



The Use of Cultural Character (Baraya) Media Ki Banten in Social Studies Learning to Improve Student Characters (Case Study At Primary School Labschool UPI Serang Campus)

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Abstract. This research is motivated by the anxiety felt by parents in the educational process which only relies on cognitive aspects, ignoring the affective aspects, thus making learning less meaningful. As a result it does not produce elementary school children who have good character. This is due to the low understanding of character education. This is where war is. Parents of children to help implement character education are very widespread, but have not yet received interesting examples of learning through media that are loved by children. For this reason, researchers try to use the Culture Character Puppet media (Baraya) in Islamic stories (story telling) to instill good character in elementary school children, especially instilling ethics and manners so that children are expected to follow and identify themselves in accordance with the stories in the learning. The location of the primary school used as the subject in this study was the UPI Pilot Laboratory, Serang Campus, located in Serang City. The research method uses classroom action research by carrying out a series of cycles since starting from planning, implementation, observation and reflection. While the data analysis is carried out by triangulation, member check, audit trial and expert opinion, the conclusions are drawn from the analyzed data.

Keywords: *Baraya Ki Banten, Social Studies Learning, Student Character.*

INTRODUCTION ~ The world of children is a very exciting world. A world filled with colors and a variety of learning. Every learning for children is meaningful. It starts from simple learning to complicated learning about life. In their lives, children often imitate the behavior of the adults around them or imitation. At this stage, Hurlock (1978, p. 260) argues that as an impersonator, the child will imitate whatever he cares about. Whether it's facial expressions, cues or movements, sounds, or overall patterns of behavior. Whether it's good behavior or bad behavior.

Because of this behavior, children are included in unique personalities (Hasnida, 2014, p. 180). Personalities that have characteristics and cannot be compared

to one another. It means that every child is different, diverse, and heterogeneous. However, if the behavior is carried out repeatedly (repetition), then it will form a habituation, one of which is in terms of courtesy.

Good manners are included in moral development. Piaget (in Hidayat, 2009, pp. 1.6-1.7) holds that in the range of moral development of children aged 2-6 years included in the heteronomous stage, namely the stage when someone at the beginning of his life does not have a strong stance in determining attitudes and behavior, or it can be said that in determining the choice of a behavior decision, it is still based on a variety of and often exchanging provisions and interests. That is, in this phase the child is still



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unstable, easily carried away, easily influenced, and in the context of moral education, children are still in dire need of guidance, the process of training and continuous habituation.

Agreeing with that, Santrock (2008: p. 149) adds that children's moral development is related to the rules and conventions about what humans should do in their interactions with others. This rule will be used when interacting with peers, teachers, parents, and the surrounding environment.

In this interaction process, children implement their manners. For example when the way children act, greet, move, to talk. Children who have good manners are usually very popular with many people. As for children who are not good, it will usually have an impact on negative assumptions and bad allegations on children. So that the broader impact is about the poor parental education of the child. So this study focuses on how the use of Baraya Ki Banten media in improving student character in the form of courtesy in SD Labschool UPI Campus in Serang.

Literature Review

1. Learners

a. Understanding Elementary School Students

Elementary school age children are children who have graduated from kindergarten education, children aged towards formal education is usually 6.5

years of age or 7 years, they are usually ripe to enter formal school at the elementary school level (SD), Children at the age of Elementary school has started to learn from its social environment, at this time, the influence of family, school and community is very big on the growth and development of children, besides that children also have started to get to know well and rush in simple concepts, for example differentiating goods that belong to theirs and those that are not, to take something he asked permission from his parents, this stage of moral development starts from the age of 7-8 years.

2. Cultural Character Dolls (Baraya)

Santrock (2008, p. 13) holds that culture (culture) includes behavior patterns, beliefs, and other products of a special group of people who are passed down from one generation to the next. The product has resulted from years of interaction between groups of people and their environment. A cultural group can be as big as an American country or as small as an isolated Italian village. Whatever the size, the culture of the group influences the identity, learning, and social behavior of its members

a. Character building

1) Thomas Lickona's Theory

In character education, Lickona (in Muslich, 2011, pp. 133-134), emphasizes the importance of three components of good character, namely moral knowing or knowledge about morals, moral feelings or



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feelings about morals, and moral action or moral deeds. This is necessary so that children are able to understand, feel, and do virtue values at the same time.

Moral knowing is important to teach. Moral knowing consists of six things, namely: moral awareness (moral awareness), knowing moral values (knowing moral values), perspective taking, moral reasoning, decision making, and self knowledge.

Moral feeling is another aspect that must be instilled in children which is a source of energy from the human self to act in accordance with moral principles. There are six things that are aspects of emotion that must be able to be felt by someone to become a human character, namely conscience, self esteem, empathy (feel the suffering of others), loving the good (love the truth), self control, (able to control themselves), and humility.

