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**THE EFFECTIVENESS OF LEARNING MEDIA TO IMPROVE
STUDENTS' CHARACTERS**

By

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ABSTRACT

Learning can be interpreted as an effort to manipulate environment in such a way that the learning activities occur for students. The task of educators is to provide various facilities and manage them, therefore, learning activities are actually created in a conducive way in the context of the learning process and outcomes. In learning activities, the questions that educators must ask themselves are not only the material that must be studied by students but also how to develop materials in the best way, hence, students can achieve the quality of learning goals.

In learning the role of media is essential and strategic. Media as any form that can be used as a learning resource that can stimulate the thoughts, feelings, attention, and willingness of students (learning citizens) as a result, to encourage a more effective and efficient teaching and learning process. In this context, it can be argued that the urgency of implementing learning media can affect the character and attitudes of students towards the learning process and outcomes.

This study is started from the problematic efforts on how to enhance the effectiveness of the application of learning media in order to improve the learning character of students. The research objective was to determine the objective conditions of the use of instructional media to improve the students' learning character, and to describe the effectiveness of learning media in improving the learning character of students. The research location is at the Patriotic Community Learning Activity Center (PKBM), Bube Baru Village, Bone Bolango Regency, Gorontalo Province. This type of qualitative descriptive research with a phenomenological

This type of qualitative descriptive research with a phenomenological approach. Sources or sample of this research data are educators, students and PKBM managers. Data were collected using observation, interview and documentation techniques. Data analysis techniques through data reduction, data presentation and drawing conclusions.

The findings of this research indicate that the application of learning media in learning activities at PKBM has not been fully effective in improving the quality of the process and learning outcomes of students. This condition also has an influence on the formation of the learning character of students. Another finding reveals that there is still a need to develop a good competence of qualified tutors and relatively adequate facilities at the level of implementation.

Keywords: Learning media, Character, PKBM

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1. INTRODUCTION

National education basically aims to educate the all citizens in a sustainable manner. Education is also the right of every citizen to be able to improve all their potentials. That is why through educational efforts, it is hoped that it will be able to ensure equal distribution of quality educational opportunities for every citizen. Efforts to increase access and quality education as describe in the national education mission are expected to be able to answer the challenges faced in the decline of rights and fulfill the need for quality education for every citizen.

One of the national education sub systems for serving educational activities outside the school system (formal) is the equality education service. Equivalency education is an inseparable part of the implementation of national education which is specifically intended to achieve this goal. The existence of equivalency education here is very important so that every citizen has the opportunity to improve quality and participate in human development.

Equivalency education in Indonesia faces an objective condition of specific problems and challenges that must be faced with regard to improving human quality and development. There is still small participation of population in education, especially for junior and senior high school education, due to various causes and problems faced, shows that equality education faces challenges to accommodate citizens who for various reasons still have not had the opportunity in education (Kementerian Pendidikan dan Kebudayaan, 2016 : 33).

One of the learning programs in equivalency education is the Package C program activity which is expected to make significant contribution and efforts to overcome problems, especially for community members who have not received adequate education and other social problems faced at this time. Through learning activities conducted by educators / tutors (with selected strategic facilities and learning media), it is hoped that it can improve the moral quality and behavior of students / learning citizens so that they have self-quality that can be relied upon to face the dynamics of change and increasingly complex national problems because almost in all aspects there are problems that need to be resolved.

Moral decadence has been rampant in the world of education, as a result, it has become a blurry portrait in the world of education. This can be seen from the rampant circulation of pornographic videos played by students, frequent fights between students, cheating on national exams, the number of drug cases around students, the rise number of motorbike robberies by students, acting out teenagers, school graduation party in bikinis, and various other negative roles. On the other hand, we also witness that the association in society has shifted from a

society that emphasizes social feelings to becoming asocial. This is due to the huge influences of foreign values that have entered Indonesian territory without going through the filtering process. This influence, if left unchecked, will certainly damage the common morals and morals of the younger generation, especially students / learners.

