Development of Character Education Movie and Effectiveness Level in Going Entrepreneurship Behavior of Primary School Students

by Ninik Sudarwati

Development of Character Education Movie and Effectiveness Level in Growing Entrepreneurship Behavior of Primary School Students

Ninik Sudarwati

STKIP PGRI Jombang, District Jombang, East Java, Indonesia

Abstract: Problem of growing character education in the primary school needs more time and energy. The purpose of this study is to develop character education movie as media for growing student's character pleasurably. This research method and this development by the principal steps: to dig up students and teacher data about cinema movies media that are wanted to grow entrepreneurship character, arrange product, do try out. The finding shows that 60% students like the movie and try to adapt good behavior such as discipline, responsibility, care about environment, thrift and 80% aware the bad effect of bad behavior. The finding of hypothesis test shows that there is enhancement score of attitude after doing try out of learning social science subject by using character education movie.

Key words: Movie, students, primary school, media, character, hypothesis

INTRODUCTION

Character education movie is an audiovisual learning media in the class contained a cinema by main role primary school students who has behavior such as discipline, thrift and care about cleanliness to grow entrepreneurship character. This media can help the teacher of primary school in forming learning attitude activities such as care, thrift life, discipline, unpretentious life and obey the school rule. Those media can help the teacher-limited time in growing entrepreneurship character, since, early. The over plus of the media: media is form of Compact Disc (CD) which practical and effective because can play every time, duration time of the movie only 30 min that is not bored for students. That is based on by Ampa (2015), research one of factor that can influence learning success is using learning media, the output of statistic analyzing of post-test from experiment group and control group has significant differences by concluding interactive multimedia as learning material that effective in learning process for listening skill. According to Arroio (2010), the fact that acquired is audience (students) can interact by character and many emotion and behavior the main actor in the movie that appear in the audiovisual setting. Movie draws audiovisual language potential, scientific has general characteristic that used as media teaching science in movie discourse. Audiences (students) can learn information value and science in movie discourse. Those all happen because of integration between individual reality and their environment. Audiovisual language as variable that determine the effectiveness of movie that

useful for enhance teaching and learning science. The research finding by Kirkorian *at al.* (2008) said that media and teaching for early child is active user of electronic media that easy to understand, easy to follow which has multidimensional audiovisual character. In addition, explained that using electronic media in the school has function to transfer learn about information from audiovisual based on the purposes of reality life, clarify and deepen of learning material by showing movie that closer in reality and repeating something. Learning media is one of component that must be fulled in learning process in the class for developing understanding and mastering concept and theory toward learning process in the class. Using learning media based on the learning material that will be taught in the class become variation and based on using implementation of learning method.

The research finding by Phuangnak *et al.* (2013) explain that student's achievement is higher after learning by using DVD movie than before. Explained more that largely, nursing students report that DVD movie can interestingly inspire in the culture and local wisdom subject among the students because modern style of movie appropriate for students. Movie has activity in every action, caused students become think and analyze skillfully.

Common problem in learning process, according to Zebua *et al.* (2015) in the learning condition that use teacher center as learning source and learning method, it is proved produce alumnus who less independent. Those problems also happen in the learning process in

Indonesia, its are about learning process still teacher center as learning sources, less competence and limited learning media that use learning technology. In the fact, schools in the small country still has limited learning technology and less learning media that has audiovisual technology in helping teacher to form students attitude productively, creatively, co-working, care about environment, etc., those behavior is a part of entrepreneurship mentality (Zimmerer and Scarborough, 2008) stated that entrepreneurship mentality is the result orientation, creativity and innovative, achievement and leadership.

The finding of pre-elementary study about audiovisual media for growing characteristic of entrepreneurship character that 70% primary school in distric Jombang, Indonesia stated still very limited of character education movie that can grow entrepreneurship character they stated that 80% majority of movie for child is entertainment movie and less in engraft entrepreneurship character.

This research presents development of character education movie as one of media audiovisual 3 dimension that closer in reality. Those media useful as learning media for growing good behavior, care about environment, creativity, discipline, etc.

