

The Audio Medium Model of Character Education in Increasing The Discipline Attitude of Elementary School Students

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Abstract

This research aims to reveal and describe the effectiveness of the audio medium of character education in increasing the discipline attitude in high grade students at elementary school. This type of study is experimental research that takes place in Gunung Kidul district, Yogyakarta special territory, Indonesia. The target of research is the fifth grade students in elementary schools which consists of two classes. Each class has 30 students, taken from elementary school of ponjong IV elementary school as an experimental class, and from ponjong II elementary school as a control group. Data were collected by giving anquette of attitude to the students, an analyzed by aplaying t-test statistical formula. The research result showed that the character education by learning with audio medium model character education can increased the dicipline value of students more than without or conventional learning.

Keywords: Audio Medium, Character Education, Increase the Attitude of Dicipline

1. Introduction

The success of a country is determined by the quality of the human resource factor. Human resource factor shows high quality of education when the quality of education in the country is high. High quality of human resource will make the new innovation in every sector. Education is the important factor in the country development. "Basic Constitution of National Education System number 20/ 2003 article 1" States that education is a planned and conscious effort to bring about the atmosphere of learning and the learning process so as to develop the self skill, religious spiritual energy, self-control, personality, intelligence. A conscious effort and planned education means there should be awareness to attain a desired goal and education should be designed prior to the implementation. Education should give the chances for the students to empower their potentials maximally in terms of religious, spiritual self-control, personality, intelligence. It all means that education is very vital to build humans as citizens of society and nation.

Education is not just a matter of transferring the knowledge, but it is required to improve the quality of human and his attitude to form a perfect human-being. Improving the quality of human being includes (1) conforming human expectation (2) improving human quality (Soedijarto,1997:28). The improvement of human qualities is reflected in its function and the purpose of education. Education serves to develop the human ability in order to improve the nation's life and aims to develop his potential in order to become a citizen devoted to God, morals, noble, healthy, knowledgeable, skilled, creative, independent, democratic, and responsible (Sisdiknas no. 20 tahun 2003 pasal 3). The development of self-potential learners not only on the physical aspect, but also the soul. More than that the potential development also includes the domain of affective, cognitive and psychomotor. Dick Hartoko (1987:35) adds that the potential development is conducted 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 is to educate life of the people. To educate life of the people has the meaning which all of them are summarised in the cognitive, affective and psychomotoric domains. According to the development of Indonesian nation, one important affective aspect is the formation of attitude, especially discipline attitude. The attitude of the Indonesian nation is referred to the values contained in the character education. Therefore, it is important that character education is taught to students in all levels as an effort to form characters expected. Character values must be invested to the students as earlier as possible. Hence, the value can be internalized into the student's life. Similarly, character education is conducted since the level of primary schools so that students have strong expected character as a nation of Indonesia. Therefore, it is important to implement the character education in primary school as to give the provision character as the indonesian nation since the early ages. Discipline can be defined as behavior or act which is done according to the existing rules. The attitude of discipline at elementary school level is expressed in the Development of the Culture and Character of the Nation (Puskur, 2010:32-33). It is mentioned that the value of discipline for students of a high grade of elementary school should be based on (1) doing the task on time, (2) mutual friends in keeping up with all the tasks done well, (3) always inviting friends to maintent a good order of class, (4) reminding a friend who breaks the polite words, (5) dressing in neat, (6) polite and abiding the rules school. The

establishment of such a character is mandated in the UU sisdiknas for to be conducted absolute. Even, the President has directly instructed to its implementation. The instruction of president number 1, 2010 about the acceleration of the implementation of the national development, is emphasized on the nation's cultural attitudes to form the competitive nation's. It's clearly shows the importance and urgent of the character education to the children of the nation. For that, in restra 2010-2014 national education ministry determined the policy to tackle problems through the cultivation of the moral education which integrated the charge of religion, ethics, pride, citizen concerned about hygiene, care for the environment and the care order in the administration of education, in developing educational curriculum that provides a lot of ' soft skills ' which enhances the noble character and foster the nation and character building of the state.

