

THE INFLUENCE OF THE USE OF AUDIO VISUAL MEDIA PROGRAM ON THE INCREASING OF ELEMENTARY SCHOOL STUDENTS CHARACTER BUILDING

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Abstract: Character deterioration that must be considered by a nation is a low sense of individual and citizen responsibility, Character is very important in a person's life, because character is one of the determinants of one's success. So, a strong and positive character needs to be well formed. Building the character of students as good citizens is very important to be done immediately, in the era of the digital era, many future generations of people who behave negatively such as saying dirty, lying, fighting, this indicates that the problem of student character has not been widely given in schools. This implies the need for action from schools to prevent acts of violence (bullying) in the school environments. Furthermore, this indicates the need for special attention to character education among students, especially regarding the improvement of the character building of elementary school students. This study aims to determine the effect of using audio visual media programs on improving the character building of elementary school students. The success of a program can be identified by looking at the effectiveness and efficiency of the program's learning process. This study also aims to determine changes in behavior and results through audiovisual media programs.

Keywords: Program, Audiovisual Media, Character Building

1. Introduction

The phenomenon that occurs among students is in line with the signs of moral deterioration that must be watched by a nation proposed by Lickona (1991), namely among others the low sense of individual and citizen responsibility, dishonesty culture and the presence of mutual suspicion and hatred in among others. The acts of violence at school (bullying) shown by students have the potential to cause more dangerous perpetrators of violence. In addition, these findings emerged along with the current situation of diversity in Indonesia, where ethnic and religious differences began to cause this divide.

One of the subjects in school, social studies aims to enable students to develop knowledge. Social studies education, in general, must be formulated for the benefit of students in accordance with the level of intellectual and emotional development in supporting developing themselves as good citizens. For this reason, it needs to be authenticated to strengthen the learning process in developing intellectual, emotional and social potential. This will also further clarify the benefits of social studies education for students and teachers at school. The usefulness of social studies education will be felt, among others, in strengthening thinking skills and values in the learning process (Mughtar, 2000). The development of values or characters through social studies education has an important meaning in improving the quality of education and must be applied in classroom learning.

Teachers are required to be more creative in the implementation of learning activities, including mastering the material and using various models and methods of learning so that teaching and learning activities are more varied (Dimyati and Mudjiono, 2009). The focus of the study in this study is specifically to overcome the weak character of the national spirit of the students. Therefore, we need a learning that can harmonize the cognitive, psychomotor and affective domains of students by applying the influence of the audiovisual media program on improving the character building of elementary school students in social studies subjects.

Audio visual media programs become mandatory in social studies learning because they can foster student awareness of the values they have both positive and negative to be fostered to be developed. This is consistent with the results of research conducted by Wijayanti (2013) on the implementation of audio visual media programs in social studies learning in elementary schools. The study explained that the implementation of audio visual media programs in social studies learning led to the positive behavior of students such as aspects of religious and devout values, tolerance for others, discipline, caring for friends, deliberation, and responsibility in completing tasks on time. On that basis, the implementation of audio visual media programs in social studies will also be conducted by researchers in elementary schools.

2. Literature Review

a. Study of the Program

1) Understanding of the Program

In general, programs are a collection of instructions or language codes that are only understood by computers. The instruction serves to regulate the work that will be done by the computer to get results or output with the intention of making it easier for users. Due to the purpose of writing a program is to facilitate a process to produce the output desired by the program maker whose users. The person who makes the program is called programming or programmer. To find out more about the definition and full explanation of the program, the following is the opinion of experts about the meaning of the program.

According to Binanto (2009: 1), programming can be interpreted in several ways, as follows; describe the separate instructions which are usually referred to as Source Code made by the programmer, describe an entire part of the executable software, the program is a set or a collection of written instructions made by the programmer or an executable part of a software, programming means making computer programs, programming is a collection of commands to a computer to do something. These commands require a separate language that can be understood by the computer. Djuju Sudjana (2006: 313) states that programs are activities organized by individuals, institutions, institutions with the support of organized facilities and infrastructure. The activity was carried out with the aim to

improve the welfare of human life. The Audio Visual Media Program is an organized and continuous activity unit.