Moral action is how to make moral knowledge can be translated into concrete actions. This act of moral action is the outcome (outcome) of two other character components. To understand what drives a person in an act morally, three other aspects of character must be seen, namely competence, will, and habit, Cultural Character Dolls (Baraya)

Dolls are one of the media used in learning. The word media comes from the Latin medium, and is a plural form of the word medium which literally means an intermediary or introduction. If related to

early childhood education, learning media means everything that can be used as material (software) and tools (hardware) to play that makes AUD able to gain knowledge, skills, and determine attitudes. The media commonly used in PAUD are educational game tools (APE). APE is divided into two groups, namely: (1) outdoor APE: Educational Game Equipment provided outdoors (yard / garden); (2) APE in: Educational Game Tools provided for children to play indoors.

The puppets referred to in this study are cultural character puppets (baraya). Baraya is a family doll consisting of Grandfather and two of his grandchildren. His grandfather was named Ki Banten, who served as the main character in the story. Ki Banten is a doll designed using traditional Baduy batik clothing (Banten) and wearing a headband (sulampe) as a characteristic of Banten culture.

Puppets with the Ki Banten icon have wise, friendly, humorous, compassionate, religious characters, open to new things but still adhering to cultural values. In addition to Ki Banten, there are two additional figures who act as grandchildren of Ki Banten, namely Kang (grandson) with extravagant, greedy, lazy, and often following the latest style without first selecting. Then his sister, Nong (granddaughter), who has a curious character (critical), active, diligent, and cheerful. Through the figures above the researcher tries to convey learning using



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innovative media that contains moral values of courtesy.

This doll can be used as a learning medium for early childhood as a messenger with the story telling method. Storytelling is a way to carry on cultural heritage from one generation to the next (Gordon & Browne in Hidayat, 2009, p. 4.17). Storytelling can also be a medium to convey the values that apply in society. Storytelling has an important meaning for early childhood development that is communicating cultural, social, religious values; instilling work ethics, time ethics, and natural ethos; develops children's fantasy, children's cognitive dimensions, children's language dimensions. The stories raised in these fables are simple stories related to life and the environment around children.

METHOD

Case Study Research according to Robert K. Yin (2014: 18) is an empirical inquiry that investigates phenomena in real life contexts, when; the boundaries between phenomena and contexts do not appear explicitly and where: multiple sources of evidence are utilized. Whereas Bogdan (1993: 72) case study is a detailed study of a setting or one subject or one document storage. The implementation of this case study is focused, where data collection and research activities are narrowed to the place of research, subjects, materials, topics and themes.

Can provide important information about the relationship between variables, gain insight into the basic concepts of human behavior and present data findings that are very useful for building background problems.

able to uncover specific, unique and very detailed things that cannot be revealed by other studies. able to uncover the meaning behind phenomena in their natural or natural conditions. give factual reports, but also give nuances, mysticism and developing thoughts such as:

- (1) research questions,
- (2) the proportion of research, things that must be examined, (3), research analysis unit,
- (4) logic that links data to propositions, and
- (5) criteria for interpreting findings.

While the data collection instruments were carried out using interview techniques, classroom observations and documentation studies. The data that has been collected is then analyzed with the following steps, namely: data reduction, data display, verification and conclusion (Miles & Huberman, 1993: Page 57).

RESULTS AND DISCUSSION

SD Labschool UPI Serang Campus was established on May 20, 2017 was officially inaugurated by Mr. Vice Chancellor for Planning, Development and Information Systems, operational permit was received



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from the Ministry of Education and Culture of Serang City with number 421/402-dispenbudkot / 2018, with accreditation B with accreditation number 755 / Ban-SM / SK / 2019 the number of teachers is 6 men: 2 people and 4 female teachers, 24 male students and 25 students.

School Vision:

Based on the results of interviews with the principal obtained the following data:

UPI Labschool Elementary School, Serang Campus has a vision that includes:

"Becoming a pioneer and excelling elementary school in producing graduates who are scientific, educative, religious, and of local wisdom"

School Mission:

1. Create an innovative elementary school level education environment which is competency based.
2. Developing learning programs that are able to foster children's spiritual, intellectual, and individual intelligence.
3. Form a whole personality and practice skills, according to local wisdom.
4. Forming students have a national character that is able to uphold the noble values of Culture and National.
5. ICT & Bilingual-based learning, creating a scientific culture among the academics of the school.

6. Developing innovative models of research and community service.

The excellent programs at SD Labschool UPI Serang are: Tahfid and Tahsin Programs, best practices are: Morning activity, in congregation, joint prayers are led by students in the class, muroja'ah memorizing short letters, reciting qur'an before learning.

Each subject includes the values of Character education, among others: Responsibility, independent, honest, and tolerance and good manners. Be polite only to the teacher, but also to peers, as well as to the guardians of students who are in the school environment. SD Labschool UPI Serang also applies the school code of conduct that is applied to make students into disciplined and moral private money.

According to the teacher's testimony NA, that the use of Ki Baraya Ki Banten Character puppet media is attractive to students, especially character: Cooperation, honest discipline and independence, Ki Banten Puppet Media also has the value of character cultivation, as well as adding vocabulary and vocabulary vocabulary to children, besides its purpose is to introduce and improve character values, the curriculum achieved in this study. The school has allocated time for local content in the form of Javanese Serang and Pencak silat. The learning process to teach the Javanese Serang language includes memorizing 5 vocabulary words at each

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meeting, the teacher prepares learning media for students, and each subject teacher also memorizes five vocabulary words. Concrete evidence of the habituation of character values is the use of the Javanese language of Serang every Wednesday, both for teachers, and for students, the aim is to familiarize students with Serang Javanese at home.

