

The Audio Medium Model of Character Education (Mapk) in Increasing The Discipline Attitude of Elementary School's Students

Eka Khristiyanta Purnama

The Ministry of Education and Culture Republic of Indonesia

Email: eka.khristiyanta@kemdikbud.go.id

Abstract

This research aims to uncover and describe about the effectiveness of the audio medium of character education in increasing the discipline of attitude in elementary school students in high grade. This type of research is experimental research that takes place in Gunung kidul, Yogyakarta city, Indonesia. The target of research is the fifth grade students in elementary school which consisted of 30 students each class in ponjong II elementary school as the control school and ponjong IV elementary school as the experiment school. Data collected with instruments attitude. the collected data were analyzed by t-test statistical analysis. The research experimentally found out that learning character by utilizing audio medium character education can increase the discipline of students than in conventional learning with an average of 140, 7 and deviation standard 10,83 in control school Ponjong II elementary school and the average standard 6.75 and deviation standard 150,3 in Ponjong IV elementary school.

Keywords: *medium, audio, character education, discipline, attitude.*

Introduction

The success of the country is determined by the quality of the human resource factor. Human resource factor is high quality of education. If the quality of education in the country is high, the country must be success. Because, with the height of the human resource factor quality, it will make the new innovation in every sector. Education is the important factor in the country development. "Undang undang sistem pendidikan nasional republik indonesia nomor 20 tahun 2003 pasal 1" States that education is a planned and conscious effort to bring about an atmosphere of learning and the learning process so that learners actively develop potential for her to have a religious spiritual force, self-control, personality, intelligence, noble character, as well as the necessary skills themselves, the community and the nation State. A conscious effort and planned education means that exercised with awareness to attain a desired goal; and education should be through a design that is matured before it is implemented. Developing, means that education gives the

chances for the students to Empower the potentials maximally, So the potential of religious, spiritual self-control, personality, intelligence, noble character can be realized. It shows that education is very vital to forming humans as citizens of society and the State of society.

Education doesn't just transfer the knowledge, but education is required to improve the quality of human and instill the attitude of personal attitudes and to form a perfect human. Improving the quality of human resource means that 1. Human quality now has not conformed with expectation 2. existing quality must be improved (Soedijarto,1997:28). The improvement of human qualities reflected in its function and the purpose of education. Education serves to develop the ability in order to sharpen the nation's life and aims to develop potential in order to become a faith-man and devoted to God, morals, noble, healthy, knowledgeable, skilled, creative, independent and become a citizen who democratic and responsible (sisdiknas no. 20 tahun 2003 pasal 3). Development of self-potential learners not only on the physical side, but also the soul. More than that, the development potential also

includes the domain of affective, cognitive and psychomotor. Even, Dick Hartoko (1987:35) add development potential in order to become a civilized human being. It is clear, the purpose of education do not currently match with the expected as noted in the preamble of the UUD 1945 which States that the purpose of education to educate life of the people. To educate life of the people have the wide meanings which all of them are summarised in the cognitive, affective and psychomotor. One aspect which is aspect affective emphasized on the formation of attitude according to attitude of the Indonesian nation. The attitude of the Indonesian nation is referred to as the attitude that is contained in character education, therefore, it is important that character education is taught to students in all levels of students to form characters as expected. Character attitudes in the attitude of the investment should be implemented as soon as possible. So, the attitude can enter into the student's life. Similarly with character education that's implemented at the level of primary schools so important to form students who have strong character as a nation of Indonesia. Therefore, it is important to let the implemented character education in primary school to give the provision character as the Indonesian nation since early age. Discipline can be defined as behavior or act done according to the rules of which there are. The attitude of discipline and elementary school level indicators were expressed in the Development of the Culture and Character of the Nation (Puskur, 2010:32-33) Mention that the attitude of discipline for students of a high grade of elementary school based on 1. completing the task on time, 2. Mutual friends in order to keep up with all the tasks done well, 3. Always inviting friends maintain order class, 4. reminding a friend who breaks with polite words, 5. Dressed in neat, 6. Being polite and abide by the school rules. the establishment of such a character that was mandated in the UU sisdiknas for absolute soon realized. Even the head of State took the plunge directly instructed to its implementation. The instruction of president number 1, 2010 about the

acceleration of the implementation of the national development priorities in 2010 on priority 2 education prioritise objectives realization of curriculum and active learning methods based on the nation's cultural attitudes to form the nation's competitiveness and character. It's clearly shows how much importance and urgency of the character education to the child as a successor to the nation. For that national education ministry in renstra 2010-2014 determined policy to tackle problems through the cultivation of the moral education which integrates the charge of religion, ethics, pride, citizen concerned about hygiene, care for the environment and the care order in the administration of education develop educational curriculum that provides a load of ' soft skills ' which enhances the noble character and foster a national and State character, foster a culture of care for hygiene, care for the environment and the care order through active learning achievement assessment in the field, example learners who are considering the noble character and character aspects of nation and State.