Whereas according to Sugiyono (2005: 21) is "a series of instructions in computer languages that are arranged logically and systematically". Before the program is implemented, the program must be free of errors. Therefore the program must be tested to find errors that might occur. Mistakes from the program that might occur can be classified into three forms of error according to Hartono (2005: 583), including:

- a) Language Errors. Errors in writing source programs that are not in accordance with what is required.
- b) Error in Process (Run Time Errors). An error occurs when the executable program is run.
- c) Logical Errors. Errors from the program logic are made.

2) Program Management

Management is the process of planning, organizing, leadership, and controlling the activities of members of the organization and the process of using other organizational resources to achieve organizational goals that have been established (Alam S, 2007: 127). To achieve these objectives management functions are needed. The management function consists of things done in managerial matters. Management functions have been arranged in such a way as to obtain a common viewpoint to achieve the stated goals. In the book *Fundamentals of Organization and Management* by Sarwoto (1978), mentioned management functions according to some experts, including:

According to Henry Fayol, the management function is planning, organizing, staffing, directing and controlling. According to Koontz and O'Donnell, the management function is planning, organizing, staffing, directing and controlling. According to George R. Terry, the management function is planning, organizing, actuating, and controlling. According to Luther Gulick, the management function is planning, organizing, staffing, directing, coordinating, reporting, and budgeting. According to Lindal F. Urwick management functions are forecasting, planning, organizing, commanding, coordinating, and controlling. According to William Spriegel, the management function is planning, organizing, and controlling. According to Louis A. Allen, the management function is leading, planning, and organizing. According to S. P. Siagian, the management function is planning, organizing, motivating, and controlling. According to Prajudi Atmosudirjo, the management function is leading, planning, organizing, controlling. According to Winardi, the management function is planning, organizing, coordinating, actuating, leading, communicating, and controlling. According to The Liang Gie management functions are planning, decision making, directing, coordinating, controlling, and improving.

The figures do have different opinions regarding the function of management, but almost all figures in expressing management functions always put forward three main functions, namely planning, organizing, and controlling. These three things are the main functions of management while others are variations of these three functions (Alam S, 2007: 132) Explanation of the three functions is:

1). Planning is important when we are going to do an activity. In order for an activity to achieve the objectives that have been required systematic planning. Further discussion of the planning (planning) function will be discussed at the next point.

2). Organizing (organizing) is a process of grouping people, tools, tasks, responsibilities or authority in such a way that an organization can be acted as a whole in order to achieve the stated goals (Sarwoto, 1978: 77). Organizing is a follow-up to the planning that has been made.

Organizing must be adjusted to the objectives to be achieved. If at any time a change occurs in the event of a goal, a change in the form, composition, style, size or personnel of the organization is needed. The process of changing the organization is commonly called reorganizing. Reorganization can be vertical or horizontal. Vertical reorganization means reorganization in the organizational system while horizontal reorganization means reorganization related to the external conditions of the organization. In reorganizing it must be done carefully and carefully. This is because reorganization is

sensitive so that prior to reorganization it is necessary to consult with the parties concerned in the best possible way.

3). Controlling. The third management function is controlling. According to Stoner and Wankel, the definition of supervision is a process that is carried out to ensure that all activities (in the management process) go according to the plan that has been set and towards the goals that must be achieved.

The other management functions are 1. Actuating is an activity that drives and strives for the workers to carry out their duties and obligations. 2. Coordinating (coordinating) that is uniting and harmonizing all activities. 3. Evaluating (evaluating) that is assessing all activities to find indicators that lead to success or failure of achieving goals so that they can be used as a material for subsequent studies. 4. Budgeting (preparation of a budget) to use the financial resources needed to carry out integrated activities. 5. Forecasting is a forecasting activity including an effort to predict the various possibilities that will occur after the implementation of the activity. 6. Staffing or assembling resources related to the placement of people in certain tasks and obligations that must be carried out. 7. Directing and commanding is an organizational activity related to coaching and instructional implementation of office holders in the organization.

b. Media Studies

1) Learning Media

The word media comes from Latin, Media which literally means, middle, intermediary, or introduction. In Arabic, the media is an intermediary or messenger from the sender to the recipient of the message. Gerlach & Ely (1971) in (Arsyad Azhar 2011: 3) says that the media, when understood in broad outline, are human, material or events that build conditions that make students able to acquire knowledge, skills or attitudes. In this sense, teachers, textbooks, school environments are the media. More specifically, the understanding of media in the teaching and learning process tends to be interpreted as graphics, photographic or electronic tools to capture, process and reconstruct visual or verbal information.