Seeing the above conditions, the question arises why education has not been able to change the behavior of the nation's citizens for the better, why honesty, commitment, persistence and hard work seem to be separated from the problem of education. Now, we are all asking again how the character of this nation is and what is the future of the Indonesian nation if the future generations do not have the strong character and identity as expected. Thus, it cannot be denied that character education today is increasingly important and urgent because of the various situations faced by the nation and state.

In fact, many people think that our nation is currently experiencing a sick condition that immediately requires fast handling and treatment through character building at all levels of education, both formal and non-formal. Character building efforts need to be carried out in a programmed, integrated and sustainable manner through the provision of various facilities that have a direct effect on the learning process and results of character building, especially the development of learning media. Learning media as a means of education that can be used as an intermediary in the learning process to enhance effectiveness and efficiency in achieving teaching goals. In this case, learning media are tools, methods and techniques used in order to achieve more effective communication and interaction between educators and students in the learning process in the classroom.

Based on the description above, the context of this research is problematically based on how efforts can be made to streamline the application of instructional media in order to improve the learning character of students. The problem of this research is to examine how the objective conditions of the use of instructional media in the package C equivalency education program, besides examining whether the effectiveness of learning media can improve the learning character of students.

The notion of media in the teaching and learning process tends to be defined as graphic, photographic, or electronic tools to capture, process, and reconstruct visual and verbal information. Other limitations have also been put forward by experts, some of which are as follows; The Association of Education and Communication Technology (AECT), which was adapted by Uno (2014: 121) provides a limitation on the media as all forms and channels used to convey messages or information. Aside from being a delivery system or introduction, media is often replaced by the word mediator.

Furthermore, Briggs, Schramm, and Miarso (as cited by Uno, 2014) said that media is any vehicle or physical device that can present messages and stimulate learners to learn. Schramm said the media is a technology that carries information or instructional messages. Miarso, also explained that media is anything that can be used to stimulate thoughts, feelings, attention and progress of learners, therefore, it can encourage the learning process in the learner. Uno (2014: 122) argues that the meaning of media in learning is all forms of communication tools that can be used to convey information from sources to students. The goal is to stimulate them to take part in learning activities. Besides being used to deliver learning as a whole, it can also be used to convey certain parts of learning activities, provide reinforcement and motivation.

In general, from the learning media formula, it can be said that the substances of the learning media are:

1. The form of the channel used to transmit messages, information or learning materials to message recipients or learners.

2. Various types of components in the learner's environment that can stimulate learners to learn.

3. As forms of physical tools that can present messages and stimulate learners to learn

4. As forms of communication that can stimulate learners to learn, both print and audio, visual and audio-visual (Hujair Sanaky, 2009: 4).

In another section, Hujair Sanaky (2009: 6-7) explains the use of learning media to stimulate students to learn by:

1. Presenting actual object and step object.

2. Making a duplication of the actual object.

3. Making abstract concepts into concrete concepts.

4. Giving a common perception.

5. Overcoming barriers of time, place, number and distance.

6. Representing information consistently, and

7. Providing a learning atmosphere that is not depressed, relaxed and attractive so that it can achieve learning goals.

Furthermore, character and character development refers to several studies, among others, as follows; Character is a form of character, behavior, and morals attached to a person's personality which is formed from the results of internalization which is used as a basis for

thinking and behaving so as to give rise to a distinctive feature of the individual (Compiler Team, 2008: 682). Individual character will develop well, if it gets the right reinforcement, namely in the form of education.

Character education is the creation of a school environment that helps students in the development of ethics, responsibility through models, and teaching good character through universal values (Berkowitz & Bier, 2005: 7). These character values should be instilled in students hence they are able to apply in their lives, in their families, schools, communities, and countries so that they can make a positive contribution to their environment. Character education has the aim of planting values in students and reforming the common life order that values more on individual freedom. In addition, character education aims to improve the quality of education implementation and outcomes in schools that lead to the achievement of character building and noble character of students as a whole, integrated, and balanced in accordance with graduate competency standards (Samani and Hariyanto, 2011: 42-43).