Research problem: Development of character education movie for students in the primary school in implementing social science subject is. Evaluation of the effectiveness of character education movie by comparing the finding of differences between entrepreneurship behavior before and after learning social science by using character education movie is.

Hypothesis:
- H_o: there is no differences entrepreneurship behavior before and after learning social science subject by using character education movie media
- H_a: there is differences entrepreneurship behavior before and after learning social science subject by using character education movie media

MATERIALS AND METHDOS

This research used research approach and development, according to Borg and Gall (1989) development of learning technology as learning source and useful to develop the efficiency and effectiveness of learning by the purpose for solving learning problem. The steps of developing research is as follow: digging up the potential and problem, collecting data, arranging design, validating design, trying out product, revising product and ready to use.

The steps of developing research: Dig up potential and problem of primary school teacher and students about behavior and entrepreneurship characteristic, namely: learning sources potential, the quality of learning interest potential of elementary students, optimist primary school teacher potential in learning, students behavior obstacle in learning in the school, the expectation of primary school teacher and primary school students about the expectation of media. Collect the data and clarify criteria of movie cinema media that expected. Arrange design of character education movie based on the teacher and students expectation. Do validations test to validator of movie design and multimedia expert by movie and drama lecturer of STKIP PGRI Distric Jombang he is M. Si. Saifudin in addition S.T. Romadhon an instructor of multimedia in association training work of region government in district Jombang by doing interview about the weakness of product. Do limited try out in a primary school. Research role as observer toward primary school teacher model of implanting behavior in next primary school students are given opportunity in giving comment and correction suggestion about that movie media.

Do revision based on the suggestion from teachers and students of primary school. Testing try out toward another school in primary school in district Jombang is to observe the differences between attitude and entrepreneurship character of students. Do the last revision.

Measurement of effectiveness level in development research: The product effectiveness is in implementing try out by using experiment test. These research variables are variable (X_1) is entrepreneurship character before learning social science subject; variable (X_2) is entrepreneurship character after learning social science subject. The indicators of entrepreneurship character are: creative, discipline, leadership, hard-working, responsibility and care about environment. Method of collecting data that researcher used in this research.

Researcher plays role as observer that observe in near and directly about differences between entrepreneurship behavior before and after learning social science subject. Researcher give questionnaires contained 10 questions test to participants for getting data about entrepreneurship behavior before and after learning social science subject by using character education movie.

Measurement of entrepreneurship behavior is using Likert scale. It is each answer given score based on the certain type. This 4 types are entered to five some answers alternative, namely: answer A by score = 4; answer B by score = 3; answer C by score = 2 and answer

D by score = 1. The description of score above show answer alternative from participants, score 4 is excellent by describing quite agree, score 3 is agree, score 2 does not agree and score 1 is quite does not agree. Analyzing data technique is using mean differences testing by t-test technique two big sample that related to each other. Equation 1 is as follow:

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}} \qquad (1)$$

Where:

SE_{M1-M2} = Standard Error differences of Mean between sample 1 and 2

$M_1 - M_2$ = Differences between before variable (X_1) and Mean after variable (X_2)

Analyzing data is using SPSS Version 20 Program. Dig up positive reaction and student's research of character education movie by analyzing percent of positive reaction of character education movie more than 50% students mean that, it shows there is an interesting of entrepreneurship behavior and character, continued by interviewing intensively of students behavior to enhance student's learning achievement.

Time and place:
- Research time is done in January until April 2014
- Place of limited try out is done by student's of Pulo Lor 2 primary school in Distric Jombang

Participants of try out:
- Participants of try out are 20 students of the six grade of Pulo lor 2 primary school in district Jombang and 20 students of the six grade of Jabon 2 primary school in district Jombang
- Participants role as try out participants in learning use character education movie media

Kinds of data are:

Qualitative data: It is describing of using media during learning in the school, describing obstacle of using media during learning in the school, describing support of using media during learning in the school, describing revision suggestions of movie media and describing revision suggestions of media design of character education movie.