2) Media Function

According to Ahmad Sudrajad (2008) Media has several functions, including:

- a) Learning media can overcome the limitations of the experience possessed by students. The experience of each student varies, depending on the factors that determine the wealth of a child's experience, such as the availability of books, opportunities for travel, and so on. Learning media can overcome these differences. If students cannot be brought to the object directly studied, then the object is brought to the students. The object in question can be in the form of real, miniature, models, and forms of images that can be presented in an audio-visual manner.
- b) Learning media can go beyond the boundaries of classrooms. Many things that are impossible to be experienced directly in the classroom by students about an object, which is caused, because: (a) the object is too large; (b) the object is too small; (c) objects that move too slowly; (d) objects that move too fast; (e) objects that are too complex; (f) objects that sound too smooth; (f) objects containing dangerous and high risk. Through the use of appropriate media, all these objects can be presented to students.
- c) Learning media allows direct interaction between students and their environment.
- d) The media produces uniform observations
- e) The media can instill basic concepts that are true, concrete, and realistic.
- f) The media evokes new desires and interests.
- g) The media evokes motivation and stimulates children to learn.
- h) The media provides an integral/comprehensive experience from the concrete to the abstract.

3) Audio Visual Media

Audio visual media is a media that the delivery of the message can be received by the auditory senses and the sense of sight, but the resulting image is a still image or has little motion element. According to (Arsyad Azhar, 2011: 94) Visual media combines the use of sound which requires

additional work to produce it. One of the important jobs needed in audio-visual media is script writing and storyboarding that requires a lot of preparation, design and research. Some advantages of audio visual media can clarify the presentation of messages so that they are not too verbalistic (in the form of words, written or verbal), overcoming the boundaries of space, time and sensory power. Audio visual media can play a role in tutorial learning.

Motivate, Give Information

Determine whether the media is made aims to motivate, inform or teach something. The following are things that need to be considered to develop the media with an emphasis on each aspect:

a. To motivate. Dramatic and entertaining techniques can be used. The desired result is to encourage interest and stimulate students to do something. This involves seeking goals to influence attitudes, values, and emotions.

b. To provide information. Learning media is more widely used for presentations before lessons begin. The content and form of presentation are general, is an introduction, overview, report or background of a knowledge. It is also possible to use dramatization, entertaining and motivating techniques to attract attention.

c. To teach something. In addition to presenting information on activeness, participants need to think about the media being presented. Learning material must be designed more systematically, psychologically and pay attention to the principles of learning in order to streamline learning. However, it is necessary to keep the media pleasant and provide an exciting experience.

Develop goals

To plan effective learning media and other learning experiences, it must be known specifically what will be learned. The purpose of formulating goals is to provide clear instructions on what to load and where the presentation of the presentation is.

There are three groups of learning objectives, namely:

- a. Cognitive: related to knowledge and information.
- b. Affective: relates to attitude, appreciation, and value.
- c. Psychomotor: related to skills.

In addition to directing learning and subject matter that must be given, the formulation of objectives is also useful as a reference for making tests so that what has been formulated can be measured appropriately.

Create and select Film / Slide

Working on a media of learning together is a very good idea. Teachers and audio visual design experts can come up with a variety of ideas, creativity, and other skills so that the media created will be more effective, creative, and interesting. For example, in making audio visual media, a group of media makers can consist of image design experts, sound effects experts, material experts and film merging experts.

Technical Planning

Before being able to use audio visual media properly and effectively, of course, a lot of preparations must be done including:

- a Prepare a closed room so that the incoming light does not disturb media playback.
- b. Prepare software and hardware that will be used to support the learning process.
- c. Ensure that the Audio Visual software used in explaining the material is suitable and suitable for listening to students.
- d. The teacher prepares questions related to the videos and films shown.

e. Before you start, make sure the student's sitting position in watching/watching movies/videos must be comfortable, so that students do not make noise and listen carefully.