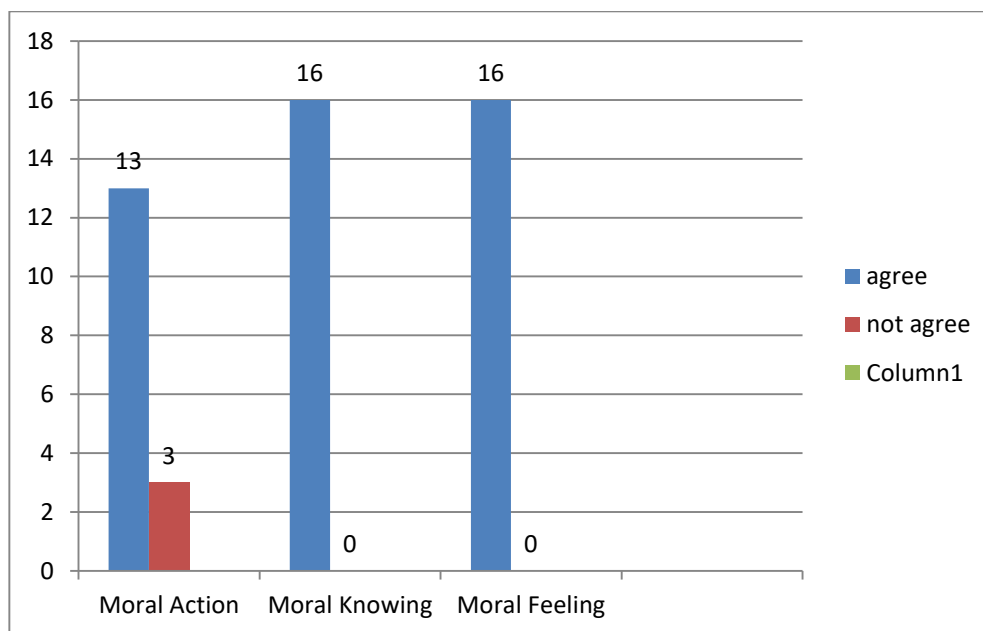
Data The results of the questionnaire obtained data as follows:

a. For the Moral Action statement of 12 questions about good habits in home schools and the community that answered agree 13 people and 3 students disagree.

b. For the Moral Knowing of the six statements about knowledge and good moral insight all 16 students answered agree, and none answered disagree.

c. For statements of moral feelings felt by students from eight statements about moral feelings of all students as many as 16 people agreed.

Grafik 1.1. Knowing, Feeling and Moral Student Action



Source: Research data Analysis, 2019

Observation Results Data conducted by researchers on Wednesday, October 29, 2019, 10:00 to 12:00 WIB West Indonesia Time School in class 3 at SDI Labschool, Serang Campus, obtained the following data: Ms. Nahdiana, S.Pd., who is a teacher and immediately the homeroom teacher III, talk about Social Sciences

subject three about learning starts after normal, but the compilation of teachers takes out Ki banten puppets, the students immediately get excited while shouting: "Fun there are dolls, there are Dolls", Learning begins when students look for teachers, there are who tried to hold the Banten Ki Doll and there were those who



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asked about the Ki Banten doll, explained clearly by the teacher Nahdiana; Ki Banten is a big family, has a son with the call Kang and Nong, the nickname, Ki Banten is the one who agrees. He has a responsible, honest, courageous, independent, diligent, hardworking and unyielding nature, must have the traits of Ki Banten. Success in the future, said the teacher.

CONCLUSION

From the discussion above about the use of Baraya Ki Banten Dolls in Social Studies Learning to improve the Polite Characters of the students, it can be concluded as follows:

a. The use of Ki Banten dolls in the social studies learning process is very effectively used as a medium by the teacher, this is evidenced by the enthusiasm of students listening to stories about Ki Banten figures who are associated with social studies subject matter.

b. Learning steps in the use of Banten Ki Dolls or other things, preparation of the preparation of learning program plans, conditioning students, addressing learning objectives, explaining the subject matter with the help of the Banten Ki puppet media and question and answer, end with reflection.

c. The results of the questionnaire filled out by students showed that basically students had done good habits at home at school and community, such as kissing hands to teachers, parents, doing assignments

given by teachers, throwing trash in their place, praying before learning and also memorization of short prayers,, the Duha prayer has been done by students in schools especially, honest, independent, hardworking, responsible characters whose figures are easily imitated by students because they like the Banten Ki puppets.

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Yulyani, S.Pd., at 11.00 s.d. 14.00 WIB at SD Labschool UPI, Serang Campus.

2. Class observations were made to Ms. Nahdiana, S.Pd., an IPS subject on the environment, on Wednesday 30 October 2019, in class III Labschool Elementary School UPI Serang at 11.00-12.00 WIB.