

Development of Traditional Songs of Java for Character Learning in Early Age Children in TK PGRI JANTI, KULON PROGO, Yogyakarta

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Abstract:- This study aims to develop video media that contains traditional songs that aim to improve character in early childhood. This Development Research was carried out in group B, TK PGRI JANTI, KULON PROGO, YOGYAKARTA. The type of research used is Development Research. Data collection techniques are done through observation and documentation, the instrument used is the observation sheet (check list).

The research uses theories from the Dick and Carey Development Research. An indicator of the success of this research is that the media that have been created can be used to improve the ability to understand character values. The conclusion obtained, that the development of this media can be used as character learning in early childhood.

Keywords:- Video, Traditional Song, Character.

I. INTRODUCTION

Based on the national development goals in Law No. 20 of 2003 concerning the National Education System in article 28 paragraph 1 "Early Childhood Education is held for children from birth up to six years and is not a prerequisite for basic education" and in Chapter I article 1 paragraph 14 that "Early Childhood Education is a coaching effort aimed at children from birth until the age of six carried out through the provision of educational stimuli to assist physical and spiritual growth and development so that children have readiness to enter further education, the Ministry of National Education (2004: 4).

Early Childhood Education is part of the achievement of national education goals, as stipulated in Law No. 2 of 1989 concerning the National Education System, which is to educate the nation's life and develop fully Indonesian people, who have faith and are devoted to God Almighty and virtuous, has knowledge and skills, physical and spiritual health, a steady and independent personality and has a sense of responsibility towards society and nationality, Sujiono (2011: 8).

According to Law No.23 of 2002 Article 9 Paragraph 1 concerning child protection. "Every child has the right to education and teaching in the context of his personal development and level of intelligence according to his interests and talents," Suyadi (2010: 9). The author sees the government currently being intensively in achieving these goals as evidenced by the development of curriculum, improvement of facilities and infrastructure as well as

improvement in educational teaching materials, especially in the development of educators and other educators.

Early childhood is a busy person. The period where they like to touch, feel, poke, dig, cry, shake, pull, push and climb. They are always curious and eager to follow their feelings. They are observant and imaginative in seeing patterns, and shapes, which adults may rarely pay attention to. Early childhood is also intense, sensitive, and very competent. When children are playing.

Therefore, education for young children must be done by playing so that they are not burdened by materials that may not be their time to receive them. By playing the children will not feel that they are learning. As Loris Malaguzzi did when World War II was over, he wanted to encourage children to play so that they would not be stressed, but in his game Loris Malaguzzi was giving information or lessons unnoticed by the child and did not make the child confused.

The success or failure of education mostly occurs during the learning process, this is where the educator functions as a messenger to function optimally in conveying information. Educators in carrying messages, it is also important to pay attention to the personality, values, and behavior of parents because this is very influential in shaping children's development, especially during the early years of early childhood, Pickhardt (1997). In the teaching-learning process an educator is expected to be able to convey information maximally and clearly. However, in certain fields, educators do not have the ability and adequate knowledge about the material. Then the media is needed to assist educators in conveying information that we commonly call learning media.

Learning media is one important component in the learning system. According to Pranata (2011: 22) learning media are all forms of material that contains material guidelines and methods that are printed, electronic and digital to help educators in carrying out teaching and learning activities, these materials can be used by students in learning each competency that must be under his control. This definition is in line with the opinion of Sofyan and Lif (2010: 159) which states that instructional media is a form of material that contains material or methods that can be used to assist educators in carrying out teaching and learning activities in the classroom.

According to the writer's observation during his time as a teacher in Surabaya, learning media that are currently widely used by educators are video or film media. Video has enormous potential to increase the effectiveness of a learning process. By using video media, learning will be more effective than other learning media because learning media in the form of videos can facilitate the teaching and learning process, especially on lessons that require direct examples.

The author sees that character education in schools (especially in one of the international schools where the author has taught and one of the national plus private schools that use English as a language of instruction everyday) only uses the theories of character learning contained in textbooks. Which is only taught, without any direct practice after the character lessons are given. This causes them to only know about various characters but no one has ever done it in their daily lives.

Nowadays there are more and more news about various kinds of character decline in this nation, starting from the leader to the people of any society, which causes many people to worry about the future of this nation. These events indicate that currently the character problem is happening to this nation. This is the initial idea for the writer in making the thesis title. The author hopes that through character education many people, especially educators, can produce a child who has a character and can produce a new generation that is better in various fields of life. Which later this early childhood can become a leader who has character.

The author sees the news today shows the quality of the younger generation, especially in early childhood in the social field is very lacking. According to Betuel (education practitioner) in the seminar on the impact of modern games at an early age on March 8, 2014 at the Bright Future Building Surabaya, stated that currently many children are lacking in interacting with others, even though they are in the same room, they prefer to stay focused on their gadget. Almost all of the games played by young children today are only played alone without communication with others and contain elements of violence, pornography and individualism.

