

Developing Short Movie for Increase Character of Patriotism in Childhood

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This study aims to develop a character of patriotism in childhood based short movies. Movie played by early childhood. The research and development short movie of patriotism in childhood uses a cycle of R&D stages from Dick, Carey and Carey which is taken in 10 stages. Based on data analysis in the field test, it shows that t-count is smaller than t-table ($0.75 > 2.110$). Thus H_0 is rejected and H_a is accepted. The results show that there is a significant difference between the experimental class and the control class that use this short movie and not use short movies. Using a short movie in the lesson can improve children's abilities in the field of patriotism in childhood. The conclusion is that early childhood who use short movies are more interested and more motivated to attend lessons, especially in the aspects of patriotism in childhood values.

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INTRODUCTION

Effective character education is not adding a program or set of programs to a school. Rather it's a transformation of the culture and life of the school. Children's moral sensibilities are easy to overlook if we expect them to be expressed in behavior that conforms to our adult standards. Adults who would understand children's morality must understand the significance of children's acts within the context of the child's world. (Berkowitz & Hoppe, 2009). This development research aims to produce learning media in the form of (1) films in VCD (Video Compact Disk) format and have gone through validation tests and user trials and (2) guidebooks for using character films that have been made. This film media can be used to improve the character of early childhood and can also be used to facilitate educators in delivering character learning to early childhood. Audio-video media is a way to convey material or material by using electronic equipment to present audio and video messages. Audio-visual media has good and clear capabilities because of its ability to display a live image and supported by the ability to produce sound, it can also be broadcast in a large size (Seels & Richey, 1994). Character isn't inherited, one builds its daily by the way one thinks and acts, thought, action by action. Character is not inherited, but something that is built continuously day by day through thoughts and actions, thought by thought, action by action. Effective character education is not adding a program or set of programs to a school. Rather it is a transformation of the culture and life of the school (Lickona, 2004).

Character can be considered as the values of human behavior related to God Almighty, oneself, fellow human beings, the environment and nationality which are embodied in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, customs, and aesthetics. Character is behavior that appears in everyday life both in attitude and in acting (Rukmini, Mustaji & Mariono, 2022). Thus, the characters are unique values, both imprinted within and embodied in behavior. Character First, a private non-profit organization in the United States, in one of its bulletins said that Early Childhood Education (PAUD) makes understanding character easy. If you always do something, whether your mother is there or not (whether there is your mom or not) that is your character (Rokhman, Hum, Syaifudin & Yuliati, 2014).

Parents and teachers are important sources of identification of children's behavior problems. Parents and teachers are an important source of identifying children's behavior problems. This explains the importance of the role of parents and educators in educating their children so that they can prevent wrong children's behavior that is contrary to character values. So that character can be formulated universally as the value of living together based on the pillars peace, respect, cooperation, freedom, happiness, honesty, humility, affection (love), responsibility (responsibility), simplicity (simplicity), tolerance (tolerance), and unity (unity) (Hornby & Lafaele, 2011)

Character is influenced by heredity, according to Muklas, in a harsh social environment, children tend to behave antisocially, hard, hateful, hostile, and so on. Meanwhile, in an arid, hot and barren environment, the inhabitants tend to be violent and dare to die. Referring to the various meanings and definitions of character mentioned above, as well as the factors that can influence character, character can be interpreted as a basic value that builds a person's personality, formed both due to heredity and environmental influences, which distinguishes him from other people, and is manifested in attitude and behavior in everyday life (Rukmini, Mustaji & Mariono, 2022).

Proposes two ways of interpretation, namely first, character as a set of conditions that have been given for granted, or have just existed, which are more or less forced on us (innate character or given character). Second,

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character as a level of strength through which an individual can master the condition. Character is a process that is willed (Erdem, 2021). This is confirmed by Berkowitz and Hoppe (2009) as follows Character as an individual's set of psychological characteristics that affect that person's ability and inclination to function morally. Simply put, the character is composed of those characteristics that lead the person to do the right thing or not to do the right thing the built character. Innate character is a hereditary character that characterizes his personality. While the fostered character is a character that develops through systematic coaching and education. An individual with good or superior character is someone whose character is a collection of individual psychological characteristics that influence a person's talents and tendencies to act in accordance with morality (Berkowitz & Hoppe, 2009).

There are several important characters in our lives, namely responsibility, honesty, respect for others, fairness, cooperation, tolerance, and others. For the Indonesian nation, which consists of multi-cultural and multi-religious people, the character of respecting others will be very important. The character of respecting others needs to be possessed as a basis for the behavior and attitude of the Indonesian people. Children will be able to develop an understanding of character, by studying and discussing these characters, observing the behavior of models that have positive characters and solving problems that have high moral and character content. When children try to learn to have the character of respecting others, children need to be able to have a model that clearly shows respect for others. Then also followed by training these characters in real activities (Lickona, 2004).

METHOD

This research is a research and development based on The Research & Development (R & D) cycle from Borg and Gall for the stages of information collecting data and the development stage of learning materials using) model development steps. Borg and Gall states Research and development is a process for developing and validating educational products. Research and Development (Borg & Gall, 2007) research and development approach. According to him to develop the learning product can be used model design system Dick and Carey.

In its development, (Borg & Gall, 2007) recommend developing learning products using Dick, Carey and Carey's instructional system design models. In the product development recommendation, Dick, Carey and Carey (2005) have 10 interconnected stages between the components and continuous, the stages are: (1) Identifying the Instructional objectives; (2) Instructional analysis can be performed in parallel in the third stage; (3) analysis of learners; (4) writing instructional objectives; (5) revising instructional; (6) develop assessment instruments; (7) development of instructional strategies; (8) developing and selecting instructional materials; (9) design and carry out formative evaluations; (10) design and construct summative evaluation.