In relation to the medium of learning especially audio medium one nation education ministry has lack of infrastructure. The existing of learning Audio medium is mainly oriented to the development of cognitive aspect. Other aspects namely the aspect of affective should also be developed in relation to the character education. Because of many constraints suffered from audio medium learning especially in the affective aspect, so audio medium of learning is focused in developing affective aspect. In schools, the teaching process has not been utilize the learning medium yet to deliver the value message to the students. A lot of learning medium could be used by the teacher in the learning process, but the teacher doesn't do it. This is due to many factors, i.e. the limitation of the medium type, or even there is no medium at all in the school. Therefore, the teacher in the learning process are expected to innovate and be creative to create some kind of learning medium. One of which is by using of the existing learning medium to reach the purpose of the education. Learning medium is thought can help students to understand the message that is conveyed through learning medium. This is very important because the learning medium especially learning audio medium will increase and deepen the students' learning motivations and experiences. Because the nature of audio medium is auditive to be heard, the audio medium more easily conveys the message of an interesting program (Onong U. Effendy, 1991:19). An interesting program is very important to be designed to deliver the message, because the nature of recipients are very selective. Besides, the elementary school students spend 90 % in school for listening (Smaldino dan Rusell, 2005:265) so with the use of audio medium it will be effective for learning, and the learning audio medium can be used to submit messages fleksibly for learners without depending on time and place, due to its utilization could be a group or individual. It is supported By Masnur Muslich (2011:141) who proposed that the main factor affects the character is the medium factor of learning. So, the audio aspect of character learning medium wich can improve discipline value for high grade elementary school students is expected to help the educator in increasing the dicipline attitude of the students.

2. Formulation Of Problem

Based on the background above, then the problem can be formulated : To what extent is the effectiveness of the learning audio medium model to increase the attitude of discipline in character education at high degree of elementary school students ?

3. The Purpose of Research

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

4. Method of Research

This study applies the experimental research, is done in two elementary schools in Gunungkidul district, Yogyakarta special territory, Indonesia. The two elementary schools consist of one school as an experimental group (Ponjong IV school) and another one as a control school group (Ponjong II school). At experimental school, strategy used is to implement the program on a fifth grade students consist of 30 students. The implementation technique is as follows : prior is conducted to screen the program, and to measure the discipline attitude of the students. Then the program is operated. And the last step is measuring the disipline attitude again. After the data collected completely, they are analyzed by applying t-test formula. The result of the measurement toward the experimental school is compared with the result of the measurement toward control school that not given the treatment program. From the results of the compared data it can be understood the effectiveness score of the model. Between groups who uses audio medium in character education and the group who doesn't use it (convesional in learning character education), there is difference results. First analysis conducted to test the attitudes value of discipline in students at the beginning between the experimental group and the control group, indicates that there is no significant difference of them. Mean while the second analysis to test the final outcome or post-test attitude of discipline of students between an exsperimental and control groups indicates significant

differences of the discipline attitude scores. The design of experimental study used is Pre-Test - Post-Test Control Group Design (Borg and Gall, 2003:392).

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

Table 1 : Design of Experiment

5. The Result and Discussion

The result of testing the effectiveness of my product of Audio Medium Model in Character Education by applying a technique of experiments shows that the pre-test score of discipline attitude in Ponjong II elementary school (school of control) indicates among the 30 students, the lowest score is 117 and the highest score is 157, the score average is 137,9 with standard of deviation is 10.25. While the results of testing the effectiveness in experimental school shows that the pre-test score of discipline attitude among the 30 students, the lowest score is 114, and the highest score is 158, the average of the score data is 138,6 with standard deviation is 11.90.