Character education has three main functions. First, it has function of forming and developing potential. Character education shapes and develops the potential of students to think well, have good hearts, and behave in accordance with the Pancasila philosophy. Second, it has function of repairing and strengthening. Character education improves and strengthens the role of the family, educational unit, community, and government to participate and be responsible in developing the potential of citizens and developing the nation towards an advanced, independent, and prosperous nation. Third, it has as the filter function. Character education sorts the culture of the nation itself and filters out the cultures of other nations that are not in accordance with the cultural values of the nation and the character of the nation with dignity (Zubaidi, 2011: 18).

Furthermore, related to the effort to realize the effective implementation of character education stated by Asmani (2012: 56-57), as the following principles:

1. Promote basic ethical values as the basis of character.
2. Identify characters comprehensively so that they include thoughts, feelings and behaviors.
3. Use a sharp, proactive and effective approach to building character.
4. Create a caring school community.
5. Provide opportunities for students to create good behavior.
6. Has coverage of a meaningful and challenging curriculum that respects all learners, builds their character and builds them for success.

7. Seek the growth of self-motivation in students.
8. Has function all school staff as a moral community with various responsibilities for character education that is loyal to the same basic values.
9. There is a broad division of moral leadership and support in building character education initiatives.
10. Has enabling families and community members as partners in building character. Evaluating the character of the school, the function of school staff as character teachers and the manifestation of positive characters in the lives of students.

The expected targets of learning media research activities for character building of students are (1) to describe the objective conditions of the use of learning media in the Package C equivalency education program, (2) to explain the effectiveness of the use of learning media to improve the character of students in the Package C equivalency education program. The study of learning media for character building of students is expected to provide benefits both theoretically and practically. Theoretically, this research is expected to contribute to the development of studies on effective and productive media for the quality of the process and learning outcomes. In addition, there is the development of character development studies supported by empirical data so that character building can actually be implemented in formal and non-formal education situations.

In practical terms, the benefits that can be obtained from this research include the stakeholders being able to obtain data and information for policy making related to the importance of programmed and sustainable character development. Educators / tutors can get contributions of ideas about strategies and efforts that must be taken immediately to build the character of students according to the norms, rules, and written regulations that can be accentuating through the learning process with the help of effective media, so as to create a learning atmosphere that is fun, exciting, educate and even enlighten. For other researchers, it can develop the substance of the focus of this study, therefore, the development of effective learning media for fostering the character of students into a study is often conducted continuously.

2. RESEARCH APPROACH AND METHOD

This research uses a qualitative type with a phenomenological research approach. Qualitative research seeks to describe in depth situation under study. Therefore, this research

approach does not aim to draw a generalization, but to produce a deep meaning of the phenomenon under study.

This research was conducted at the Patriotic Community Learning Activity Center (PKBM), Bube Baru Village, Bone Bolango Regency, Gorontalo Province. Research activities were conducted from February to July 2018. In this study, primary data were obtained by researchers from research data sources through observations, questionnaires and in-depth interviews with key informants, namely: Educators / Tutors, Participants Students / citizens learner as well as PKBM managers, while secondary data through searching various documents and other supporting information, at the research location.

The research focus uses a number of dimensions which are elaborated through relevant theories to be developed in identifying the use of learning media for character building, as follows:

1. The media content is based on the objectives of character learning
2. The learning media used are easy to operate in character building
3. Learning media are able to develop logical, critical, creative, and innovative thinking skills.
4. Media can increase motivation to learn, analyze and solve problems in everyday life.
5. Media display is able to depict descriptions of natural and social phenomena.
6. Media used to assist in understanding the rights and obligations of oneself and others in social interactions in society.
7. Media can help developing concepts with reality and demonstrating a confident attitude.
8. Media helps in carrying out learning practices correctly and responsibly.
9. Media can generate desire and interest in independent learning in accordance with the potential of students.
10. Media can provide a learning experience to communicate effectively and efficiently.

After the data were collected, it was analyzed using inductive techniques that take the following steps: data reduction, data display, and data verification (conclusion drawing / verification) (Bogdan and Biklen, 1998).