Seeing this, the writer is interested in developing a way of character recognition or streaming by using songs that are accompanied by traditional games. The author also has a very large input from a community in West Java that focuses on the preservation of a traditional game called the Hong Community, on its website this community believes that singing traditional songs and playing traditional games in addition to getting benefits to teach characters can also bring children to get to know God and love others. Based on this, the writer is interested in developing a video media that contains traditional songs accompanied by traditional regional games to develop a child's character.

Muklas (2012) argues that national character education is not merely taught as a subject, but must be understood, familiarized, exemplified and sustained. Character education in general is the responsibility of all, both in the scope of the family, community, and nation. Schools are part of the community that has an important role in shaping the character of early childhood. Character education in schools can be implemented through the learning process and must be integrated in all games. All the values of these characters can be instilled through an educator and so that more leverage is needed in a media that will help teach about character.

Formation of character is one of the goals of national education, in article 1 of the 2003 Sidiknas Law states that among the objectives of national education is to develop the potential of students to have intelligence, personality and noble character, from there it can be concluded that education does not only form humans Indonesia is smart, but also has a personality and character, so that later generations of nations will be born that can grow and develop with character that reflects the noble values of the nation and religion.

Education that aims to give birth to intelligent people and strong characters, Martin Luther King (in Muchlas 2013) also said, namely intelligence plus character is the goal of true education (character intelligence is the ultimate goal of true education. The success of character education at this time will Determine the future of early childhood itself and the future of our nation, because in the next few years they will be the leaders in this country.

So that the future of this country is in the hands of early childhood now. Character education through songs accompanied by traditional games in early childhood is expected to be able to prepare them as human beings who have the character to be virtuous and noble people who have the vision and mission to build this nation better.

As the goal of national education in Law No. 20 of 2003 concerning the National Education System which says that the goal of national education is to "create human beings who believe and fear God Almighty, have noble, healthy, knowledgeable, capable, creative, independent, and become citizens democratic and responsible country".

In 2010 the Ministry of National Education launched 3 programs, namely character education, active learning, and entrepreneurship education and creative economy. Minister of National Education (Mendiknas) Mohammad Nuh at the National Education Day commemoration ceremony said that "Character education is very important for the nation. Now we see many law enforcers who are punished, public servants who actually ask to be served. All of that ends in character," he said, Sunday (2/5/2010) at the Ministry of National Education (Kemdiknas), Jakarta. This character building program is designated as a national program. Later the program will be carried out simultaneously by several ministries and state institutions. (Kompas, May 3, 2010).

Megawangi (2010: 717) added that there are nine pillars of character, which are important to instill in the formation of a child's personality. The various pillars of character are in line with local wisdom values that contain universal noble values, including: (1) love for God and the universe and its contents, (2) responsibility, discipline, and independence, (3) honesty, (4) respect and courtesy, (5) compassion, caring, and cooperation, (6) confidence, creative, hard work, and never give up, (7) justice and leadership, (8) kind and humble, (9) tolerance, peace, and unity.

According to Regulation of the Minister of National Education number 58 of 2009 concerning early childhood education standards, character values are found in the scope of moral and religious development, including: (1) getting to know the religion that is embraced, (2) getting used to worship, (3) understanding behavior noble (honest, helpful, polite, respectful, etc.), (4) distinguish good and bad behavior, (5) know the rituals and religious holidays, (6) respect the religion of others.

Hughes (1999) said that the character of early childhood will be well formed, if in the process of growth and development they get the means and space to express themselves freely. According to their interests and without coercion that is through play. There are five characteristics of play that are essential in relation to PAUD, namely: increasing motivation, free choice (alone without coercion), non-linear, pleasant and actively involved. If one of the criteria for play is not met properly, for example, educators dominate the class by setting an example and giving it to early childhood, the teaching and learning process is no longer through play. Teaching and learning processes like that make educators not sensitive to the level of difficulty experienced by each child at an early age.

Based on the description above it can be concluded that character education is very important to instill from an early age. So that character education can be delivered and even very appropriate if directly applied in daily life, the writer tries to develop a media to teach characters with traditional songs accompanied by traditional games that can later be used in teaching and learning.

This research focuses on efforts to develop learning media in the form of videos of traditional songs accompanied by traditional games to facilitate early childhood educators to carry out the process of learning about character. According to one of the great poets of Javanese culture named Raden Ngabehi Rangga Warsita or better known by the name Ronggowarsito in the mid-19th century, said that Javanese songs or also called Javanese songs are widely used by him to convey advice (advice) to other people.

The author concludes from the opinion above that in a Javanese song (song) contains a lot of useful advice for character formation. So the writer chose Javanese songs to convey character education which can later be directly applied in everyday life. This research focuses in an effort

to develop learning media in the form of videos that contain traditional songs in the song containing character learning making it easier for early childhood educators to carry out the process of learning about characters.

