Six years old elementary school student character enhancement through implementation of character building based on stop motion animation

Edwita¹, Desy Safitri², Sri Nuraini³, Taufik Rihatno⁴, Ajat Sudrajat⁴, Arita Marini⁶, Apri Wahyudi⁷
¹,²,³,⁴,⁶,⁷Universitas Negeri Jakarta, ⁵Universitas Terbuka

Abstract

This research was done using classroom action research aiming for enhancing student character through implementation of character building based on stop motion animation for 20 six years old students grade one at Guntur 09 public elementary school in Jakarta in Indonesia. This research involved two cycles in implementing character building based on stop motion animation related to character education in teaching learning process, school culture, extracurricular activities, and through community involvement. The result of study found that student character in cycle 1 and 2 arrived at 68.91 % and 82.88 %. The conclusion of this research is that implementation of character building based on stop motion animation can enhance student student character for 20 six years old students grade one at Guntur 09 public elementary school in Jakarta in Indonesia.

Keywords: character building; stop motion animation; school culture; extracurricular activities; community involvement

1. Introduction

Character building conducted to enhance a healthy moral character is done tended to improve students’ academic scores (Anggraini, 2016). Application of character building can develop students’ academic scores leading to shape a healthy moral character (Benninga, Berkowitz, Kuehn, & Smith, 2003). Student character can be improved trough activities carried out in teaching learning process (Marini, Maksum, Edwita, Satibi, & Kaban, 2019; Izfanna and Hisyam, 2012; Marini, Maksum, Satibi, Edwita, Yarmi, & Muda, 2019; Dwirahayu, 2011). Subject taught in the classroom was connected with the value and improving the daily life. Improving student character was conducted through changing curriculum, teaching and learning, evaluating, and habits of the teachers. The teachers gave their perception to plan and implement the character education behavior (Graff, C. E. 2012). The teachers were able to teach, demonstrate, and model the behaviors expected done by the students. Characters built in the classroom curricula were integrity, responsibility, and respect regarded the most significant values. Building student character was conducted through teaching learning process, school culture, extracurricular activities, and community involvement (Marini, MS, Maksum, Satibi, Yarmi, & Wahyudi, 2019; Oktarina, Widiyanto, and Soekardi, 2015). Student religious character was improved by implementing character building in religious school culture (Marini, Safitri, & Muda, 2018). However, most of the previous studies does not use computer assisted character building program.

2. Literature review

Theatrical activities making the students act in total and insert positive messages can build student positive characters (Anggraini, 2016). These activities stimulate the students to be familiar with the communities, more sensitive, and more sociable. Consequently, the students’ characters became stronger. There was positive association between character building and students’ achievement (Benninga, Berkowitz, Kuehn, & Smith, 2003). This study presented that school ensured clean and safe physical environment. In addition to this, good character building was encouraged by the parents and teachers modelling by giving quality opportunities for the students in contributing meaningful ways to the community. Character values integrated into preparation, core, and closing of teaching learning process stimulated character building in teaching learning process (Marini, Maksum, Edwita, Satibi, & Kaban, 2019; Izfanna and Hisyam, 2012; Marini, Maksum, Satibi, Edwita, Yarmi, & Muda, 2019; Dwirahayu, 2011). Character building integrated was not only in cognitive aspects, but also in social life. Character building can be done in teaching mathematics
integrated in the syllabus, design, lesson plan, and material of mathematics in order that the students have good characters such as critical thinking, talk less do more, hardworker, being confident, problem solvers, learn to communicate mathematically, and learn to reason mathematically. The teachers played a very important roles to improve student character so that they had to be models of good behavior (Graff, C. E. 2012). Integrating character values into schools was done by improving school climate and culture, teacher satisfaction, student learning outcomes, and positive behaviors. The purpose of doing character building was to make the students reflect morality and good values. This character building program was planned to positively influence the student behavior in schools. This study found that the student character was predicted by the student prudence. Development of student positive character was carried out in teaching learning process, school culture, extracurricular activities, and community involvement (Marini, MS, Maksum, Satibi, Yarmi, & Wahyudi, 2019; Oktarina, Widiyanto, and Soekardi, 2015). Integrating character values to the students through religious school culture by providing worship facilities, religious ceremonies and religious symbols influenced student religious character indicated by obedience in carrying out the teachings of one’s religions, the practice of religious tolerance towards others and living in harmony with other religions (Marini, Safitri, & Muda, 2018). However, these studies have not focused on using computer assisted character building program to be implemented.