Quantitative data: It is assessing product in percent, comment and recommendation of product revision in percent.

RESULTS AND DISCUSSION

The finding of development research was done by following steps of dig up potential and problems about student's answer of primary school from 40 participants of primary school by giving questionnaires randomly and incidental and 8 teachers of primary school in district Jombang.

Potential of behavior during learning in the school from primary school students: 40% had enthusiasm learning in the class, 20% had caring about environment and cleanliness in the class, 10% there were co-working among the students, 10% had innovation skill in creativity skill, 30% there were discussion skill in solving the problem, 10% had challenge in business of students creativity promotion.

Potential of learning of primary school teachers skill: 70% primary school teachers teaching subject material energetically, 50% primary school teachers always add subject material information, 50% primary school teachers applying varieties method such as speech method to teach theory, answer-question method to enhance mastery subject material, group discussion method to create co-working, role-playing method to exercise, project method in arranging creation, presentation method to display primary school students creativity product.

Potential of learning sources in the primary school: 80% teacher used learning media in the class such as book of subject and student's exercise paper (LKS), 50% teacher used learning media in the surrounding environment of the school, 30% teacher used technology learning media such as internet, laptop, LCD and power point, 90% teacher did not use movie media in forming students behavior.

Students obstacle during learning in the school: 45% students had economy parents background is less by limited learning media, 60% student's parents devolved learning in the school 40% students learning had been harm by influencing over playing game, it can caused less interested in homework that given from the school.

Teacher obstacle during learning in the school: 70% primary school teachers said it was limited time for forming entrepreneurship behavior, 55% primary school teachers said need more time in giving behavior and mentality entrepreneurship character counseling because students character is heterogenetic. The 50% primary school teachers said limited electronic media that used to support learning process, 60% teachers said limited learning sources achievable based on students interest and skill of primary school students.

The expectation of primary school students about electronic media in the school, namely: 70% primary school students need media that implementing easily in everyday activities, 70% primary school students need media based on technology development 50% primary school students need media that used every time based on requirement, 70% primary school students need pleasurably movie media and based on reality and 60% primary school students need simply, clear, concise and brief media.

The expectation of teacher about electronic media in the school, namely: 60% primary school teachers need simply electronic media, easy to be learnt and pleasurably, 70% primary school teachers need cinema movie media that grow good behavior of students and enthusiasm in learning, 40% teachers need electronic media that support understanding of the student's social science subject.

Second steps, collecting data by classifying data, gotten information, namely: students potential 40% students has enthusiasm in learning and 10% students try to be innovative in creativity; potential of 50 teachers teach subject material maximally and 50% teachers had taught by variation method among speech method, discussion and practice; 80% potential of learning sources from book and student's exercise study (LKS) and 50% learning source from surrounding environment; obstacle of students 45%, it is background of less economy family therefore the learning media of the students is limited and 60% student's parents devolve students learning in the school; obstacle of 70% teachers said limited time for forming entrepreneurship character and 55% teachers need more time in giving behavior and attitude counseling that creative because students had heterogenic background; obstacle of 70% students expected ICT simply media based on reality; obstacle of 70% teacher expected entrepreneurship character movie media they are pleasurably children cinema for creating enthusiasm of students. Generally, primary school teachers and primary school students need pleasurably movie cinema media and can create enthusiasm for students in primary school (Fig. 1).

Third steps is arranging movie design from movie scenario design and movie content. Movie design, include introduction of actor and actress movie plot, begin from go to school, children delinquency problem and the effect of it, the positive effect of students that diligent in learning, thrift (Fig. 2-9) care about environment, for the example student's parents that thrift, movie scenario they are: the beginning of the activity begin by ceremony in the morning, the teacher give
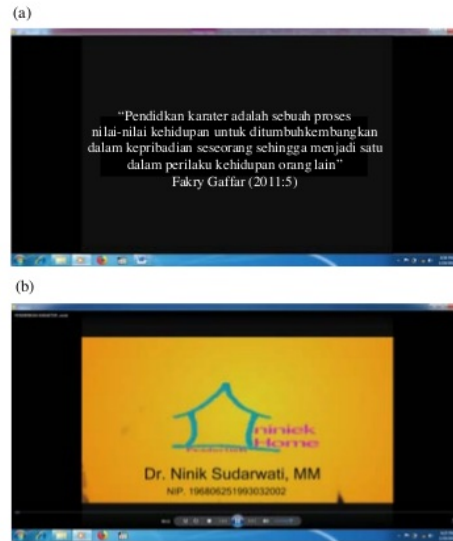