Learning Process

The empowerment process is generally based on efforts to optimize the learning process. Sulistiyani (2004: 118) process is all phases of activities/steps carried out in the framework of the reforming agent, which consists of; a) Capacity building approach to empower reforming agency institutions, b) new public management (NPM) approach to improve managerial capability of reforming agents internally, c) performance approach to improving reform agent agency performance, d) substantial approach through organizing knowledge, attitude, practice (KAP) so that reforming agents master the aspects and substance of learning, are able to determine the right solutions and approaches to create effective learning to form characters that are in accordance with good norms and values.

According to Sudjana (2003: 63), the learning process in an effort to improve character building consists of planning, implementing, and evaluating.

Planning

Planning is a systematic effort that describes the arrangement of the series or actions to be taken to achieve organizational / institutional goals or planning is an activity to mobilize or use limited resources in an efficient and effective way to achieve the stated goals (Sudjana, 2003: 63).

The planning in the learning process includes:

a) Identification of needs is the determination of differences in real conditions and conditions desired by humans. As stated by Ife and Tesoriero (2008), learning programs will be very effective if they have identified the needs of educators and students. Therefore the identification of program needs must be carried out jointly between educators and students.

b) Objectives are goals to be achieved in the learning process. In planning, it is necessary to formulate program objectives so that the implementation of learning programs is in accordance with the needs of students. This is reinforced by the statement Sudjana (2007: 107) stated the formulation of objectives:

“Well-formulated program objective will provide direction to establish practical and objective ways in determining specific facts, principles, concepts, and abilities as learning materials in a program, including determining the type and amount of learning materials that are appropriate to the needs of students.”

c) The curriculum is a collection of experiences and ideas arranged in the form of activities as a learning process in such a way that the experiences and ideas are intertwined, presented with methods and media that are adjusted to the needs by paying attention to existing values.

d) Learning resources are all means of presentation that are able to present messages, both audio and visually, while the function of learning resources, among others, can provide a more concrete and direct learning experience, can increase and expand the horizon of presentations in the classroom and can stimulate development further.

e) Sources of funds are sources of financing in carrying out learning activities.

f) Learning strategy is a type of specific approach to convey information and activities that support the completion of learning objectives.

Implementation

The implementation activity is a process that starts from the initial implementation including preparations before activities, implementation is an aspect of technical activities carried out. Whereas the final implementation covers the end in the implementation of activities which include the results of activities and reporting (Sudjana, 2003: 63).

The implementation of a program must be carefully prepared according to the time of the activity, time period, place, participants, resource persons, methods, materials, and assessment should be prepared and arranged properly so that the implementation can be directed, planned and run according to what has been planned and expected previously.

Evaluation

Evaluation is the identification of successes and failures of a plan of activity or purpose (Suharto, 2005: 119). Evaluation is the process of collecting and analyzing data or information to determine the level of achievement of goals or added value of activities. The evaluation aims to: 1) identify the level of achievement of goals; 2) measure the direct impacts that occur in the target group; 3) knowing and analyzing other consequences that may occur outside the plan. The action of evaluation activities aims to find out whether the activity process is successful or not. With this evaluation, the next activity can find out which deficiencies must be improved so that an increase occurs.

c. Study of Character building

Understanding Character

The term character comes from the Greek *charassein* and "kharax" which means tools for making or to engrave which means to carve, this word began to be widely used in French "caracter" in the 14th century and then entered into English to become "character" before finally became Indonesian into "character" (Alfred Jhon: 2010). A Greek philosopher Aristotle in Lickona (2013: 81) describes a good character as life by doing the right actions with respect to one's self and others. Aristotle reminded us that we must be able to control ourselves, as an example of one's kindness, desires, and desires in doing good. It is understandable that no one has all these goodness, humans also have shortcomings. Yahya Khan (2010: 1) also defines character as attitude, character, character, stable personality as a result of the process of consolidation progressively and dynamically. This shows that the character is the identity of someone who is permanent. Characters have attitudes, behaviors, motivations, and skills. Imam Al-Ghazali considers character closer to morals, namely the spontaneity of humans in behaving or doing actions that have been integrated into humans so that when they appear there is no need to think about them.

Character education is an effort to build character (character building). Elmubarok (2008: 102) states that character building is the process of carving or carving souls in such a way, so that they are unique, interesting, and different or can be distinguished from others, like a letter in an alphabet that is never the same between one another, so people with character can be distinguished from one another. Character education can also be called moral education, value education, effective world education, moral education, or character education. Characters coherently emanate from the results of the mindset, the heart, the feeling and intention, and the sport of a person or group of people. In other words, a character is a picture of behavior for actions taken by each individual in daily life.