3. RESULTS AND DISCUSSION

In this section, the research findings cover 2 (two) aspects, namely a description of the objective conditions of the use of learning media in the Package C equivalency education

program, and the effectiveness of the use of learning media to improve the character of students in the Package C equivalency education program.

1. **Objective conditions of the use of instructional media in the equivalency education program Package C**

The Patriotic Community Learning Activity Center (PKBM) was established in October 2008. PKBM has operational permit Number 420 / DP-BB / PNF / 20/2008 dated October 6, 2008 from the Education and Culture Office of Bone Bolango Regency. The PKBM certificate of establishment was obtained on October 6, 2009 with Notary Lusiana Helingo, SH., MKn.

The establishment of the Patriotic PKBM is a form of public concern for the Outside School Education (PLS) activities, the formation of this PKBM was motivated by several factors as follows:

1. There are initiatives and roles of community leaders who want their citizens to advance, in the fields of education, economy and social.

2. There are elementary, junior and senior high school students who drop outs (DO) and even still have not accommodated in formal school services.

3. Public interest in attending education is quite high, because they want equality with other developed villages.

4. There are still poor people economically, and do not have jobs / production factors, so that most of them are still very dependent on assistance from other parties. This is very much influenced by the economic situation that is uncertain.

5. Community skills to empower themselves and utilize their environment for productive aspects are still lacking.

Furthermore, the vision, mission, objectives and learning service activities at PKBM Patriotic are stated as follows:

Vision: Creating smart, skilled, independent and moral societies through non-formal education.

Mission:

1. Providing services for non-formal education programs based on community needs.

2. Developing community life skills

3. Expanding learning opportunities for all life regardless their ages

4. Strengthening learning facilities for the teaching and learning process.

The objectives of the Patriotic PKBM are: (1) providing access and educational services to all levels of society, (2) exploring the potential of society to learn according to the development of Science, Technology and Arts (Ipteks) and Faith and Taqwa (Imtaq), (3) building public awareness of the potential they have for a better life, (4) forming a community business partnership network.

The Patriotic PKBM has conducted educational services including:

1. Early Childhood Education (PAUD), which consists of Playgroups (KB) and Kindergarten.
2. Basic and Advanced Functional Literacy Education
3. Equivalency Education (Packages A, B, and C)
4. Village Entrepreneurship Course (KWD) Sewing program

Learning activities in the equivalency education, package C are conducted according to the provisions that have been determined based on the applicable program and curriculum. So far, learning in PKBM has been carried out by educators / tutors who have been appointed by the manager of the package C learning program. These PKBM tutors have qualifications according to the requirements, namely bachelor of education (S1). These educators / tutors consist of tutors who are indeed appointed by the program manager and some of them come from high school, vocational high school teachers and even from other institutions that help manage programs and learning at this PKBM.

The learning process in each session follows the recommended learning scenario in equivalency education which includes 3 (three) stages, namely: exploration, elaboration and confirmation. First, exploration, at this stage the tutor provides an explanation of the basic competencies achieved in learning, explains an overview of the learning material accompanied by contextual examples according to the theme being learned. Second, elaboration is a stage where the educator / tutor, together with the students / learning citizens, develops interactions to deepen the material being learned with the aim that the material in question can be understood and understood well as meaningful knowledge for students / learning citizens. Further confirmation, it is the task of the educator / tutor to find out and obtain clear information, whether the material being learned can be mastered, understood as a competency that must be possessed by educators / learning citizens.

The learning materials used in the Packet C pursuit program are based on the KTSP curriculum. In addition, learning materials are supported by modules provided for students / learning citizens. The subjects taught in the Package C program include: Eeligious Education,

Civic Education, Indonesian Language and Literature, English, Mathematics, Social Sciences and Natural Sciences, Arts, Physical Education, Homemaking, Local Economics, Livelihood Skills / Local Content, Communication Information Technology and Ethics. A total number are 65 people all received learning modules. However, for the skills subject the manager has not provided a module, because the modules are very limited. According to the explanation of the package C equivalency program manager and tutor at PKBM Patriotic, most of them get life skills, where the interest in life skill in practice is adjusted to the interests and learning needs of each student / learning citizen.