Fig. 1: a, b) Opening of the movie

Fig. 2: a, b) The attitude of a decent child and respect for parents

guidance good behavior for the primary school students, next day the children go to school by good behavior to the parents, thrift, like saving a money, discipline, keep clean the school and show the other students that naughty, lazy, lavish, like buying snack do not care about cleanliness and the effect is when the examination day they cannot do the test. Another activities are there are association of the parents in the village, one of the parents that show the thrift not arrogant and there are

(a)

(b)

Fig. 3: a, b) Disciplined student's attitudes following the flag ceremony every monday

(a)

(b)

Fig. 4: a, b) The attitude of the pupil and familiar with the teacher

(a)

(b)

Fig. 5: a, b) Student's attitudes care about the cleanliness of the school environment

Fig. 6: a, b) Lazy child behavior

parents that has character that show off their wealth, arrogant and actually they have problems to another person.

Fourth steps, did validation test to validator movie design and multimedia expert said there were the finding of validation assessment: design of plot was systematically from the beginning was introductory activity, explaining activity and closing; lighting of the movie have been expediently look and clear from the onlooker movie sound have been appropriate and bare also did not cause differences meaning; expression of actor and actress have been agree with character that

showed; duration of the movie was 20 min it is include short movie; issue that taken in the movie has been show character education for the primary school students. Generally, movie media cooking cake has been suitable to do try out as behavior media during learning in the school.

Fifth steps, activity of limited try out by playing character education movie toward 20 student's Pulo Lor Primary school in district Jombang and 20 student's Jabon 2 primary school in district district Jombang, they are social science subject. Researcher observed students behavior during watched the movie and guided by the teacher. Activity of playing movie.

First meeting, begun from teacher's Primary school explained the objective of playing movie. Teacher's primary school conveyed the children good behavior and the positive effect of it. Next, giving group exercise it was writing a list of good behavior toward family, school and

getting achievement. Teacher's primary school played the character education movie. Second meeting, teacher's primary school explained the objective of the learning. It was finding out the creativity in seeking good behavior for primary school students. Teacher's primary school gave opportunity to the each students group to present some positive behavior for students and gave the command about actor behavior from the movie that had watched.