Related to the lack of infrastructure, one of which is the limited medium for learning especially audio medium of learning. Audio medium learning that is oriented in development of cognitive aspects students without touching other aspects, whereas another aspect namely aspect of affective and psychomotor also not least, to be developed relating to character education. Because of many constraints audio medium learning specific aspects of affective to develop students as derived from character education, Then it requires a audio medium learning focused on development aspect affective students. In schools, teaching is still a lot that has not been utilizing the learning medium to deliver the message to be easily accepted by students. a lot of learning medium that could be used by the teacher in the learning process, however it is less effected, this is due to many factors, because among the limitations of the medium type, or even there is no medium in the school. So, World Education is expected to innovate and be

creative in the learning process, one of which with a developing medium for learning or by using of the existing learning medium to help lesson in order to be more effective which means learning can reach its destination as planned. Medium learning believed to help students to more easily understood message that is conveyed through medium learning. This is very important because with the audio medium, lessons will increase and deepen the students' learning motivation and experience. Because the auditory nature of audio medium to be heard, then the audio medium more easily convey the message in the form of an interesting program (Onong u. Effendy, 1991:19). an interesting program delivery in order to delivery of this message, it is very important because of the selective nature of the message recipients, that is so much audio medium program so that it takes an interesting program, so the message easily accepted. Besides elementary school students spend 90 % in school for listening and listened (smaldino dan rusell, 2005:265) so it is with the use of audio medium will be effective for learning, as well as audio medium into learning to submit messages that it is important for learners without separated in time and place due to its utilization could be a group or individual. It is supported By Masnur Muslich (2011:141) Who proposed that factor factor that really affect coaching character one of them is factor medium. So, the audio aspect of character learning medium for attitude discipline for high grade elementary school students is expected to help the educator in the learning process so that it will increase in attitude comes down to disciplined students.

Formulation of Problem

Based on the background above, then reformulated the problem that would proclaimed that: The extent to which effectiveness of model audio medium increase the attitude of discipline of character education in elementary school students in high degree.

Purpose

The purpose of the research and development that will be achieved: to reveal the effectiveness of audio medium model of character education in increasing the attitude of discipline of high degree student in elementary school.

Method

This study applies the experimental study. It is done in two elementary schools in gunungkidul, Yogyakarta city, Indonesia. Two elementary schools are consisting of one school as a school of control and one school as a school of experiment. Ponjong II elementary school is a school of control, and Ponjong IV elementary school as a school of experiment. At school experiment, strategy used namely the screening of the program on a fifth grade students each carpel school consisted of 30 students. The implementation technique that is prior to the screening program, conducted by the people's attitude measurement attitude discipline, once done then proceed with screening programs, After the completion of the screening program and then measured again with the people's attitude of discipline to find out the end result. While the control schools implement character education learning the attitude of discipline as before without any conservation treatment/playback audio medium program of character education. the implementation of controls on schools beginning with the pre test is by filling out questionnaires for students, when it is completed then will be learning character education attitude discipline as learning formerly by the teacher, after it's finished then do test again by filling poll as at the pre test. After the data collected complete with t-test, then will be it through statistical analysis. the result of the measurement of school experiments then compared with the results of the measurement of school control that were not given the treatment program playback, but are still given questionnaires at the beginning. from the results of the evaluation will be obtained final results about the effectiveness of the model with test of

significance Between groups who use with audio medium character education and groups who use means konvensional in learning character education. There are two analysis in this case, First analysis conducted to test the attitudes attitude of discipline in students at the beginning between the experiment grup and the control group. While the second analysis to test the difference in the final outcome or postes attitude the attitude of discipline of students between a group of students who were given the treatment listen to audio medium character education with a group of students who don ' t get treatment. The draft study that the experiment was used is Pre-test-post-test control group design (borg and gall, 2003:392)

Table 1: Design of Experiment

R	The elementary school of experiment	The initial attitude of discipline of student	X	The final attitude of discipline of student
	The elementary school of control	The initial attitude of discipline of student		The final attitude of discipline of student

Result and Discussion

The result of testing the effectiveness of our products MAPK by applying a technique of experiments show that results pre-test attitude discipline in Ponjong II elementary school (school of control) shows that: of the 30 students, the lowest score is 117 and a highest score is 157, the average of the score data is 137,9 with standard of deviation is 10.25. While the results of tests of effectiveness in school experiments showed that the pre test attitude of discipline is of the 30 students, the lowest score of 114, and the highest score of 158, the average of the score data is 138,6 with standard deviation is 11.90.

