DEVELOPMENT OF CHARACTER EDUCATION IN ELEMENTARY SCHOOL THROUGH MACROMEDIA FLASH FOKLORE

Suprani, Nana Hendracipta

Universitas Sultan Ageng Tirtayasa

suprani@untirta.ac.id

Abstract. This study aims to describe the development of character education in elementary schools through macromedia flash folklore. Character education that has been implemented in 2013 curriculum in schools at Indonesia that give influence to all. This research uses descriptive qualitative research. The data took from elementary school students used interview, observation, and focus discussion techniques. Character education is also called as moral education, which aims to form good morals. The character education process in elementary schools must be adjusted to the development of the age of their students, the media used is macromedia flash of folklore which contains many character values accompanied by exemplary, directional, courageous, continuous reminders, repetitions or organizational exercises and 'qolbu' (heart).

Keywords: character education, folkloe, elementary School

A. Introduction

Education is the need of every human being. Humans are one of God's creatures to live and continue to develop on earth by being given all the potential and trust to live in the world. (Sauri, 2010). The mind used for thinking will give birth to IQ (Intelligence Quotient) which will be the basis for the human to think.

The mind is placed in a high position in the Qur'an and Hadith and encourages people to use it. Mins are used to think so that humans can distinguish between truth and ignorance. (Sauri, 2010). The mind is one of the tools developed in education. However, besides mind, the essence of education is to develop the character of students to become truly human beings.

Ki Hadjar Dewantara (2004) argues that the purpose of education is to liberate humans. Free humans are people who have strong character. Strong characters do not grow by themselves. This is a lifelong process of education. Whereas according to Sofyan Sauri (2010), education is a

planned, directed, and controlled engineering by influential people (individuals or groups / institutions) in influencing individuals to have the ability to actualize all potential humanity-mind, creativity, taste, initiative, and works so that they become true human beings who are independent, responsible, and moral.

Education is a process that gives influence to creativity, taste, intention, and works so that every child could become a human who has moral intelligent and intellectual intelligent. The purpose of education is to compose character. One of them was intensified about character education. as stated by Ki Hadjar Dewantara (2004), educating is an effort made by adults intentionally to advance life and cultivate character, which includes the feeling, mind, soul, and body of students through teaching, example, and habituation. Every child has the right to get character education in order to develop all aspects of his life, especially his character and at the Elementary School character education must be put in depth because it will be

the foundation for students to have good character in the future.

Character education that is intended, that is value education, character education, moral education, character education that aims to develop the ability of students, both student with special needs and non-special needs to make good or bad decisions, maintain what is good, and realize the goodness in everyday life with wholeheartedly. (Samani & Hariyanto, 2012)

Character education aims to compose individuals to become completely, specifically useful for themselves and their surrounding environment. The environment is everything that is around humans, such as animals, plants, and other non-living things. (Sauri, 2013).

Character education taught to children should be in accordance with its development, so in Elementary School character education is provided following the needs and characteristics of the development of elementary school students. There are 18 items of character education values that have been formulated by the Ministry of National Education, namely, Religious, Honesty, Tolerance, Discipline, Hard Work, Creative, Independent, Democratic, Curiosity, National Spirit, Love to country, Respect for achievement, Friendly / communicative, Love in peace, Loves to read, Care for the environment, Care for social, Responsibility. While, education experts, such as Megawangi (2004) classify characters into 9 pillars, there are (1) love of God and His creation, (2) independence and responsibility, (3) honesty, trustworthy, and wise, (Primary School Pulpit, Volume 1 Number 1 April 2014, (pp. 5-58), Online Publication: http://journal.upi.edu/mimbar-sekolah-dasar/ accessed 15 November 2018).