Fig. 7: a, b) Student's attitudes studied in the library diligently

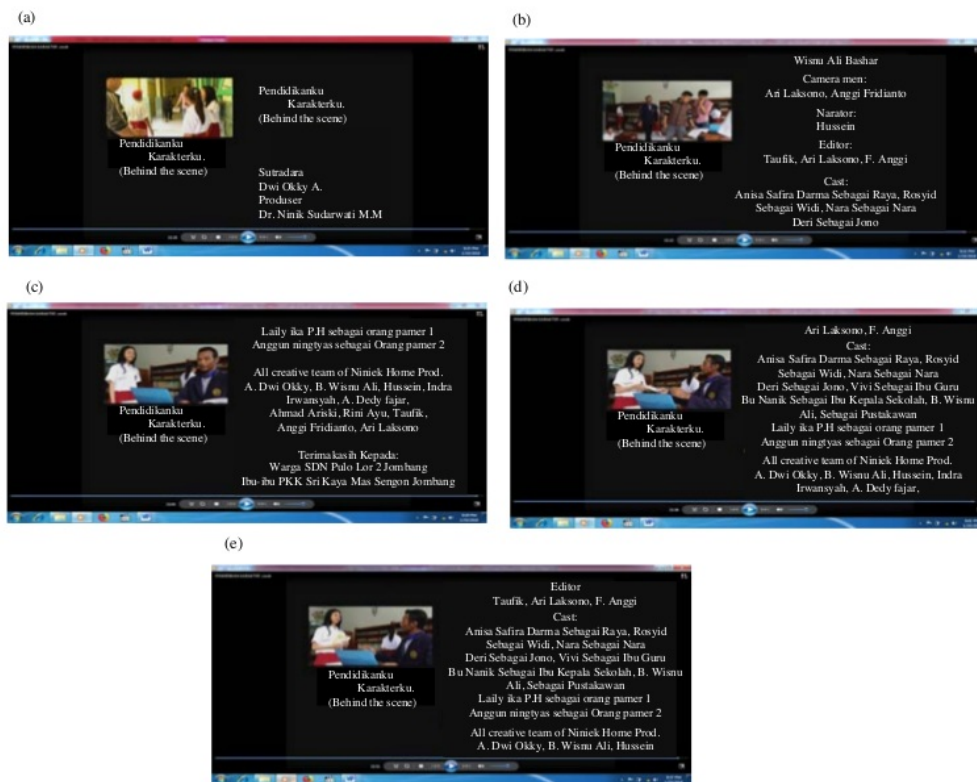Fig. 8: Dialog between simple living parents

Fig. 9: a-e) Closing the movie by displaying the name of the factors and actresses, directors, producers and when thanks to all parties involved

Table 1: Paired samples statistics

Samples	Mean	N	SD	SE mean
Pair 1				
Pre-test	30.2500	40	1.27601	0.20176
Post-test	39.3000	40	4.71876	0.74610

Table 2: Paired samples test

	Paired differences			95% CI of the difference				
Samples (Pair 1)	Mean	SD	SE mean	Lower	Upper	t-value	df	Sig. (2-tailed)
Pre-test = post-test	-9.05000	4.89872	0.77456	-10.61669	-7.48331	-11.684	39	0.000

Last meeting, teacher's primary school gave recommendation from many students opinion. Teacher and students as together made a conclusion about good behavior of primary school students. After finishing the learning, primary school students were given opportunity to give command and recommendation about character education movie. The finding of analyzing t-test (Table 1) two pair sample is analyzed by using SPSS 20 Windows. It was using paired sample t-test method as completely can be seen in Table 2.

The finding of analyzing was third output was paired sample test table. Differences scale of pre-test mean and post-test was -9.05 (30.25-39.30). Standard deviation was 4.89872 and t-test value -11.684, probabilities or sig. value (2-tailed) 0.000<0.05 thus can be concluded that ho was rejected and ha was accepted or there were "differences of entrepreneurship character toward primary school students between before and after learning social science by using character education movie media".

In the below were commands and recommendations of movie design from primary school students. They were: 70% students gave interesting command about appearances of the actor that enough cheerful has self-confidence, can convince the onlooker, interesting communication, enjoy and awaken enthusiasm to watch has bad language, movie sketch was enough clear there was giving variation music, duration of the movie was 20 min, it was not bored. The 60% students like the main actor that diligent in the learning, thrift and care about cleanliness. It's were necessary to be followed in everyday life. The 60% students said did not like main actor that has bad behavior and did not want to follow it. The 80% students aware the bad effect of someone who has good behavior. In the below were commands and recommendation of the 2 headmaster and 12 teachers, they were.

The issue that is taken from the movie. It had been appropriate with the reality problem. That movie had displayed issue that appropriate with age of students naughtiness in the school and displayed solution of the problem it had drawn as character education. Duration of

the movie was 20 min it was not bored, clear sound, language style and the expression of the actors were clear and interesting. The benefit of learning using learning media, 70% primary school students said that extremely like main actor behavior that diligent in learning, care about environment, thrift and discipline. The 80% students aware the bad effect toward students who has bad behavior. Generally, the finding of the interview show that effectiveness of the movie media was 75%, student's commands about the effect of the students who have good behavior and 70% teacher's command said that it had been expediency and it can be as media education karate in the primary school.

