Research Article

HOW ARE THE ICT-BASED CHARACTERISTIC LEARNING MEDIA IN PADANG CITY SMP?

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ABSTRACT

This research is motivated by policies on character learning in the implementation of the national education system and curriculum provision in 2013 which put pressure on ICT-oriented junior learning for all subjects. The sample used in this study was purposive sampling, with a sample of teachers teaching in class VIII SMP 1 Padang, Padang State Middle School 2, and SMP 8 Padang, teaching specifically for five subjects, namely Indonesian Language, Mathematics, English, Science, and social research. Data collection techniques used were observation, interviews and documentation studies. From the research, which was conducted by researchers found that these characters have not been effective in ICT-based learning. This is because in learning the teacher still often prioritizes cognitive aspects, so that character values that must be invested are not in place. In an effort, researchers characterize the development of Learning Media with ICT-based characteristics based on scientific learning.

INTRODUCTION

Changes in the learning system implemented in the 2013 curriculum, which leads to the application of a learning system oriented to the formation of character traits, have become the cornerstone of hope for the continuity of Indonesia's national development. This is because there is an expectation that character learning is able to overcome the problem of moral decline that occurs in the younger generation. Even deeper, the learning policy has become a formula in order to create a plenary generation figure that is capable of elevating the dignity of the nation.

The implementation of education in schools is a formal civilization process or acculturation process. The process of acculturation is not merely a cultural transmission and cultural adoption, but also cultural change. As is known, education causes a variety of changes in the sociocultural, economic, political and religious fields. But at the same time, education is also a tool for cultural conservation, transmission, adoption, and cultural preservation. For this reason, the success of character education lies entirely in the implementation in schools through the application of learning that upholds the hope of realizing a generation that has character.

Character education must be given to students well. In this case the teacher as the implemented of education in the school is expected to be able to hold learning activities that are more interesting and easily understood by the students and hold regular evaluations of all components which include values in character education.

The implementation of learning character education in class at each educational institution will certainly encounter obstacles and challenges. These various obstacles will be overcome by each educational institution in a way that is not the same. Even between one class and another class in one school is not necessarily the same in implementing this new character curriculum. Particularly at the level of junior high school (SMP), one of the obstacles that will be experienced by teachers is to decide the character of learning media based on information and communication technology (ICT). Considering, the 2013 curriculum policy has determined the application of ICT-based character learning for junior high school education.

The lack of implementation of ICT-based character learning for junior high school teachers is an sign that the 2013 curriculum implementation has not been correlated effectively at the junior secondary level. So far, the guideline provided is the 2010 Implementation of Character Education Guidelines for Junior

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High Schools which only outlines the importance of implementing character education in junior high schools and has not touched on the specifications of ICT-based character learning in accordance with 2013 curriculum policies.

Planting values in character education can be instilled by junior high school teachers through ICT-based learning media. Where, learning activities that say character education should be carefully planned by being based on the use of ICT as a learning orientation so that the ICT media that are utilized becomes teaching materials that are not able to support the planting of desired character values. In connection with that, it is necessary to formulate learning media that can accommodate these two things, namely (a) the application of ICT-based character learning that reflects the planting of character values and (b) the use of character ICT media that is capable of being a means of developing character education values.

MATERIALS AND METHODS

The stages of the research carried out in accordance with those developed by Borg & Gall and have been modified by Sukmadinata (2005: 189) which were then adjusted to the conditions of the study which consisted of three stages, namely the preliminary stage, the development stage and the implementation stage. The three stages are then subdivided into 8 (eight) steps, namely (1) exploitative studies, (2) literature studies, (3) analysis and design of instructional media, (4) verification and validation by experts and practitioners, (5) revisions media, (6) limited trials, (7) analysis and revision, and (8) recommended ICT-based learning media.