Regarding the use of learning media of equivalent education Package C, from the description of the learning scenario above, the research findings from the data sources of educators / tutors, managers and students / learning citizens can be presented as follows:

1. Most of the educators / tutors have used learning media in each session by adjusting to the theme / subject matter being learned.

2. Supporting facilities for learning activities (learning media) used in the Package C learning process include: internet, computer / laptop, LCD, and other teaching materials (modules and textbooks).

3. Learning media used in learning include: non-projection learning media and projection learning media. For non-projection learning media, among others: books, modules, pictures, charts, cards and three-dimensional media that are made according to learning objectives, while projection media include: computers / laptops, internet, LCD.

4. Educators / Tutors use learning media are mostly influenced by the characteristics of students / learning citizens, attitudes and independence, responsibility, perceptions of the material and its relevance to everyday life.

5. There are a number of factors that educators / tutors need to pay attention to when utilizing learning media. These factors include, among others, the tutor's readiness to use / operate learning media, the condition of the media equipment and other supporting facilities (if using computer and internet facilities), learning characteristics / needs, the diversity of age and gender of students, and the conditions of the learning environment.

6. The use of learning media in the context of character building for students / learning citizens, in general, information from data sources explains that it can improve, among others: (a) the ability to think logically, critically, creatively, and innovatively, motivation to learn to analyze and solve problems in everyday life, (b) arouse the desire and interest in independent learning according to the potential of the students, and (c) provide a learning experience to communicate effectively and efficiently

7. Efforts to improve the quality of learning by utilizing media, among others (a) the need for improving tutors' competence in developing learning media, (b) The need to improve skills in utilizing and developing media through education and training specifically designed for that, (c) The need for policy support from leaders and / or managers, especially in relation to the provision of the media facilities needed and also the aspects of their maintenance.

8. The findings of this study also explain that the use of instructional media in the package C equivalency education program needs to be continuously improved both in terms of the quality of educators / tutors, the provision of media facilities needed, financial support, and policies that are in favor of improving the quality of learning processes and results.

Based on the description above, it can be argued that the instructional media in the package C equivalency education in PKBM Patriotic Desa Bube, Bonebolango Regency, have generally been utilized by educators / tutors in learning activities. The learning media used include non-projection learning media and projection learning media. Non-projection learning media include books, modules, pictures, charts, cards and three-dimensional media that are made according to learning objectives, while projection media include: computers / laptops, internet, LCD.

From the context of the study of the media urgency in learning, these findings indicate that there are efforts to continually improve the quality of the process and learning outcomes in a better and more productive direction. This means that there is a good commitment from educators / tutors with facilitation from the PKBM manager to always take advantage of the available learning facilities so that learning is actually conducted according to the stated objectives. Although from the dimensions of the application of the learning media, it is intended that it is not fully optimal and effective because it is still influenced by various factors at the level of development and implementation.

2. The effectiveness of the use of instructional media to improve the character of students in the package C equivalency education program

As stated in the previous description, this research examines the objective conditions of the use of learning media in the Package C equivalency education program, except that it examines the effectiveness of learning media in improving the learning character of students. To explain the effectiveness of instructional media, dimensions are used based on the analysis of relevant theories in order to obtain a formula with the results of the research described in 2 (two) aspects,

the effectiveness of learning media and its impact on character building of students. The two aspects are described as follows:

First: The effectiveness of learning media

1. The learning media used need to adjust to the content and learning objectives. This is important hence the role of the media as a learning tool can help students understand the learning material well.

2. In utilizing the media, it is important to note whether the media is easy to operate. The success of learning by means of media can be influenced by the operation of the media. Therefore, before the media is used, users must be skilled in using it.

3. The appearance of the media is a factor that also affects the success of learning. For this purpose, it should be made sure that the media is really in a condition ready for use.

4. The capability of the media can include the range of use, capacity and time weight of its use. The use of these aspects should be of concern to both the manager and the educator / tutor.