Sixth steps, revision of the product was based on the commands and recommendation of the primary school students include: movie title is given the music and in the interval of the beginning was given music in order that show cheerful, movie title must be larger, bright color and contrast. Legality of the product had processed, registration of right reserved during 11 months from the registration until come out the certificate of right reserved: 072738/HKI 2-01-000002473. Seventh steps, publication, development product had publicized in Youtube by the title: character education for primary school children by Ninik Sudarwati" and had been used as character education media in learning process in the primary school. In addition, it had been publicized in some another primary school in district Jombang. Those all were general steps of development character education movie media in the primary school and had been tested the evidence of character education media in learning process in the primary school.

The finding of digging of the data about potential and learning problems in the school are identified from external factor (include the way of primary school teachers teaching, material quality, material quantity that given in the learning, interaction method between teacher and students, technology learning media, forming of learning situation, school system and forming behavior). It is based on Likoko *et al.* (2013) said that teacher quality is very important in convince skill value, knowledge and

attitude. Internal factor (include fight primary school students of their self in developing skill, character skill that belong to the students, inelegancy and creativity of primary school students), those all was agree with the research finding that had done by Zebua *et al.* (2015) said that found 2 factors that influence effectiveness of learning process they are external factor (include primary school teachers skill in teaching in the learning process, interaction method, media, technology, learning situation and system) and internal factor (include enthusiasm of the students). In addition, they found problems, it was behavior of students during learning in the school was not enough interesting because method that used by primary school teachers never manifestly, low learning motivation, that signed by students are faster fell bore, difficult to concentrate, less co-working among the students, students follow the learning process in the class passively, more over in the students achievement were low. Generally, learning effectiveness is established by external and internal factor. Using of precise learning media and technology media was one of the external factor that establish the successful of growing students character that more reality in the school.

The finding of t-test statistic in significance level 0.05 show that there is differences mean score before and after learning social science by using character education movie media, those all also show that there is enhancement mean score after implementing learning by using character education movie media. Those all agree with the research by Ode (2014) said that using audiovisual resources has significant effect toward teaching and learning in the intermediate school. In addition, also explained from 120 participants said that 100% agree that audiovisual resources stimulate teaching learning process and give the basic experience logically, 70% participants said that audiovisual give the solution in education problems, 73% participants supply real information sources in teaching learning process.

The finding of interviewing primary school students about technology of character movie media that is expected include: form of media is clear audiovisual, pleasurably not boring, closer with realistic. Audiovisual media is used in learning process; it is agree with research finding of Ashaver and Igyuve (2013) said that using sufficient audiovisual is needed by teachers and students of primary school in the learning process and need supply in the primary school from quality and quantity media side. The purpose of using audiovisual media in the learning process according to Meenakshi (2013) explained that the purposes of using Information Communication Technology (ICT) in the education include: to enhance many education serving and learning method, to promote

the same opportunity in getting information, introduce technology, civilizing of using education media openly and enhance learning skill. Furthermore, also stated that using media audiovisual as ICT in education is more effective. In learning process using varieties media such as using internet and using another electronic media. The research finding of Tabor and Minch (2013) stated that education of Information Technology (IT) help demonstrate implementation of value in theory learning construction and support active learning in the class. As general, movie media is audiovisual media that has characteristic practical, closer in reality, simply, appropriate with demand of learning technology and activity in the movie agree with the purpose of primary school institution in growing character education since early.

The finding of students interviewing that had watched character education movie proved 60% like that movie and try to follow behavior that done by main actor, namely: discipline, responsibility, care about environment and thrift and 80% aware bad effect of bad behavior. Those behavior is entrepreneurship character, Lamsa *et al.* (2008) said that students who follow business education had formed and has attitude include responsibility has entrepreneurship character, give priority to co-working in the school, give priority to client and obey the rule. Those all have proved that effectiveness of character education movie media is one of using ICT in education and steps of development of Borg and Gall (1989) by steps digging up of potential and problems, collecting data, arranging design, testing expediency, evaluation had proved more effective to grow entrepreneurship character of primary school students.