Picture 1 Research stages Development of ICT-based Character Learning Models

RESULTS

The results of the practicality testing of ICT-based media in Padang City Junior High School from the tests conducted at the sample schools, namely SMP 1 Padang, SMP 2 Padang, and SMP 8 Padang, found the percentage of the practicality level of the media when tested. The findings of the practicality test at SMP 1 Padang on the aspects of media use were 83.79%, on aspects of character values of 87.76, on aspects of language, audio, video at 81.75, and on the technical aspects of media at 82, 33%. The findings of the practicality test at SMP 2 Padang in the aspect of media use were 80.78%, in aspects of character values of 83.45, in aspects of language, audio, video at 74.57, and on the technical aspects of the media at 78, 02%. The findings of the practicality test at Padang 8 Middle School on aspects of media use were 87.59%, in aspects of character values of 92.93, in aspects of language, audio, video at 85.78,

and on the technical aspects of the media at 90, 41%. To be clearer, the practicality aspects of ICT-based media for the Grade VII Middle School at the sample schools in Padang City are illustrated in the following graph.
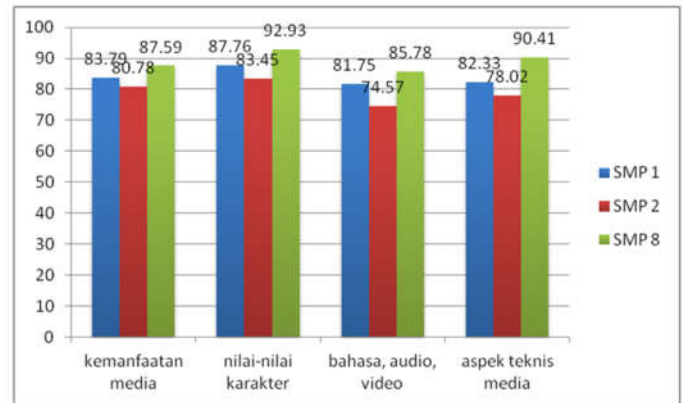
Picture 2 Aspect graph of media practicality assessment at the Padang City Sample Junior High School

The practicality criteria that become a reference are: 90% - 100% Very Practical, 80% - 89% Practical, 65% - 79% Practical, 55% - 64% Practical, 0% - 54% Practical. Based on this practicality criteria, the average level of practicality of media with ICT-based characteristics in SMP 1 Padang is 83.91% in the Practical criteria. The average practicality level of ICT-based media in SMP 2 Padang is 79.20% in the criteria of Practical Enough and the average level of practicality of media with ICT-based characteristics in Padang Middle School 8 is 89.18% in the Practical criteria.
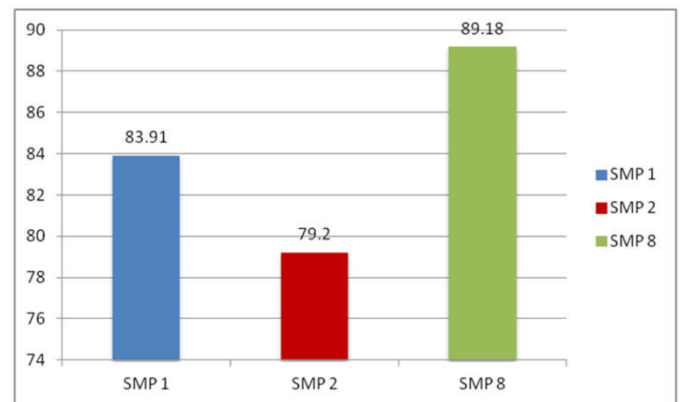
Picture 3 The media practice graph is characterized by the Padang City Sample Junior High School

Based on practicality tests conducted at SMP 1 Padang, SMP 2 Padang and SMP 8 Padang as the schools sampled in this study can be seen in the practicality graph above. Then through the calculation of the average value of the following practical tests:

$$\frac{83{,}91 + 79{,}2 + 89{,}18}{3} = 83{,}87$$

Hence the practicality of the media is obtained as a representation of SMP in the city of Padang worth 83.87%, which is in the practical criteria.

CONCLUSION

This development research produces products, namely ICT-based Learning Media to develop character education for

Padang City Middle School students. Learning Media with ICT-based characteristics was developed through the literature review stage, field observations and the Assessment will receive responses or opinions from observers and participants. Based on opinions and see and participants obtained Results of product practicality data show that obtained the first design value with an average of 83.87%, so it can be expressed in practical categories..

Acknowledgement

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