

Implementation of Honesty Character Education through Interactive Multimedia-based Learning in Elementary School

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Abstract

The education system in Indonesia in the 2013 curriculum has several aspects that are expected to be achieved by all students, namely cognitive aspects, affective aspects, namely attitudes and morals and psychomotor aspects, namely skills. The problem in the field is the existence of a moral crisis in the form of honesty, with technological advances, education should utilize technology in the digital era, in this case educators use interactive multimedia that is applied at the elementary school level. By using interactive multimedia in the form of *bamboozle* can train the character of honesty of students. In its implementation, educators make several questions to test cognitive abilities through this interactive multimedia. Educators assess the process of working intensely one by one students and also see the results, after the educator processes the results, then the educator confirms in the form of reflection. With the application of the character of honesty, the results obtained that students are able to apply honesty in solving problems through interactive multimedia.

Keywords: Honesty Character, Learning, Interactive Multimedia.

Introduction

Character education in this digital era is very important. Especially in the field of education, character should be more applicable through habits carried out by students at school. Elementary school is the basic level of school, where at this level students are very appropriate if taught a character education. In this discussion, the character education in question is honest character. Honest character itself certainly has a variety of indicators, including can be seen from the attitude of the students themselves. In learning, for example, when working on assignments from the teacher, students are required to complete according to previously agreed rules, such as for example working on problems independently / in groups. This means that when independent, it means that they apply their honest character by really completing their tasks independently, of course with

teacher supervision. Another case if the task is completed in a group, the honest application is that they really take part and think in completing the task.

This study discusses the application of honesty character through interactive multimedia-based learning. In its application, the teacher makes an interactive media as a means to test the cognitive competence of students coupled with testing the affective competence of students, in this case the teacher is more inclined to apply honesty in doing tasks personally. Learners are asked to open the application from the media that has been prepared previously and then give some rules to students and give students time to complete their respective tasks. Of course, in the process the teacher really supervises whether students work according to the agreed rules or not. Indirectly in this learning process the teacher tries to apply honest character education as a provision for students to live everyday.

Character Education Honesty Value

Education is one of the means to develop the talents and interests of skills and also the personality of students, through education it is hoped that students will be able to have a good personality as expected. education can be provided in formal and non-formal environments. Non-formal environments such as family and society are the starting point for education in children. The family and community environment as a primary source in shaping children's character is usually carried out by the family through language such as character honesty, responsibility, courage, respect and others. the problem that arises at the end of this is the decline of character honesty owned by students which causes various problems afterwards due to the lack of loss of character honesty from the soul of a student.

Djoko Santoso (in Amin, 2011:5) argues that character education can be interpreted as value education, character education, moral education, character education that aims to develop the ability of students to make decisions, both to maintain what is good and to realize and spread goodness into everyday life wholeheartedly. Internalization of character education values is intended to instill good noble values to students, a person and a group of people in the life of society, nation and state.

The selection of the value of honesty in this discussion is certainly related to the context of character building, the value of honesty is very important to become the character of the Indonesian nation today. Character education aims to strengthen and develop life values that are considered important and necessary so that they

become distinctive personalities/ownership as the values developed, correct behaviors that are not in accordance with the values developed by the school, and build harmonious connections with families and communities in playing the responsibility of character education together. Honest character will bring its own benefits to its owner because the individual will be in demand by others, both in the context of friendship, business, colleagues/work partners, and so on. This character is one of the main characters to make someone love the truth, whatever risks he will accept with the truth he does. Mustofa (1998: 108) explains that honesty or honesty means what is said.

A person is in accordance with their conscience. Honesty also means keeping promises or fulfilling abilities, both those that have been born in words and those that are still in the heart (intention). Meanwhile, (Prasetya et al.) (2011: 138) state that honesty or honest means that what a person says is in accordance with his conscience what he says is in accordance with the existing reality. Honesty also means that a person is clean in his heart from actions that are prohibited by religion and law. In line with that, Kesuma (2012:16) revealed that honesty is a character that we consider can bring this nation into a nation free from corruption, collusion, and nepotism. Honesty as a value is a person's decision to express in the form of feelings, words and actions that reality is not manipulated by lying or deceiving others for their own benefit.

Therefore, to maintain the character of honesty of students, SDI Al Ahzar 60 pekalongan combines a learning system that is already based on interactive multimedia with the character of honesty because by combining learning methods and habituation in it, it will be more effective and students will be more able to familiarize the character of honesty in their daily lives.

