijah runs effectively. Habituation in learning Indonesian through audio-visual media is carried out regularly. Outside Indonesian language learning hours, habituation is carried out through religious and extracurricular programs in the school environment. The habituation carried out daily will form the cultivation of noble morals in religion, personal, fellow human beings, the natural environment, and the country.

3.1   Religious Character

The habituation that was carried out for SMP Khadijah students to know and love God was carried out by getting used to the Duha prayer during the first-hour break. When learning Indonesian takes place, students are also introduced to the belief that God exists. Even though God cannot be seen, God's presence can always be felt. In its implementation, religious learning that is taught to students is to believe in the existence of Allah SWT, Rasulullah SAW, and the Day of Judgment. Students also carry out civilizing religious characters by reading the Al-Quran and its meaning so that students can apply any meaning in the Al-Quran. The habit of reading the Al-Quran is carried out when learning begins. Learning will begin if the teacher and students read the Al-Quran and its meaning for 5 min. After reading the Al-Quran and its meaning is complete, learning begins.

Students can carry out the habit of reading the Al-Quran to form a culture of noble character. Students love God, believe in the teachings of Islam, carry out God's commands, and stay away from all of God's prohibitions. This result is supported by [14], who states that morality is the habituation of good or bad behavior. Faith is the habituation of the whole soul and heart naturally and supernaturally.

Based on the results of an interview with the teacher of SMP Khadijah regarding the habit of carrying out Duha prayers during the first-hour break, it was difficult to apply because the students were not used to it. The teacher always reminds and invites students to go to the mosque during the first-hour break to carry out the Duha prayer. As time passes, the Duha prayer activities in the first hour of rest can be carried out properly by students without any reminder or invitation from the teacher. This result is supported by [15], who stated that prayer is a spiritual form of Islamic religious teachings.

3.2 Personal Character

Research on whether students have high integrity shows civilizing students' personal character elements. Before class, the students use five minutes from the teacher to read the Al-Quran and its meaning well. None of them chatted with their friends. All students focus on reading their respective Al-Quran. In addition, related to personal moral elements, students can take good care of themselves. It can be seen from the study results that students are well-dressed. Their uniform is always ironed and perfumed. Students have good spirituality in religion by keeping the five daily prayers. The midday prayer is carried out in the congregation at the school mosque, and every student arrives on time to go to the mosque to carry out the congregational prayer.

The results of interviews with teachers of SMP Khadijah stated that civilizing personal character elements required extraordinary hard work because students came from many different regions. To instill good integrity in students, cooperation between subject teachers is needed so that students can carry out routine activities of reading the Al-Quran and its meaning without talking to their friends. From cooperation between subject teachers, personal characters can be civilized correctly. This result is supported by [16], which stated that implementing Islamic character values through the BPI (Bina Pribadi Islam) program through the habituation of advice in learning would shape students' character.

3.3 Humane Character

Humane character is an attitude of mutual respect, valuing opinions, and empathy for others. Mutual respect is formed because of mutual affection between students. Even though students come from various tribes, they ignore this. One of the students' friends was sick with dengue fever when the research was in progress. They did empathy by visiting their friend in the hospital and bringing his favorite food. The students felt pain, as seen by their sad faces because their friend was hospitalized.

The results of interviews with teachers of SMP Khadijah stated that the elements of civilizing humane character are not difficult to apply because students at SMP Khadijah are all women, so it is easier to create a sense of prioritizing feelings, respecting differences, and empathizing with others. This statement is supported by [17], who states that children's good behavior and respect for others can be instilled in the family and community environment other than the school environment.

3.4 Nature-Caring Character

Civilizing students' nature-caring characters is carried out by caring for the surrounding environment. Students always maintain the cleanliness of the classroom appropriately. Maintaining the cleanliness of the classroom can make teaching and learning activities feel comfortable. The class duty schedule supports this. SMP Khadijah is beautiful because it has lots of trees. Every student also always throws trash in its place. Even though there is a gazebo where students take a break, they do not throw away plastic wrap from their snacks anywhere.