5. The practicality of the media is an influential thing in its use, therefore the practicality of the media used can be ascertained so as to ensure the success of the quality of learning.

Second: the positive impact of learning media in character building

From the information collected and analyzed through data sources from tutors, managers and confirmed to students / learning citizens, the use of media in learning Package C, in general, can have an effect on character building efforts. The aspects mean, among others, as follows:

1. Learning media can help developing logical, critical, creative, and innovative thinking skills.

2. Learning media can influence the learning motivation of students to analyze and solve problems in everyday life.

3. Learning media can help students understand the rights and obligations of themselves and others in social interactions.

4. Learning media can generate desire and interest in independent learning according to the potential of students.

5. Learning media can provide a learning experience to communicate effectively and efficiently.

Another thing shows that the context of the influence of learning media for character building is basically still in a relatively general dimension as described above, however the influence of learning media can be a consideration for the efforts that can be carried out by

educators/tutors in fostering the character of students/ learning citizens through the objective conditions of the learning process. For this purpose, educators / tutors need to have good competence in selecting, developing and implementing learning media. Educators / tutors must actively learn and be skilled in using and operating instructional media, especially learning to design media that are relevant for character building for students. No less important is the commitment of program managers and administrators to facilitate through policies and the provision of various learning media that are much needed in learning.

The finding of the importance of character building is in line with the formula put forward by experts, such as, Kusuma (2011: 5) explains that character education is learning that leads to strengthening and developing children's behavior as a whole based on a certain value referred to by the school to the environment. Gunawan (2011; 23) also states that character education is education to shape one's personality through character education, the results of which are visible in one's real actions, namely: good behavior, honesty, responsibility, respect for the rights of others, hard work and etc.

In the perspective of using learning media, what needs to be considered is that there are various important components available, including: curriculum, provision of text books, media/ learning tools, the learning approach used, as well as module devices, textbooks and educational media are very important as a reference in selecting learning messages and determining learning activities.

The use of media in learning can be said to be effective if there are benefits for both teachers and teachers, as stated by Hujair Sanaky (2009: 5). As for the benefits of learning media for teachers, namely: (1) Providing guidelines, directions to achieve goals, (2) Explaining the structure and sequence of teaching well, (3) Providing a systematic framework for teaching well, (4) Facilitating teacher control of the subject matter, (5) Helping accuracy and thorough in presenting subject matter, (6) Generating a teacher's self-confidence, and (7) Improving the quality of lessons. While the benefits of learning media for learners include: (1) Increasing learners' learning motivation, (2) Providing and increasing the variety choice of learning, (3) Providing structure learning subject and making it easier for learners to learn, (4) Providing core information, principal systematically to make it easier for learners to learn, (5) Stimulating learners to focus and analyze, (6) Creating learning conditions and situations without pressure, and (7) Learners can systematically understand the subject matter presented by teachers through learning media.

CONCLUSION

Based on the research objectives and findings, the following research conclusions can be stated:

1. Whereas the role of learning media in the package C equivalency education in PKBM Patriotic Bube Village, Bonebolango Regency, has generally been utilized by Educators / Tutors in learning activities. The learning media used include non-projection learning media and projection learning media. Non-projection learning media include books, modules, pictures, charts, cards and three-dimensional media that are made according to learning objectives, while projection media include: computers / laptops, internet, LCD. From the dimensions of the application of learning media, the use of this media is not yet fully optimal and effective because it is still influenced by various factors at the level of development and implementation.

2. The influence of learning media for character building is basically still in a relatively general dimension as research findings, however, the influence of learning media can be a consideration for the efforts that can be conducted by educators / tutors in fostering the character of students / learning citizens through conditions learning process objectives. For this purpose, educators / tutors need to have good competence in selecting, developing and implementing learning media. Educators/tutors must actively learn and be skilled in using and operating instructional media, especially learning to design media that are relevant for character building for students. No less important is the commitment of program managers and administrators to facilitate through policies and the provision of various learning media that are much needed in learning.

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