Lickona (2013: 82) also suggests that character is closely related to moral knowledge, moral attitudes, and moral behavior. Based on these three components, it can be stated that good character is supported by knowledge of goodness, the desire to do good and do good deeds. Lickona also explained that the moral concept of having moral components possessed by someone would form good character. Good character components include moral knowledge (moral knowing), moral feelings (moral feeling), and moral actions (moral action). In accordance with the following explanation; According to Lickona (2013: 85-100), good character components are:

Moral Knowing

Knowing morality will be more filling in the individual's cognitive domain, which has aspects namely:

- 1) Moral Awareness, this aspect of moral awareness is first, using its thinking to see a situation that requires moral judgment. So that you can then think carefully about what is meant by the correct course of action. Second understands the information from the problem in questions. Therefore, in this moral knowledge, you must know the true facts about the matter in question before taking a moral judgment.

- 2) Strengthening Moral Values (knowing moral values, moral values such as respecting life and independence, responsibility towards others, honesty, justice, tolerance, respect, self-discipline, integrity, kindness, compassion, and encouragement or support. If all values are combined, it will be a moral inheritance passed down from one generation to the next generation knowing a value means understanding how to apply the values in a variety of situations. This moral knowledge requires "translation", which helps each individual translate abstract values from all existing values into their personal relationships.
- 3) Determination of Perspective/perspective (perspective taking), the determination of perspective or determination of this point of view is the ability to take the perspective of others, see the situation as it is, imagine how they will think, react, and feel the problems that exist.
- 4) Moral thinking / logic (moral reasoning), moral thinking includes an understanding of classical moral principles, namely, "respect the intrinsic intrinsic rights of each individual", act to achieve the best good for the greatest number ", and" act as if you will make everyone else do the same thing under similar circumstances. "
- 5) Decision Making / Courage to take a stand (decision making), this aspect of the moral knowing component is more to the individual who is able to think of ways to act through moral problems in certain situations.
- 6) Personal knowledge / self-knowledge, knowledge of each other is very necessary in character education. Being a moral person requires expertise to review his own behavior and critically evaluate each person's behavior.

To be a noble person, there must be the ability to pay attention to the behavior that has been done. The components above are a description of the quality of human beings with a noble character, a person has moral knowledge, all of them are included in the cognitive character.

Moral Feeling

This character component is a component that will fill and strengthen the individual's affective aspects in order to become a human with good character. Some aspects of this component are:

- 1) Conscience / conscience, conscience has four sides, namely the cognitive side, knowing what is right, and the emotional side and feeling obliged to do what is right. Many people know what's right, but feel a little obligation to do it accordingly.
- 2) Self-esteem, based on research, children with high self-esteem are more resistant to peer pressure and are better able to follow their own judgments than children who have low self-esteem (Lickona, 2013: 93) High self-esteem does not guarantee good character because of more ownership, popularity, or power. Supposedly, able to develop self-esteem based on values such as responsibility, honesty, and kindness and based on the ability of self-confidence for good.
- 3) Empathy (empathy), the need for empathy is to feel what is felt by others so that we are able to get out of our zone. As an aspect of the character component, empathy must be developed generalized to see beyond differences and respond to humanity together.
- 4) Loving the Good / Loving the truth (loving the good), when each individual loves good things or loves the truth, then every individual will do things that are moral good and right on the basis of desire, not just because of duty.
- 5) Self-Control is very necessary in character education. High emotions can make good characters become bad when there is no self-control. With self-control, you can also hold back any negative desires and desires within yourself.
- 6) Humility, humility is a true openness to truth and a desire to act to correct our failures. Humility is the affective side of personal knowledge. The components above will improve the emotional part of morals on yourself.

Moral Acting

This component of action is the result of the other two components of character, namely moral knowing and moral feeling. Aspects of this moral or moral acting component are:

- 1) Competence (competence), this aspect is able to change moral judgments and feelings into effective moral actions. For this, we must be able to feel and implement an action plan.