The interview results with teachers of SMP Khadijah stated that civilizing the nature-caring character element is complex. This is because students are still transitioning from

elementary to junior high school. This transitional period makes students confused about the new school rules. Initially, students hide plastic waste in the corners of the gazebo. Some students tend to pick flowers in their surroundings. In this case, the teacher's cooperation is needed to remind and familiarize students with the need to protect the environment so that the school environment is clean. Various exercises foster students' nature-caring characters, such as disposing of trash in its place, picking up visible trash, and cleaning the classroom according to schedule. This statement is supported by [18], who states that students' behavior can be changed through card audio-visual media.

3.5 National Character

National character is civilized with a flag hoisting ceremony every Monday. Students are disciplined in participating in a series of ceremony activities every Monday. The national flag is hoisted at school every Monday to Friday. Apart from Mondays, the student council coordinates the flag-hoisting activity. When the learning activities ended, the student council officers shared the task of lowering the flag in the afternoon. Some officers lower the flag when it rains, so it does not get wet.

The results of interviews with SMP Khadijah teachers stated that there were elements of national character civilization. Students must know how difficult it is for Indonesia to be independent and free from colonialism. This statement is supported by [19], who stated that scheduled habituation at SD Negeri 03 Bejen fosters a good attitude in students, such as flag salute dan singing the national anthem and traditional songs.

4 Conclusion

Audio-visual media in learning Indonesian at SMP Khadijah is used for civilizing five elements of noble character: religious characters, personal characters, humane characters, nature-caring characters, and national characters. Civilizing noble character can be done through habituation activities and cooperation between subject teachers. The habituation activity aims to support the cultivation of noble character by reading the Al-Quran and its meaning 5 min before learning, carrying out Duha prayers at break times, taking care of oneself, throwing away trash in its place, and keeping the national flag hoisted. The limitations of the researchers only discussed the civilization of noble character in learning Indonesian through audio-visual media. Therefore, the following research is expected to develop teaching materials for audio-visual media and form other profiles of Pancasila students.

Author's Contribution.   Other authors help with data processing for validation with triangulation.

References

1. B. Cropley, R. Thelwell, C. J. Mallett, and..., "Epilogue a Commentary and Reflection on Sport Psychology in the Discipline of Sports Coaching", *J. Appl. …*, 2020, doi: https://doi.org/10.1080/10413200.2019.1695690.

2. Abbas Yusuf Nurbaini & Endang Busri, "Peningkatan Akhlak Mulia Sesama Teman melalui Pemanfaatan Media Audio Visual", *News.Ge*, p. https://news.ge/anakliis-porti-aris-qveynis-momava, 2019.

3. R. H. Rahman, "Penerapan Media Audio Visual dalam Meningkatkan Akhlak Anak Sekolah Dasar di Masa Pandemi", *Islam. J. Ilmu-Ilmu Keislam.*, vol. 21, no. 01, pp. 46–54, 2021, doi: https://doi.org/10.32939/islamika.v21i01.831.

4. I. Murtiningsih, "Peran Keluarga dalam Menanamkan Sikap Bela Negara pada Remaja", *… Education And Social Science Journal …*. journal.univetbantara.ac.id, 2020, [Online]. Available: http://journal.univetbantara.ac.id/index.php/cessj/article/download/769/591.

5. S. Darmin, D. B. Sanjaya, and..., "Strategi Guru dalam Pembentukan Karakter Religus dan Toleransi pada Siswa Kelas X IPS SMA Negeri 2 Cibal (Studi Kasus di SMA Negeri 2 Cibal Kec. Cibal Barat …", *… Civ. Educ. J.*, 2022, [Online]. Available: https://ejournal2.undiksha.ac.id/index.php/GANCEJ/article/view/1308.

6. T. A. Pranowo and A. Prihastanti, "Pengaruh Bimbingan Kelompok melalui Media Audio Visual terhadap Motivasi Belajar Siswa", *… J. Learn. Educ. …*, 2020, [Online]. Available: https://journal.ilininstitute.com/index.php/IJoLEC/article/view/338.

7. E. Prasetyo, R. Gubita, and A. Andaraswari, "Pembentukan Karakter Religius dan Tanggung Jawab Peserta Didik di SMP Negeri 2 Teras Boyolali", *Civ. Educ. Soc. Sci. J.*, vol. 2, no. 2, pp. 27–39, 2020, doi: https://doi.org/10.32585/cessj.v2i2.1130.