3. Method

This classroom action research involved planning, acting, observing, and reflecting steps in the spiral model by Kemmis and McTaggart in order to enhance student character for 20 six years old students grade one at Guntur 09 public elementary school in Jakarta in Indonesia. In the planning step, lesson plan was formed associated with implementation of character building based on stop motion animation. In the acting step, implementation of character building based on stop motion animation in two cycles. In the observing step, student character due to implementation of implementation of character building based on stop motion animation were recorded. In the reflecting step, evaluation was made associated with the success of student character due to implementation of character building based on stop motion animation and this research was continued to the next cycle if the target of student character development determined 80 % attained. The cycles done in this research can be seen in Figure 1.

4. Results and Discussion

In the planning step, lesson plan of implementation of character building based on stop motion animation was formed. In the acting step, implementation of character building based on stop motion animation consisting of four themes involving character building in teaching learning process, school culture, extracurricular activities, and through community involvement was done. Animated film with theme 1 about character building in teaching learning process is related to the teacher maintaining student activity and creativity in teaching learning process and the teacher conducting two-way communication with the students. Animated film with theme 2 about character building in school culture is associated with nationalism school culture through the teacher motivating the students to participate in following the ceremony of national big day. Animated film with theme 3 about character building in extracurricular activities is related to the teacher motivating the students to actively participate in extracurricular activities and the teacher integrating character values in extracurricular activities. Animated film with theme 4 about character building through community involvement is associated with the community involvement to take care of securing the school and solve the problems associated with character education at school.

In observing step, student character caused by the implementation of character building based on stop motion animation was recorded. The student character was indicated by the student love of learning, the student perseverance, and the student prudence. The student love of learning was measured by activities of the students doing homework, doing assignments, and listening to the teacher explanation. The student perseverance was estimated by activities of the students finishing homework completely, being diligent to learn, and defending their argument in class debate. The student prudence was measured by activities of the students being happy to learn from other students, thinking thoroughly before doing something, and trying as much as possible to prove the truth of information.
In reflecting step, evaluation was made related to the success of student character development due to implementation of character building based on stop motion animation. In cycle 1 and 2, the student character connected with the student love of learning specifically for activities of the students doing homework, doing assignments, and listening to the teacher explanation reached 66.89 % and 81.23 %. In cycle 1 and 2, the student character describing the student perseverance specifically for activities of the students finishing homework completely, being diligent to learn, and defending their argument in class debate attained 70.12 % and 84.29 %. In cycle 1 and 2, the student character represented by the student prudence specifically for the students being happy to learn from other students, thinking thoroughly before doing something, and trying as much as possible to prove the truth of information arrived at 69.73 % and 83.11 %. In a whole, the student character in cycle 1 and 2 attained 68.91 % and 82.88 %. Due to the student character in cycle 2 has already achieved the target, so this research was stopped in cycle 2.

Conclusion

It can be concluded that implementation of character building based on stop motion animation consisting of four themes involving character building in teaching learning process, school culture, extracurricular activities, and through community involvement can develop student character involving the student love of learning, the student perseverance, and the student prudence for 20 six years old students grade one at Guntur 09 public elementary school in Jakarta in Indonesia.

Acknowledgements
Universitas Negeri Jakarta funded this research
References