- 2) Desire, will is at the core of moral drive. Being a good person requires a good action, a move of moral energy to do what we think must be done.
- 3) Habits, good habits through repeated experiences in what is done are helpful, friendly, and fair can be good habits that will be useful for him when facing a difficult situation.

Through the three components above, each component's aspects works together to support each other to create good character. The task of moral education is to help students to have good character or morals, good knowledge, feelings, and moral actions to support each other. While, the purpose of moral education is to help students to be good, smart and help them become good citizens.

Building the Character of Children

The formation theory and character development process can be grouped into four streams, namely:

a. Fatalist-passive flow, this view believes that every individual through God's decree is good or evil in origin, whether this kind of provision takes place in whole or in part. External factors have little influence on fate determination because each individual is bound by a predetermined provision by God. The implication of this view is that internal and external factors including the environment and education are passive in the formation of personality.

b. Neutral-passive flow is a child born in a state of holiness, intact and perfect, an empty state as is. Humans are born like white paper without any scratches. Human knowledge of various things including goodness, ugliness, right-wrong, good-bad, etc. is obtained from environmental polish including education. The principle is that which is more dominant and intensive affects humans (students), that is what shapes their personality. This view takes the argument from QS. An Nahl: 78

"And God takes you out of your mother's stomach with no knowledge of anything and He gives you hearing, sight and heart so that you are grateful."

c. The positive-active view that is the basic inheritance or human nature from birth is good while it is the environment that holds men so that they move away from their innate nature.

d. The dualist-active view holds that humans originally carried dual traits. On the one hand it tends to goodness and on the other hand tends to crime (Maragustam Siregar: 2010: 93)

Character Formation Stages

The process of character formation or personality consists of three levels, namely first, habituation. The goal is to shape the physical aspects of personality or give the ability to do and say something (memorized knowledge). Examples include accustoming fasting and prayer. Second, the formation of understanding, attitudes, and interests. After making habituation, then someone is given an understanding or knowledge of the deeds done and spoken. Third, the formation of noble kerohanian. This formation instills trust in the pillars of faith. As a result, someone will explore what is done or said so that it increases the responsibility for what is done. (Ahmad D. Marimba, 1974: 81-88). Characters can be formed in a person must go through certain stages, including:

a Learning to know

This stage is the first step in character education. In this stage, the goal is oriented to mastering knowledge about values. Students must be able to: a) differentiate noble and despicable moral values and universal values; b) understand logically and rationally the importance of noble character and reprehensible moral danger in life; c) knowing the figure of the Prophet Muhammad SAW as a model of noble character through his hadiths and Sunnah.

b. Feeling Moral

This concept tries to arouse a child's love to do good deeds. Here the child is trained to feel the effects of the good deeds he does. If the moral feeling is embedded, it will become a 'machine' or an extraordinary power within a person to do good or avoid negative actions.

c. Learning to do

At this stage, the child is trained to be noble. Without doing what someone already knows or feels, there will be no meaning as long as it only appeals, even though doing something good must be trained, and become part of everyday life (Abdul Majid and Dian Andayani, 2011: 112-113)

These three stages must be trained continuously to become a habit. The concept that is built, is the habit of the mind, habit of the heart, and habit of the hands. Characters also become the main key of a nation to be able to advance. Indonesia, which is rich in natural resources, will not advance if human resources (HR) are not characterized, dishonest, irresponsible, not independent, and not honest.

The Ministry of National Education (2010) explained that psychologically and socio-culturally the formation of character in individuals is a function of all individual human potentials (cognitive, affective, conative, and psychomotor) in the context of sociocultural interactions (in families, educational units and society) and takes place all life. Character configuration in the context of the totality of the psychological and socio-cultural processes can be divided into four groups, namely: liver and spiritual development, intellectual development, sports and kinesthetic (physical and kinesthetic development), and exercise and affective and creativity development. According to Agus Zainul Fitri (2012: 58) the steps in character building are:

- a The teacher must understand the characteristics of students.
- b. Develop children's competence through interaction, interest, opportunity, admiration, and affection.
- c. Encourage students to want to gain skills in various behaviors.
- d. Determine the limits of good behavior to be carried out by students in their environment.

Character building is a very important goal of all series of character education processes. Character education is not only the delivery of material about ethics and morals as a subject in school, but rather building sustainable habits from day to day, children need role models that can be exemplary. One way of communicating is through a contact book written to provide information and opportunities to parents to monitor and report on their child's progress at school. If the teacher can understand the steps of learning that must be done then the success of character education in schools can be achieved.