FINDING AND DISCUSSION

Media Expert Trial Results

The results of a questionnaire that has been validated by media experts state that, character- based film development in early childhood shows that of all variables there is no revision, so it can be said that the media is suitable for use from a media standpoint. The media expert's final note is that there is a need for additional guidebooks for teacher guidance when explaining the opening of the revised video.

Material Expert Trial

Results The results of the questionnaire which were validated by learning materials experts also stated that, the development of character-based films in early childhood showed that of all variables there was no revision, so it can be said that the media is suitable for use in terms of learning materials. Included in material relevance to learning objectives, suitability for early childhood development stages, suitability for developmental achievements, suitability for developing indicators, suitability for learning, attractiveness of displaying pictures, attractiveness of sound displays, attractiveness in terms of image size, attractiveness to arouse curiosity know, attractiveness is appropriate for early childhood results of Individual

Group Trials The results

of individual group questionnaires showed that 95% of individual group members answered yes and 5% answered not so that it can be said that video media is suitable for use and continued in small group trials.

Small group trial results

Results of the small group questionnaire show that most of the 90% of the small group members answered yes and only a small 10% answered no. Results of the Large Group Trial The results of the large group questionnaire showed that most of the 96% of the large group members answered yes and only a small portion of 4% answered no. improvement in the teaching and learning process in the field of character according to the indicators in the Regulation of the Minister of National Education 58 concerning morals and religion.

Field Trial Results

At this stage of the field test, learning video products that have been validated are used in the early childhood learning process (TK-B). This field test was divided into two classes, namely the experimental class and the control class, the experimental class had 9 early childhood children and the control class had 10 early childhood children. After the experimental class and control class test results were obtained, the data were processed with SPSS 20 software and the following results were obtained it can be seen that the largest variance (square of the standard deviation) is 3.80 and the smallest variance is 2.75. To determine which T-test will be selected for hypothesis testing, it is necessary to first test the variances of the two samples to be homogeneous or not. Testing the homogeneity of variance uses the F count test with the following formula Largest Variant/Smallest Variant. F count formula (Sugiyono, 2013) To determine whether it is homogeneous or not, the value of F count needs to be compared with F Table. The results of the F count test show that the homogeneity of the variance is 1.38. with dk quantifier (Experimental Class) = (9- 1) and dk denominator (Control Class) = (10-1). Then dk quantifier = 8 and dk denominator = 9. With the specified error level = 5%, then F table = 3.23. From the results above, F count is 1.38. According to Sugiyono (2013) if F count is smaller than F Table then it is called homogeneous and vice versa. The results of F count above show that F count is smaller than F Table (1.38 < 3.23). According to Sugiyono (2013) conditions apply, if the price of F count is less than or equal to F Table ($F_h \leq F_t$), then H_0 is accepted, and H_a is rejected. If H_0 is accepted, it means that the variance is homogeneous. If the value of F count is greater or equal to F Table ($F_h > F_t$), then H_0 is rejected, and H_a is accepted. If H_0 is rejected, it means that the variance is not homogeneous.

It turns out that the value of F count is smaller than F table (1.38 < 3.23). Thus H_0 is accepted and H_a is rejected. This means that the variance is homogeneous. After it is known that the variance is homogeneous ($\sigma_1^2 = \sigma_2^2$) and the number of the sample experimental group and the control group is not the same ($n_1 \neq n_2$), then according to the guidelines in chapter 3 then for the t-test the pooled variance T- test formula will be used with the following formula $T \text{ count} = 0.75$. According to Sugiyono (2013) $dk = n_1 + n_2 - 2$. Means $dk = 9 + 10 - 2 = 17$. Based on these calculations, it turns out that T count is 0.75 and T Table is 17. In Sugiyono (2012) T Table for 17 two-way tests is 2,110. In testing the hypothesis that uses a two-party test, the provision applies, that if the calculated T value is in the area of acceptance of H_0 or lies between table prices, then H_0 is accepted, and H_a is rejected. Thus, if T count is smaller or equal to (\bar{y}) than the price of t table then H_0 is accepted. The calculated t price is an absolute price, so it cannot be seen (+) or (-) (Sugiyono, 2012). T count is smaller than T Table (0.75 > 2.110). Thus H_0 is rejected and H_a is accepted. There is a significant difference between the experimental class and the control class in that using character-based film media can improve children's abilities in the field of morals (character) in accordance with the indicators of the Indonesian Minister of National Education Regulation number 58.

CONCLUSION

Based on the problems, research, data and discussion that have been obtained, the product of character-based film media in early childhood can be concluded that the implementation of the use of Audio-Visual media in the form of character videos is very interesting for children and can support the ongoing learning process, so that character development which includes social and religious values according to the Indonesian Minister of National Education Regulation number 58 can increase.

SUGGESTION

Suggestions that can be conveyed in the development of learning media products are to improve children's abilities in teaching and learning activities. It is recommended that schools equip teaching aids and learning media that are more varied and innovative in accordance with competency standards. Using this character video media, the teacher needs to practice beforehand and prepare several supporting tools such as a laptop

or VCD player and if the room is large, speakers are needed. For other researchers who are willing to follow up on this research, it is recommended to conduct similar research to minimize the weaknesses of the learning tools that have been developed.

There were several limitations that were found in this study. These limitations possibly caused the different results drawn from the study. These limitations related to individual factors of the respondents, population of this study, and instruments used to measure the parents' involvement. For the individual factors, the respondents were only measured from their occupations and prior study without considering other backgrounds such as social standing (class and status) and others. For the population, the scope of population was too narrow, because it was only taken from preschools that located in certain municipality in East Java, Indonesia

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