In the study of philosophy, before developing the character of each child, the thing that becomes the main foundation is by understanding the nature of the child and the nature of character education so that what is taught is following the needs of the child. A good understanding of the nature of elementary school children and character education will give birth to a variety of special services to guide

students in developing four aspects of character, namely heart, mindset, exercise, and feeling and intention to become fully human. Besides devotion to God, the purpose of education is directed at the formation of moral, personal, intellectual, and physical health as well as the formation of social mental attitude 'amar makruf nahyi munkar' with a sense of responsibility towards the welfare of the community, clean from personal profit expressed by Ani Nur Aeni, (Character Education for Elementary Students Online Publication: http://journal.upi.edu/mimbar-sekolah-dasar/ accessed 15 November 2018).

According to Ki Hadjar Dewantara (2004), education is an activity to produce free humans, that is, not to live separate, to stand of their own strength, ad to be capable of managing their lives. Freedom, in this case, includes the understanding of independence physically, mentally and spiritually. Personal independence is limited by the orderly and peaceful life together and supports attitudes such as harmony, kinship, deliberation, tolerance, togetherness, democracy, responsibility, and discipline. In addition, independence in specific is an individual who is able to develop fully and harmoniously in all aspects of his humanity and is able to respect the humanity of each other individual, so according to Ki Hadjar Dewantara, in the educational context, the proverb of "educate the head, the heart, and the hand" is very right.

Education means serving every child's needs following his nature, which is independent for birth and spiritual in living the proper life. Ki Hadjar Dewantara (Sauri, 2010: 89) defines education as an effort to advance the values, mind, and body of children so that they can expose the perfection of life, namely living and reviving children in harmony with nature and environment.

This is also in line with Sauri (2010) that stated education as a planned, directed, and controlled engineering by influential people (individuals/groups/institutions) in influencing individuals to have the ability to actualize all their human-potentials, creativity, taste, intention, and creation so that it becomes a true

human being who is independent, responsible, and moral.

While a character is a way of thinking and behaving that is unique to each individual to live and work together, both in the family environment, society, nation, and country. Individuals with good character are individuals who are able to make decisions and are ready to take responsibility for every consequence of the decision.

Characters can also be considered as values of human behavior that relate to their God, themselves, or fellow of human beings, the environment, and nationality which is manifested in thoughts, attitudes, feeling words, and action based on prevailing norms, whether religious norms, law, manners, custom, and culture, as well as aesthetic. In this case, character education is a process of giving demands to students to become fully human caharacters in the dimensions of heart, mind, body, and felling and intention.

Whereas according to Lickona (2012: 82), the character includes three interconnected parts, namely moral knowledge, moral feeling, and moral behavior. Good character consists of knowing good things, wanting good things, and doing good things, habits in ways of thinking, habits on the hearts, and habits in the action.

The learning media in the development of character education to be studied is folklore books, also known as fairy tales. In folklore, many character values can be used as suggestions by students. Teachers must be able to gain the students' potential to understand the messages of character values presented in folklore books that are being studied by students.

B. Research Methodology

The purpose of this study is to describe how the development of character education through folklore in elementary schools, especially in Banten province, Indonesia.

This study uses a qualitative descriptive approach to the

phenomenology model (Creswell & Clark, n.d). This research was conducted to understand the extent of the effects of media folklore books that were used in the development o character education in elementary schools.

The participants in this study were the elementary school students in Tangerang who had obtained the implementation of character education in the 2013 curriculum and used one if the media of folklore books.

C. Discussion

According to Corley & Philip (Samani &Hariyanto, 2012), a character is a person's attitudes and habits that allow and facilitate moral actions in everyday life.

Whereas according to KBBI, characters are psychological, moral or character that distinguishes a person so according to Samani (2012), character is a basic value that builds a human's personality formed by heredity and environmental factors which distinguishes it from other individuals and applies it to its attitudes and behavior in daily life.

Character education is a strong integration between education which aims to form individual character and to form individuals with strong character. Winton (Samani & Hariyanto, 2012), character education is a conscious and earnest effort from a teacher to teach values to the students.