Character Education

Definition of Character Education

Character education is a system of building character values to school citizens which includes components of knowledge, awareness or willingness, and actions to implement these values, both towards God Almighty, oneself, others, the environment, and nationality as well as to become an official (Sri Narwanti , 2011: 17).

Rahardjo in Syamsul Kurniawan (2014: 30) explained that character education is a holistic educational process that connects the moral dimension to the social domain in the lives of students as the foundation for the formation of a quality generation that is able to live independently and have the principles of a truth that can be accounted for.

All components of education must be involved in the implementation of character education in schools. These components include curriculum content, learning process, and assessment, handling or management of subjects, school management, empowerment of infrastructure, and so on. The teacher is a mentor who can help shape and influence the character of students. So that the teacher is required to have examples that can be followed by students. This example consists of the teacher's behavior, the way the teacher speaks or conveys material, the way the teacher tolerates, and so on.

Character education can also be defined as education that develops the noble character of students by practicing and teaching moral values and civilized decision making in relation to fellow human beings as well as in their relationship with God (Muchlas Samani and Hariyanto, 2011: 44)

In addition, the notion of character education according to experts among others is; according to Screnko, character education is an earnest effort in how positive personality traits are developed, encouraged, and empowered through adherence, study, and emulation practices or maximum effort to realize the wisdom of what is observed and learned. According to Lickona, character education is a sincere effort to help someone understand, care, and act with a core foundation of atist values. So it can be concluded that character education is a cultivation process and direction so that students are able to become fully human and character in various dimensions.

In this case, character education aims to form a whole person to become a quality human being, both in terms of cognitive, affective, and psychomotor. Character education aims to enable students to implement the three aspects of affective domain education (feeling/attitude) without leaving the cognitive domain (rational thinking), and the realm of skills (skills, skilled data processing, expressing opinions, and cooperation) in daily life. The aim of national education is to shape the character of students.

Ministry of National Education (2011, p. 246), Grouping of character values can be explained as follows:

- 1) Character value in human relations with God: religion
- 2) Character value in relation to oneself: Honesty, cleanliness, and health, intelligence, discipline, sense of responsibility, thinking (logical, critical and innovative), curiosity, assertiveness, love of knowledge, the soul of leadership, confidence, hard work, independence, action-oriented, courage to take risks
- 3) Character value in human relations with the environment: concern for the environment
- 4) Character value in human relations: Help each other, awareness of the rights and obligations of oneself and others, obedience to social rules, respect for the work and achievements of others, democracy, politeness.
- 5) Nationality: nationalism, respect for diversity.

Function and Purpose of Character Education

Factors that cause the low character of students are: (1) an education system that lacks emphasis on character formation, but rather emphasizes intellectual development, for example, the current learning system emphasizes more on curriculum targets so that the evaluation carried out only emphasizes cognitive/academic aspects. (2) Environmental conditions that do not support good character development. The formation of student character becomes an urgent and urgent thing to be realized immediately in order to create a better society, namely a community that can face regional and global challenges (Winataputra, Udin S., 2010: 11).

Principals, teachers, school staff, parents greatly assist students in shaping their character, therefore all elements of the school become role models for students. Besides that the teacher does not only emphasize cognitive, affective and psychomotor aspects, it is also needed by students. The teacher must be professional in teaching, using appropriate and fun media when the learning process occurs.

In the national policy, it was emphasized that character education functions: 1. The formation and development of potential, that the formation of national character functions to shape and develop the nation's potential to think well, have a good taste and behave well; 2. Improvement and strengthening, that the formation of the national character functions to improve the character that is wrong and is contrary to the norms of the nation's philosophy. as well as various rules governing the life of the nation, as well as strengthening the values that have been owned and used as a reference in ways of thinking, feeling and acting; 3. The filter, that national character education serves to filter out the external values that enter Indonesian society, which is contrary to the noble values of Pancasila, the 1945 Constitution and the Republic of Indonesia and various policies that have been developed into national values based on the results of in-depth studies and discussions (Ministry of National Education, 2010 : 4). The function of character education through a democratic and quality national education system can be used to strengthen noble character, creative, innovative, nationalistic,

intelligent, healthy, disciplined and responsible, skilled and mastering science and technology in order to develop Indonesian human qualities.