CONCLUSION

The research of character education movie media development is one of audiovisual media to help primary school teacher in growing entrepreneurship character had implemented in primary school. Some finding in digging up potential and problems in learning toward primary school students and teacher that they need audiovisual media manifestly, simply, not boring, practical and pleasurably. Another finding that character education movie media has benefit to grow entrepreneurship character of primary school students that more pleasurably and not boring.

RECOMMENDATIONS

The finding of digging up of potential and problems about behavior in learning in the school is media with

basis of ICT is variations, thus, recommended for next researcher to do research another ICT development that mutual completing, namely: form of movie is creativity of success children, spirit of success entrepreneur movie, another entrepreneurship character movie in simply, etc., that has purpose as audiovisual media variation to grow creativity and innovative of students. Form of audiovisual media also must be agreed with requirement of student's cultural social environment and age level of students in order the benefit of the media is maximal. There by movie media in learning is needed as one of solution to complete limited time in learning.

REFERENCES

Ampa, A.T., 2015. The implementation of interactive multimedia learning materials in teaching listening skills. Eng. Lang. Teach., 8: 56-62.

Arroio, A., 2010. Context based learning: A role for cinema in science education. Sci. Educ. Intl., 21: 131-143.

Ashaver, D. and S.M. Igyuve, 2013. The use of audio-visual materials in the teaching and learning processes in colleges of education in Benue State-Nigeria. IOSR. J. Res. Method Educ., 1: 44-55.

Borg, R.W. and M.D. Gall, 1989. Educational Research: An Introduction. 5th Edn., Longman, Harlow, UK.

Kirkorian, H.L., E.A. Wartella and D.R. Anderson, 2008. Media and young children's learning. Future Children, 18: 39-61.

Lamsa, A.M., M. Vehkapera, T. Puttonen and H.L. Pesonen, 2008. Effect of business education on women and men students' attitudes on corporate responsibility in society. J. Bus. Ethics, 82: 45-58.

Likoko, S., S. Mutsotso and J. Nasongo, 2013. Tutor competence and its effect on quality of teacher preparation in emerging private primary teacher training colleges in Bungoma County-Kenya. J. Educ. Pract., 4: 95-102.

Meenakshi, K., 2013. Importance of ICT in education. IOSR. J. Res. Method Educ., 1: 03-08.

Ode, E.O., 2014. Impact of Audio-Visual (AVs) resources on teaching and learning in some selected private secondary schools in Makurdi. Intl. J. Res. Hum. Arts Lit., 2: 195-202.

Phuangnak, P., K. Phromjuang and N. Leaudnakrob, 2013. The Effect of utilization of movie media on learning achievement related to the western civilization learning among freshmen nursing students. Intl. J. E. Educ. E. Bus. E. Manage. E. Learn., 3: 309-312.

Tabor, S.W. and R.P. Minch, 2013. Student adoption and development of digital learning media: Action research and recommended practices. J. Inf. Technol. Educ., 12: 203-218.

Zebua, E., S. Marsidin, J. Jama and A.M. Yusuf, 2015. Developing the active learning model to improve the effectiveness study group on entrepreneurship in higher education (A Case at the Art Institute of Indonesia Padang Panjang). IOSR. J. Humanities Soc. Sci., 20: 24-28.

Zimmerer, T. and N.M. Scarborough, 2008. Essentials of Entrepreneurship and Small Business Management. 5th Edn., Prentice Hall, New Jersey, USA., ISBN-13: 9780132294386, Pages: 728.

Development of Character Education Movie and Effectiveness Level in Going Entrepreneurship Behavior of Primary School Students

0%
SIMILARITY INDEX

0%
INTERNET SOURCES

0%
PUBLICATIONS

0%
STUDENT PAPERS

| Exclude quotes | On | Exclude matches | < 20 words |
| Exclude bibliography | On | | |