Character education is a process of giving demands to students to become fully human in character in the dimensions of heart, mind, body, feeling, and intention. Character education can be interpreted as value education, character education, moral education. Character education that aims to develop the ability of students to make good decisions, maintain what is god, and realize that goodness in everyday life with wholeheartedly. (Samani & Hariyanto, 2012).

John Dewey has defined 'character as the interpretation of habits' (as cited in Althof & Berkowitz, 1999,). The period between 1917 and 1930 brought

a lot of unwarranted behavioral character problems on the country, and the impacts were felt in and around different communities of the country. These problems range from the students showing defiance t the necessary authorities, stubbornly refusing, or rejecting the prescribed behavioral lessons of that period. Also, the religious sects and "families" witnessed tremendous shifts in their efforts while they were trying to foster behavioral training for students." (Setran, 2003).

The nature of education is to humanize humans who are truly righteous human beings. (Totally, human beings, intact, whose words and deeds are dedicated only to Allah SWT. Work smartly using the brain, work gently with the heart, work hard using all members of the body, and work thoroughly using management, work satisfied to feel all members of the body and quality.) (Sofyan Sauri). Education related to value is the most important element of moral education or character (Sayin, 2014). The formation of character and learning ethical values as well as morals have been regarded as the first and foremost educational goals, and many educators have emphasized it (Khanam, 2008).

"Moral Education has an uneven history, despite efforts aimed at its improvement (Carr, 2010). Irrespective of this uneven history and the above-mentioned questions about whose and which values ought to guide it, human ethics and values are still the way of revealing the inner or genuine life of a person (cf. Khanam, 2008). Education with regards to values is the most important element of moral education (Sayin, 2014). Character building and learning of ethical and moral values have been regarded as the first and foremost goal of education, and many educationists have emphasized it." (Khanam, 2008)

According to Thomas Lickona "Character as knowing the good, desiring the good, and doing the good" (Muhammad Yaumi, 2014). Character education is the process of giving demands to students to become fully human characters in the dimensions of heart, mind, body, taste, and intention. Character education can be interpreted as value education, character education,

moral education, character education that aims to develop students' ability to make good or bad decisions, maintain goodness, and realize that goodness in everyday life with wholehearted. (Samani & Hariyanto, 2012).

Based on some of these opinions, character education is an education that is carried out seriously by people who are influential in giving influence to younger individuals in developing positive character and forming strong and good characters in everyday life.

This study will be described how folklore is used to develop character education in elementary schools.

Folklore, also known as a fairy a=tale, is a story designed by a narrator with a specific purpose. The story was done by the storyteller by looking for the relationship e was talking about with something that happened in nature or markers that could be seen in nature. From the story, the narrator incorporates moral, religious, political, cultural and educational elements that can be absorbed and can be understood by the child in order to instill these moral values or elements.

According to Yuwono (2007), fairy tales are stories about something that does not make sense, does not really happen, and is fantastic or imaginary. Desy divides into four types, namely, myth, legend, fable, and sage. The mite is a story or tale that relates to the beliefs of the local community about the existence of spirit or gods. Legend is a fairy tale about strange or magical natural events. Fables are tales of animal life that are told like human life, and sage is a tale that contains the courageousness of a hero in history but the content of the story is imaginary (Batchri, 2005: 24).

Its function aside from being a channel for maintaining and decreasing the thoughts of the tribe that has literature, also a reflection of the mind, life view, and expression of the sense of the beauty of the people who have it. That is what is called regional cultural value. Folklore or fairy tales are usually told by parents or storytellers to make the child sleep as told when the child is going to sleep. Bedtime stories are not limited to one type of fairy tale that we know (La Ode Gusal No. Humanika Journal 15, Vol. 3,

December 2015/ISSN 1979-8296 accessed November 15, 2018).

Character values can be imitated by students through the character n folklore. Macromedia Flash is software that is currently under the auspices of a company called Adobe, which has several advantages, namely can combine writing, sound, or video in the form of buttons or presentations that can be easily operated by students as a medium and source of learning that can be learned anytime. Also, Macromedia Flash is easy to learn for people who lack expertise in the field of information technology, because the process does not require a long time.