Said Hamid Hasan (2014: 5) explains that character education has three main functions, namely: (1) Formation and development of potential, character education functions to shape and develop human potential or Indonesian citizens to think well, be kind, and behave well in accordance with the philosophy of life of Pancasila; (2) Improvement and Strengthening, character education functions to improve the negative character of Indonesian people and citizens and strengthen the role of families, education units, communities and the government to participate and be responsible for the development of human potential or citizens towards a nation of character, advanced, independent, and prosperous; (3) Filters, national character education function to sort out the nation's own cultural values and filter positive cultural values of other nations to become human characters and Indonesian citizens in order to become a dignified nation.

The objectives of character education include: (1) developing the potential of students as human beings and citizens to have cultural values and national character, (2) developing praiseworthy student habits and behavior and in line with universal values and religious national cultural traditions, (3) instilling the spirit of leadership and responsibility of students as the nation's next generation, (4) developing the ability of students to become independent, creative, nationalistic people. (5) developing the school's living environment as a safe, honest learning environment full of creativity and friendship, and with a high sense of nationality and dignity (Ministry of National Education, 2010: 7). While the purpose of character education is to form a nation that is strong, noble, moral, tolerant, cooperating or cooperating. In addition, character education also forms a nation that has a patriotic spirit or likes to help others, develops dynamically, is oriented to science and technology, has faith and fear in God Almighty.

In addition to the statement above, as for the character education objectives in the school setting according to Dharma Kesuma (2011: 9) are as follows: (a) Strengthen and develop the values of life that are considered important and necessary so that the personality or ownership of students is typical as well values developed. Strengthening and developing means that education in a school setting is not just a dogmatic value to students but a process that brings students to understand and reflect on how a value is important to be realized in everyday behavior; (b) Correcting students' behavior that is not in accordance with the values developed by the school. Character education has the goal of rectifying various negative behaviors of children to be positive. The alignment process that is interpreted as a correction of behavior is understood as a pedagogical process, not a coercion or a condition that does not educate; (c) Building a harmonious connection with family and society in playing the responsibility of character education.

Picture Character Education Objectives

The picture above shows that the learning objectives are to increase knowledge, behavior, and skills, based on the four pillars of education. The ultimate goal is to realize human beings with knowledge and character. The character of a nation should not be separated from Indonesian culture as a manifestation of nationalism, based on religion (religious) (Barnawi and M. Arifin, 2014: 28-29). The character gained from learning in school is not only as a transfer of knowledge or training in certain skills. Planting character education requires a process, habituation in the environment of students both within the family, school, environment, society, mass media. As well as social media. Teachers as character educators strive for changes in behavior because character education is interpreted as education that develops character values in students so that students have the character as their character. Then, students can apply character values in their lives, so they can live with people who have good character, both in words, actions, and behavior.

3. Conclusion

There are various ways that can be taken by the school to carry out national character training, including through learning activities or through non-learning activities. Teachers as educators are expected to be able to integrate the implementation of character coaching into subjects. So that through learning activities students can understand how characters can be realized in everyday life. In

addition, schools should be able to instill character through activities outside learning, such as habituation activities. Spontaneous activities, giving examples and enforcing regulations in schools that are related to character building.

Knowledge and skills education is very influential in children's character education efforts. Formal education institutions are institutions that have the authority to shape the character of students as a pillar of the nation in the future. Each teacher should be able to direct the student character building because teachers as character educators' students have a great responsibility to make students intelligent and comprehensive. Audio-visual media needs to be socialized to teachers and students about the use of audio-visual media, thus there is no mistake in using the media with the material to be taught in order to interconnect it. In the use of audio visual media must be adjusted to the level of class and material to be given, so that it can be accepted by students. In learning, the teacher must be smart in creating effective learning and always lead to good communication between the teacher and students, thus learning runs smoothly. In social studies subjects, teachers should be able to choose more innovative media so that it does not lead to classroom conditions that make students feel bored, because boring learning will result in student learning outcomes. The application of audio visual media is a medium that can be used as a choice in supporting the delivery of material, to overcome the boring classroom atmosphere and student learning outcomes that tend to decrease and students' interest in social studies especially in character building.

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