Interactive Multimedia

Multimedia comes from the words multi and media. Multi which means many. While media means a tool to deliver and display information. So multimedia is a combination of various media in the form of text, images, animation, graphics, video, sound and others that are packaged into digital files. With multimedia, information can be presented in a more interesting way Romiszowski also wrote that media is a tool to convey educators' messages to students. Thus, educators are able to convey teaching materials more clearly and more easily understood by students through media assistance (Kasihani, S. (2007). Atwi Suparman writes that the media is a tool used as a distributor of messages or information from the sender to the recipient of the message (Fathurrohman, P., & Sutikno, M. S. (2007).

Vaughan divides the types of multimedia into 3, namely:

a. Interactive multimedia

Interactive multimedia is media where the user can control the multimedia elements that will be displayed. So this interactive multimedia provides a variety of navigational freedoms for its users.

b. Hyperactive Multimedia

This multimedia can be said to have a lot of knowledge so that it can be directed by the user through the link.

c. Linear multimedia

Users of this type of multimedia are only spectators and connoisseurs of their products regarding what is presented from beginning to end (Binanto, I. (2010). Learning multimedia is equipped with control buttons that are free to operate with the menu desired by the user (Dwihartanti, M., & Gafur, A. (2015).

Media is a way or tool that aims to facilitate the delivery of information. In learning, media is a tool to facilitate the delivery of material in learning, none other than to help deliver material from educators to students (Abdullah, S. R. (2019). While multimedia itself is a combination of the word multi which means a lot and media, which is a tool for both visual, audio, and audio visual. Interactive multimedia itself is where a multimedia concept that users can organize as desired and is interactive, so in learning it is not only educators who are active and increasingly know themselves. Because the teaching objectives themselves will be achieved if students try actively to be able to achieve them (Zain, A., & Djarmarah, S. B. (2010). The application of interactive multimedia learning involves students to be active in it.

In English learning itself, there needs to be an emphasis not only on memorization but also with the concept of contextual learning where the learning connects directly with the real world. Learners are invited to observe the material presented with what is in their lives. So it is expected that learning by using this multimedia can make the learning process more meaningful. English learning here is not far from vocabulary learning because to understand a sentence in English, one must know the meaning of the word itself. By recognizing vocabulary, students will more easily understand sentences both in terms of reading and in questions.

Teachers as educators must also continue to hone their abilities to be able to know what is needed by their students, including in choosing what media they should use in a learning process. The use of interactive multimedia is one alternative that can be chosen by educators when delivering material. But of course the use of this media cannot be separated from the inhibiting and supporting factors in its implementation. In this day

and age, the use of digital media is needed because almost every field of life already uses sophisticated technology and the use of technology in education is a good breakthrough for achieving learning goals. One of the main learning media for interesting learning evaluations and can also overcome student boredom is by using game-based learning evaluations. Baamboozle is a digital learning tool that belongs to a type of edugames game that resembles a smart competition. Baamboozle includes a type of edugames game that resembles a smart competition, but takes place online and students do not need to create an account. The game is played by ringing a bell per group (Krisbiantoro, 2020).

Implementation of Honesty Character Education through Interactive Multimedia-based Learning in Elementary School

The implementation of character education in interactive multimedia-based learning is an effort made by teachers at Al Azhar 60 Pekalongan Islamic Elementary School. This is done as a form of strengthening honesty character education through PPK (Strengthening Character Education). The implementation of character education in the curriculum means that educators, in this case teachers, implement the main values of PPK into the learning process in each subject. Learning that integrates the main values of character is intended to foster and strengthen knowledge, instill awareness, and practice the main values of PPK (Kemdikbud, 2017: 27).

Based on this picture at Al Azhar Islamic School 60 Pekalongan, teachers in conducting lessons often use interactive multimedia-based media by bringing up the content of learning materials that support skills and habituation of honesty character. In the series of organizing the teaching and learning process in the classroom, teachers have a free opportunity to develop student character. Teachers can choose from their subjects or lesson themes to be implemented with the development of student character (Kemdikbud, 2017: 12).

The emergence of honest character value education content is characterized by students being accustomed to working on questions independently, if they find objects that do not belong to them they give them to the person concerned, and always speak honestly. Honest character value is part of the integrity character value included in strengthening character education (PPK). The character of integrity includes an honest attitude as a citizen, actively involved in social life, through consistency of actions and words based on truth. The sub-values of integrity include being responsible, exemplary, and respecting the dignity of individuals (especially people with disabilities).



Figure 1: learning process using Bamboozle application

Based on the findings above, it can be concluded that the implementation of honest character education can be done by teachers through interactive multimedia-based learning. One of them is the *bamboozle* application.