According to Wati (2016), "Media is all forms of tools used in the process of distributing or delivering information" (h.2). Media is a tool used in the delivery of information. While the media according to Heinich and friends in Arsyad (2016), "Medium as an intermediary that delivers information between sources and recipients" (h.3). Media is a conductor to information from sources and recipients.

Hamalik (1986), "The use of learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological influences to students.

The use of learning media at the learning orientation stage will greatly help the activity of the learning process and delivery of messages and content of the lesson at that time, In addition to arousing student motivation and interest, learning media can also help students improve understanding, present data interestingly and reliably, facilitate interpretation of data and obtain information" (Arsyad, 2016, p. 19-20). Furthermore, according to Sapriati (2014), "The purpose of media use in general is to facilitate communication, The learning objectives of media use include (1) improving the quality and effectiveness of learning, (2) facilitating teachers in carrying out learning, (3) providing direction on the objectives to be achieved, (4) providing independent evaluation, (5) giving stimulation to the teacher to be creative, (6) deliver

learning material, (7) help learners who have certain specifies" (p. 5.2-5.3). Media can help teachers in delivering learning material customized to the learning objectives.

The development of Macromedia Flash is so fast until now this Macromedia Software has immigrated with the name Adobe Flash Professional C12. According to Prasetio (2006), "Macromedia Flash is an animation software that can be used to facilitate the delivery of an abstract concept which in its application uses a computer and a projector images media" (p.4). So, Macromedia Flash is one of the animation software that makes it easier to convey a concept by using computers and projected media. As according to Jayadi (2008) "Macromedia Flash is one of software program that is able to present audiovisual messages clearly to students and real material so that it can be illustrated more interestingly to students with various animated images that can stimulate students' interest in learning to achieve learning goals". (paragraph 5).

Macromedia Flash is a software program that presents audiovisual messages clearly so that they can be illustrated attractively with various animations to stimulate students' interest in achieving learning goals. Whereas according to Munir (2012), "Macromedia Flash is application software used for the Web. With Macromedia Flash, web applications can be equipped with various kinds of animation, sound, interactive animation and others. Animations from Macromedia Flash can be converted into other formats to be used in web design makes that do not directly adapt Flash" (p.15).

Macromedia Flash is a web-based software that can produce multimedia output in the form of sound, images, and animation. According to Darmawan (2015), "Macromedia Flash is a software used by interactive learning programmers because Macromedia is the easiest to use. Macromedia has the ability to display multimedia with a system using action script programming. Through the action script, the program produces will be very easy and fast and quite

interesting" (p.152). So Macromedia Flash is software that is easy to use through an action script program that is interesting, fast, and easy for someone who does not have qualified knowledge in the field of Information Technology.

Examples of folklore above exemplary characters are honest characters, no false swearing. In Malin Kundang's folklore, there is a character value that must be honest, must be devoted to parents, not arrogant and obscure.

D. Conclusion

When studying carefully, it turns out that folklore that lives in the community has various functions. Folklore is a form of entertainment. By listening to folklore such as fairy tales, myths or legend, we will be invited to travel to other places that we do not encounter in our daily life experiences. Speakers also often have a tendency to develop stories that have been heard by telling their own fantasies. Thus the story, on one hand, spreads widely among the people in a relatively fixed form and content because of the strength of the storyteller in tradition, but on the other hand, there are also many changes, because of his desire to dispense his dreams and his own tastes. With the style of his own narrative too. And this last thing is one of the reasons for the birth of new versions of folklore. And it is precisely the change from the speakers, which is then folklore can maintain the sustainability of his life. Character values can be learned by students through the character in folklore, the teachers emphasize the good character which can be imitated by students from the folklore learned. It can be concluded that the use of Macromedia Flash in folklore media can be an effective medium in developing character education in elementary schools.

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