8. S. L. Fauziyah, "Pengembangan Media Pembelajaran Scrapbook untuk Meningkatkan Motivasi Belajar pada Materi Vertebrata di Kelas X MA NU Hasyim Asy'Ari 3 Kudus", *BIOEDUCA: Journal of Biology Education.* scholar.archive.org, 2020, [Online]. Available: https://scholar.archive.org/work/hkm4rsm3wvcapp6hz5hezhheyy/access/wayback/. https://journal.walisongo.ac.id/index.php/BIOEDUCA/article/download/5996/2707.

9. I. Idawati and H. Hesti, "Pengenalan Karakter Anak Usia Dini melalui Smart Hafiz", in *Prosiding Seminar Nasional STKIP …*, 2019, pp. 237–248, [Online]. Available: http://proceeding.stkippgribl.ac.id/index.php/semnas/article/view/30.

10. A. Susilo and I. Isbandiyah, "Peran Guru Sejarah dalam Pembentukan Pendidikan Karakter Anak Era Globalisasi", *… J. Soc. Sci. …*, 2019, [Online]. Available: https://ejournal.iainbengkulu.ac.id/index.php/ijsse/article/view/2246.

11. S. Sayektiningsih, B. Sumardjoko, and A. Muhibin, "Penanaman Nilai-Nilai Karakter dalam Pembelajaran Pendidikan Pancasila dan Kewarganegaraan di Madrasah Aliyah Muhammadiyah Klaten", *Manaj. Pendidik.*, vol. 12, no. 3, pp. 228–238, 2017, doi: https://doi.org/10.23917/jmp.v12i3.5518.

12. T. Tukinem and W. Waharjani, "Mendidik Anak dalam Perspektif Islam (Kajian syarah Riyadhu-sh-Shalihin)", *J. Islam. Educ. …*, 2020, [Online]. Available: http://journal2.uad.ac.id/index.php/jiei/article/view/904.

13. Sutama, S. Anif, H. J. Prayitno, and D. P. Sari, "Metacognitive Knowledge of Mathematics Education Students in Analytical Geometry of Space", *J. Phys. Conf. Ser.*, vol. 1211, no. 1, p. 012056, Apr. 2019, doi: https://doi.org/10.1088/1742-6596/1211/1/012056.

14. Syaepul Manan, "Pembinaan Akhlak Mulia melalui Keteladanan dan Pembiasaan", *J. Pendidik. Agama Islam.*, vol. XV, no. 2, p. 1, 2017.

15. P. Eka, "Pembiasaan Salat Tahajud dan Salat Dhuha dalam Penurunan Tingkat Kecemasan Santri Putri di Pondok Pesantren", 2021.

16. W. Karmila and U. Tarmana, "Penanaman Nilai-Nilai Karakter Islami melalui Program BPI (Bina Pribadi Islam) di SMPIT Al Khoiriyah Garut", … *Islam. Relig. Educ. J.*, 2021, [Online]. Available: https://jurnal.staip.ac.id/index.php/hasanah/article/view/33.
17. S. Budi Raharjo, "Pendidikan Karakter sebagai Upaya Menciptakan Akhlak Mulia", *J. Pendidik. dan Kebud.*, vol. 16, pp. 229–238, 2010, [Online]. Available: https://media.neliti.com/media/publications/123218-ID-pendidikan-karakter-sebagai-upaya-mencip.pdf.
18. J. A. Muzakki, "Peningkatan Sikap Sopan Santun melalui Media Audio Visual Kartun", … *J. Pendidik. (The Educ. Journal)*, 2020, [Online]. Available: https://www.syekhnurjati.ac.id/jurnal/index.php/tarbiyah/article/view/6415.
19. H. Gantini and E. Fauziati, "Penanaman Karakter Siswa Sekolah Dasar melalui Pembiasaan Harian dalam Perspektif Behaviorisme", *J. Papeda J. Publ. Pendidik. Dasar*, vol. 3, no. 2, pp. 145–152, 2021, doi: https://doi.org/10.36232/jurnalpendidikandasar.v3i2.1195.