Table 2 : Pre T-Test

Independent Samples Test			
		Pret Test	
		Equal variance assumed	Equal variances not assumed
Levene's Test for F		.715	
Equality of Varian Sig.		.401	
t-test for Equality of Means		.256	.256
df		58	56.76
Sig. (2-tailed)		.799	.799
Mean Difference		.733	.733
Std. Error Difference		2.869	2.869
95% Confidence Interval Lower of the Difference		-5.009	-5.011
Upper		6.476	6.479

From table t-test for independent samples can be seen that is 0,256 and its significance is 0,799 which means its significance is greater than (alfa) 0,05 ($0,7999 > 0,05$) With standards significance level 0,05. This means that the results of pre school test experiment (Ponjong IV elementary school) and pre test control school (Ponjong II elementary school) about the attitude of the attitude of discipline the students the difference was not significant. the pre test average results of the experimental school is 138,67 and the control school results is 137,93, it shows the results of pre test experimen school higher than pre test control school results. But the difference is not significant so school experiment (Ponjong IV elementary school) equal to school control (Ponjong II elementary school).

The results of testing on two schools shows that score differences not significant so that the two schools there is no difference in the ability of their students. Thus the results of the pre test in two schools locations can be used as basis in test the effective of MAPK.

The results of the post test scores in school control (sdn Ponjong II) indicating, of 30 students the lowest score is 119 and the highest score is 157, the average of the score data is 140,7 with standard deviation is 10.83. While the results of the post test in the experiment school showed, of 30 students, the lowest score is 136 and the highest score is 160. the average of the score data is 150,3 with standard deviation is 6,75.

Table 3: Post T-Test

Independent Samples Test		Post Test	
		Equal variance assumed	Equal variances not assumed
Levene's Test for F		9.66	
Equality of Variar	Sig.	.000	
t-test for Equality t		4.13	4.13
Means	df	58	48.59
	Sig. (2-tailed)	.000	.000
	Mean Difference	9.63	9.63
	Std. Error Difference	2.33	2.33
95% Confidence Int	Lower	4.96	4.96
of the Difference	Upper	14.30	14.32

From independent samples of t- test table can be deduced that it counts which is 4,131 and it's significance is 0,000 lower than (alfa) 0,05 (0,000 , 0,05) with the standard of significance is 0,05. This means that the difference between the result of post tests in school of experimen and post test in control of school about the discipline attitude, is so significant. The average of the result of the post test in experiment school in 140,70 and in the control school, the average is 140,70. It shows that the result of post test in experiment school is higher than in control school after the character learning, so, the character learning in experiment school (Ponjong IV elementary school) which use MAPK give the better result than the character learning in control school which use conventional way. The average of the difference result in experiment school (Ponjong IV elementary school) is 11,667, and in the control school (Ponjong II E.S) the difference is 2,767. So, the average of the difference in experiment school is bigger than the difference in control school. (11,667 > 2,767).

From the result of post test score in two schools, shows that the result of post test in experiment school is higher and better than in the control school. So, it can be explained that character learning which use MAPK is more able to improve the understanding and the student's affective of discipline than the character learning without use MAPK (conventional). It's proven BPMR Yogyakarta the result of post test in experiment school is higher than the

result of post test in coontrol school. So,MAPK can improve the student's ability and attitude about the discipline attitude. It's same with Smaldino's expressed (2011:377) which expressed that one of the advantage of the audio medium is able to improve the result of study, which in this case is the character learning of discipline attitude. The result of Akmal Hamsa's research (2008) support the effectiveness of MAPK which state that Learning of writing *ekspositori* based audio medium is more effective than writing *ekspositori* based environment in Bahasa Indonesia learning.

Conclusion

One of the advantages of audio media can grow the imagination of its audience, it's also happenned in MAPK. MAPK is the product of eudio medium of learning, so it also can grow the imagination of its audience (students). Imagination who appeared in students thought is provoking students to understand and digest contents of the message MAPK. This is what elicits critical thinking in students. And, it's the advantage of MAPK.

The message which is delivered in MAPK is the character learning with the performer serving format. Based the result of effectiveness using experiment technique of MAPK, it shows that MAPK gives big contribution in improving the student's discipline. The experiment result in Ponjong IV elemtary schools, the difference comparison is higher between pre test result and post test result. It's caused by in this school is given the screening of MAPK product. While in control school (Ponjong II elementary school), the difference of comparison between pre test and post test result is so significant. The overall comparison between experiment school and control school show that there is significant difference, that the improvement in experiment school is higher than in the control school. It is because the experiment school used MAPK, but in control school, used conventional learning.

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