Character education through traditional songs accompanied by traditional games in early childhood is expected to be able to prepare them as human beings who have the character to be virtuous and noble people who have the vision and mission to build this nation better.

II. FORMULATION OF THE PROBLEM

Based on the above background, the formulation of the problem in this study are:

- How is the development of instructional media in the form of videos of traditional songs accompanied by traditional games for learning the value of characters in early childhood?
- Does the use of learning media in the form of videos of traditional songs accompanied by traditional games develop the character values of early childhood?

A. Development Objective

- This development research aims to produce learning media in the form of (1) video recordings and (2) books of traditional songs educator alloys accompanied by traditional games that are packaged in VCD (Video Compact Disk) format and have passed validation tests and user trials .
- This video media can be used to improve character learning for early childhood and can also be used to facilitate educators in conveying character learning to early childhood.

III. RESEARCH METHODS

This research is classified as development research because in its main goal is to produce a product that has been validated and tested. Development research according to Pranata (2009: 39) is a systematic effort to design a product, and to validate and test the product to produce a final product that meets the requirements for solving certain problems.

According to Sugiono (2010: 407) development research is a research method used to produce certain products and test the effectiveness of these products. The learning tool that will be developed by the writer is a character learning video media with traditional songs accompanied by traditional games that are equipped with a book that uses the way the video media is packaged in the form of an RKM and RKH.

While at a later stage will describe or describe about the variables that occur and the symptoms or conditions studied by Arikunto (2005: 310). This study aims to describe the effectiveness of the direct learning model using instructional video media that have been made.

Because this research is a product development (R & D), the data collected is analyzed with qualitative descriptive techniques which are then developed by a video medium for character learning. Research on the development of this character learning video media will use the R&D cycle stages of Dick and Carey contained in Borg and Gall (2003: 571).

The Dick and Carey model in Borg and Gall (2003: 570) is one of the procedural models, which is a model that suggests that the application of Instructional design principles be adjusted to the steps that must be taken in sequence. Dick and Carey stated that instructional design according to the system approach has several components that will be passed in the development and planning process.

➤ *Types of Data*

The type of data obtained from the content and material validation experts are quantitative and qualitative data. Quantitative data were obtained from the results of instruments given to the test subjects (media experts and material / content experts), while the qualitative data were in the form of suggestions for improvement. The types of data obtained from individual groups, small groups and large groups are quantitative data that will be calculated using the percentage formula.

➤ *Data Collection Instruments*

Data collection instruments in the development of this learning video consist of:

- Interview
- Questionnaire

IV. DEVELOPMENT RESULTS

This development refers to the research and development design of Dick and Carrey written in the book "Educational Research" by Borg and Gall (2007: 590). As explained in the previous chapter this development procedure includes 10 steps, namely:

A. *Identification of Purpose*

The initial phase of this research begins with analyzing the needs of the community regarding education character. The researcher identifies the problems and the reasons why the development of audio visual media is needed in character learning. The results of the questionnaire that had been distributed to 10 teachers and 10 parents of early childhoods stated that the majority stated that there had been a decline in character education at this time due to lack of inculcation of character. As many as 16 respondents cited the lack of character because there were obstacles in the implementation of character learning for early childhood.

As many as 11 respondents said that at present the school still uses question and answer media in conveying character learning. And 18 respondents stated that they

agreed if there was a media to show the character that was in accordance with the current curriculum. For this reason, writers need to develop learning media in the form of videos of traditional songs accompanied by traditional games as a medium for learning the value of characters in early childhood. The remaining 2 respondents agreed with a note that character learning is not only taught but must be exemplified.

B. *Perform Instructional Analysis*

The children's skills needed for this research are adjusted to the character values contained in the Regulation of the Minister of National Education number 58 of 2009 in the scope of moral and religious development, among others: (1) getting to know the religion of the religion, (2) getting used to worship, (3) understand noble behavior (honest, helpful, polite, respectful, etc.), (4) distinguish good and bad behavior, (5) recognize rituals and religious holidays, (6) respect the religion of others.

C. *Learner and Environmental Analysis*

The analysis is done by identifying the behavior and characteristics of children by observation and interviews. Early age children are drawn from class B play groups. After watching carefully and hearing the information seen from the educator, some characteristics include; The early age children have special needs or not, eat and drink alone, go to defecate alone or accompanied by the teacher, family social status, also asked whether they have seen video media to teach traditional characters or songs or not. All of the above characteristics have been fulfilled and a random sample between the control class and the experimental class is balanced. Then they are declared ready to be included in individual trials or small group trials or large group trials and field trials.