Methods

Research Design

This study uses a qualitative research approach, while the type of research method used is descriptive skinative analysis. Researchers analyzed interactive multimedia learning media to 5th grade students of SDI Al Azhar 60 Pekalongan this research was carried out on July 17 to July 22, 2023 which has an address on Jl. H.A Djunaid Banyurip Alit Pekalongan City, Central Java.

Participants

The subjects in this study were 5th grade students of SDI Al Azhar 60 Pekalongan, the data sources in this study were people as sources and documents as supporting data.

Research Procedure

The procedures or steps taken in this research, broadly speaking, are carried out through several stages which refer to the opinion of Moleong (2007: 126) explaining that "The stages of qualitative research present 3 stages, namely the pre-field stage, the field work stage, and the data analysis stage".

1. Pre-field Stage

Pre-field stage is an activity carried out by researchers before data collection. This stage begins with field exploration to determine the problem or focus of research. This stage in detail includes: preparing a field plan, choosing a research field, taking care of licensing, exploring and assessing the field, selecting and utilizing information, preparing research equipment, research ethics issues.

2. Fieldwork Stage

The fieldwork stage is a researcher activity carried out at the research site. At this stage of implementation, researchers collect data in accordance with the focus of the problem and research objectives. Data collection was carried out through observation, interviews, and documentation studies. Related to this data collection, researchers prepare the necessary things, namely interview sheets, photo cameras, and sound recording devices.

Data Collection Technique

Data collection techniques in this study were carried out using observation, interview and documentation techniques. Observations were made in class 5 by observing the learning process using interactive multimedia. Interviews were conducted with students who practiced learning using interactive multimedia. Interviews were also conducted with educators as subjects who directly assessed the interactive multimedia learning process. Documentation was conducted as visual evidence that the 5th grade students used interactive multimedia in the learning process.

Data Analysis Technique

Data analysis in this research was carried out since before entering the field, during the field, and after completing the field:

a. Data reduction

In this case, the researcher selects data that is relevant to the topic discussed and relevant to the research objectives, then summarizes the data from observations, interviews, and documentation related to the implementation of honesty character education through learning using the *Baamboozle* application at SD Islam Al Azhar 60 Pekalongan.

b. Presentation of data

After the data has been reduced, the next step is to present the data. In this study, the presentation of data is in the form of narrative text, meaning that researchers present data by describing or describing the data that has been reduced regarding the application of honesty character education through learning using the *Baamboozle* application at SD Islam Al Azhar 60 Pekalongan.

c. Conclusion and verification

The final step in analyzing data is drawing conclusions and verification. After the researchers presented the data, then the researchers summarized the data that had been presented by describing the application of the implementation of honesty character education through learning using the *Baamboozle application* at Al Azhar 60 Pekalongan Islamic Elementary School. In addition to making conclusions from the results of data presentation, researchers also verify or must be tested for the truth of the meanings that arise from the data obtained.

Results and Discussion

Based on the results of research related to the implementation of honesty character education through interactive multimedia-based learning, it can be seen that there is a change in character by students that by learning through bamboozle media they can hone their cognitive abilities in the form of knowledge of material that has been conveyed and train honest character in the process of working. In this case the teacher acts as a motivator and facilitator who prepares interactive multimedia and oversees the process so that the teacher is able to know the honesty of students in completing their assignments.

In its application, the teacher prepares learning tools before conducting a lesson. In the learning process, the teacher carries out several procedural activities, namely the first teacher conducts introductory activities which contain prayers together, provides stimulus and enthusiasm and asks students to place themselves on the media that has been prepared in this case the teacher helps prepare them. The second teacher conducts core activities where this activity is the core of learning, the teacher asks students to open the bamboozle application

which already contains several questions in the form of material. The teacher gives directions and tells the rules that students must obey while answering questions, including not being noisy in working, not chatting with each other and not giving answers to each other. The third teacher conducts closing activities, namely providing reflection and feedback to students regarding the activities they have carried out in the core activities. not to forget the teacher also gives appreciation to all students for being able to complete tasks with agreed rules. at the end of learning the teacher provides motivation to apply what they already know in everyday life. at the end of learning the teacher says thank you and closing greetings.

Conclusion

Interagitive multimedia-based learning media, namely bamboozle, is suitable for grade V elementary school as a tool for honesty character education, by using this interagitive multimedia-based bamboozle, students are expected to be able to learn honestly by answering according to their abilities and teachers are expected to be able to assess honesty by looking at the learning process. this baamboozle application can provide new experiences as honesty character education for students in elementary school.

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