Independent Samples Test

		Pret Test	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variance	F Sig.	.715	
t-test for Equality of Means	t	.256	.256
	df	58	56.764
	Sig. (2-tailed)	.799	.799
	Mean Difference	.733	.733
	Std. Error Difference	2.869	2.869
	95% Confidence Interval of the Difference	-5.009	-5.012
		6.476	6.479

Table 2 : Pre T-Test

From table of the t-test for independent samples, it can be seen that the - t value is 0,256 and the-t significance table is 0,799. This result about means that it's not significant. Furthermore it's means that the results of pre-test at school experiment (Ponjong IV elementary school) and pre-test at control school (Ponjong II elementary school) about there is no significant difference of there pre-test scores. The average results of the pre-test for the experimental school is 138,67 and the control school results is 137,93, it shows the results of pre test experimental school is higher than the results of pre-test in the control group . But the difference is not significant. It means experimental school (Ponjong IV elementary school) is equal to control school (Ponjong II elementary school).

The results of testing on two schools show that the score difference is not significant so that the two schools have 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 testing effectiveness the use of Audio Medium Model of Character Education.

The results of the post-test scores in control school (Ponjong II elementary school) indicates that from 30 students, the lowest score is 119 and the highest score is 157, the average of the score is 140,7 with deviation standard is 10.83. While the results of the post-test in the experimental school shows that, the lowest score is 136 and the highest score is 160. the average of the score is 150,3 with deviation standard is 6,75.

Table 3 : Post T-Test

Independent Samples Test

		Post Test	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variance	F	9.667	
	Sig.	.003	
t-test for Equality of Means	t	4.131	4.131
	df	58	48.592
	Sig. (2-tailed)	.000	.000
	Mean Difference	9.633	9.633
	Std. Error Difference	2.332	2.332
	95% Confidence Interval Lower of the Difference	4.965	4.946
	Upper	14.301	14.321

From the t-test table of independent samples above, it can be concluded that the differences between the result of post-test in experimental school and post-test in control school on the attitude of discipline is so significant. The average of the result of the post-test in experimental school is 150,3 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. It means the character learning in experimental school (Ponjong IV elementary school) which uses Audio Medium Model of Character Education gives the better result than the character learning in control school which use conventional model. The differences of the score average in experimental school (Ponjong IV elementary school) and in the control school (Ponjong II elementary school) is 9,6. So, the average of score in experimental school is bigger than the control school.

So, it can be explained that character learning which uses Audio Medium Model of Character Education is able to improve the understanding and the student's attitude of discipline more than the character learning without uses Audio Medium Model of Character Education (conventional model). So, Audio Medium Model of Character Education can improve the student's ability and his discipline. It's same with the Smaldino's expressed (2011:377) 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) supports the effectiveness of Audio Medium Model of Character Education. He states that Learning of ekspository writing based on audio medium is more effective than ekspository writing based on environment in Indonesian Language learning.

6. Conclusion

One of the advantages of learning audio medium is to develop the imagination of it's audience/ This one advantage is found in Audio Medium Model of Character Education. Audio Medium Model of Character Education is the product of audio medium of learning, so it also can develop the imagination of it's audience (students). Imagination that appears in students' thought will provokes students to understand and deepen contents the of message in Audio Medium Model of Character Education. This is what elicits critical thinking in students. Hence, it's also the advantage of Audio Medium Model of Character Education.

The message which is delivered in Audio Medium Model of Character Education is the character learning with the story telling format. Based on the effectiveness result of the Audio Medium Model of Character Education study, it shows that Audio Medium Model of Character Education gives high contribution in improving the student's discipline. From the experimental result in Ponjong IV elementary school, it shows the significant differences between the pre-test result and post-test result. It's caused by the use of Audio Medium Model of Character Education product in that school. While in control school (Ponjong II elementary school), the differences between pre-test and post-test result is not significant. However, the overall comparison between experimental school and control school shows that there is significant differences. It is because of the reason that the experimental school uses Audio Medium Model of Character Education, and the control school uses conventional learning model.

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