D. *Formulate Appearance Objectives*

The purpose of this research in general is to develop a media to improve or develop the character of children. Specifically, the purpose of this study is to apply a variety of good characters to children, especially as in the Minister of National Education Regulation number 58 of 2009 concerning early childhood education standards in the scope of moral and religious development, among others: (1). know the religion that is followed, (2). get used to worship, (3) understand noble behavior (honest, helpful, polite, respectful, etc.), (4) distinguish good and bad behavior, (5) know the rituals and religious holidays, (6) respect the religion of others.

E. *Development of Benchmark Reference Tests*

Based on the objectives written above, the next step is to develop parallel assessment points (benchmark reference tests) to measure early childhood abilities as predicted from the goals. The main emphasis is placed on character values according to Minister of National Education Regulation number 58 of 2009 in the scope of Morals and Religion. The tests are carried out according to the RKH attached to the appendix.

F. Development of Instructional Strategies

In this instructional strategy the researcher develops strategies to help early childhood achieve each goal b Iasa called the learning plan. The learning design used in the development of instructional media was formed in a Daily Activity Plan (RKH) that was made as many as 4 meetings. RKH is attached to the attachment section

G. Development or Choosing Instructional Materials

The design of this learning video product development was made after collecting the results of a questionnaire from early childhood educators and also parents of AUD about their needs in teaching character and also advice from experts, the writer will start making learning video material. Making this design through several stages of learning multimedia production, including the determination of ideas (general learning objectives), the determination of specific learning objectives, analysis of the characteristics of early childhood, making the content of the material (content outline), writing treatment (synopsis description of the material). In this section needed help from expert tests and material tests to produce concepts, materials, descriptions and storyboards that are good and true. After the design is approved by the expert test and material test, the writer enters the product development stage. After the writer gets input from various parties, a storyboard is created or the storyline of the character video will be made. This storyboard contains synopsis and scenarios (conversations) of the video to be made.

H. Designing and Conducting Formative Assessments

This study examines an audio visual media in the form of a learning video to be implemented as a learning medium for character values in early childhood that contains videos about characters accompanied by traditional songs. In testing the feasibility of this video, five stages are used, namely validation of experts (media experts and material experts), individual trials, small group trials, large group trials and field trials. The following are the results of the product trial:

➤ Media Expert Validation

Expert validation was carried out to test the feasibility of the media before this media was used to test individual groups, small groups and large groups. Data obtained from the results of expert validation in the form of qualitative data in the form of commentary and suggestions in which this data is in the form of a questionnaire with the choice "in accordance" and not "in accordance". The results of the Questionnaire from media experts showed that the learning media for early childhood in all its variables was not revised so that it could be said to be appropriate for use in terms of attractiveness, narrator, motivation, relevance, accuracy and technical quality. The validator shows that this character learning video can be used directly in character learning.

Before getting the approval value to use this media the writer must revise the product 2 times because there are some things that are not appropriate, especially in terms of clarity of character learning objectives in video media,

clarity of the delivery of character material, conformity with indicator development, suitability of learning material with learning needs, match between video and learning material. After the authors revise the product, the product is approved for trial.

➤ Material Expert Validation

Next is the validation carried out by the content expert in the AUD learning material. The validation results show that the content validator of the AUD learning material has agreed that most of the variables and indicators are appropriate so that it can be said that the media is suitable for use in terms of the content of the material.

Before getting the approval value to use this media, the writer must revise the product 1 time because there are some things that are not appropriate, especially in terms of video clarity about the characters being aired. After revising according to the validator's advice, the product is ready to be used for testing.

V. CLOSING

A. Conclusions

Based on the problems, research, data and discussion that have been obtained, the audio visual media product in the form of character videos accompanied by traditional songs as a medium for learning the value of characters in early childhood can be concluded:

- From the results of the study indicate that the character values listed in the Minister of National Education Regulation number 58 regarding the moral values of religion include: (1) getting to know the religion that is embraced, (2) getting used to worship, (3) understanding noble behavior (honest, helpful, polite, respectful, etc.), (4) distinguish good and bad behavior, (5) know the rituals and religious holidays, (6) respect the religion of others, can be conveyed by the teacher to students with good age.
- The implementation of the use of Audio-Visual media in the form of character videos is very meaningful for children and can support the ongoing learning process, so that the development of character which includes social and religious values according to Minister of National Education Regulation number 58 can be increased.

B. Suggestions

There are three suggestions that can be given in developing instructional media products the categories are:

- To improve children's abilities in teaching and learning activities, it is suggested that schools complete teaching aids and learning media that are more varied and innovative in accordance with competency standards.
- In using this character video media the teacher needs to practice first and prepare several supporting tools such as: laptop or VCD player and if a large room requires speakers
- For other researchers who are willing to follow up on this research, researchers provide suggestions for

developing character videos with traditional songs in languages other than Java. So that it can be used outside of Java.

- 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.

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