

STRENGTHENING CHARACTER EDUCATION IN ELEMENTARY SCHOOL THROUGH ECRANISATION-BASED LITERACY

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Abstract

The purpose of this study was to develop a model of character education at elementary schools through ecranisation-based school literacy movement. The model was compiled and developed through four stages following Plomp (1997). The research began with the identification of the main values of the characters in the film from the exposition of the *Laskar Pelangi* novel. Realization of the model through the determination of syntax components, social systems, support systems, instructional impacts and the accompanying effects. The validation and revision of the model by education experts and teachers at elementary school. The results showed that the character education model developed, can be realized in the form of modules and the instruments in the form of interactive media with the application of the Adobe Flas program that is valid, practical and effective to be applied in schools through literacy activities. The module contains (1) background, understanding, goals, scope, goals, and targets; (2) the stages of character education through the school literacy movement in elementary schools; (3) Development of the main values of character through ecranisation; (4) Closing. This developed model has been tested in Pengkol 1 Public Elementary School, and succeeded in improving the quality of character education etrengthening in local schools.

Keywords: Strengthening character education, school literacy movement, ecranisation.

1. Introduction

The national character education movement has been started since 2010. Today national character education has been programmed by the government through its follow-up movement, the character education strengthening movement. This movement is a continuation of the national character education movement in 2010, as well as an integral part of *Nawacita*. *Nawacita* is President Joko Widodo's priority agenda towards a politically sovereign, independent Indonesia in the field of economy and personality in culture.

Precisely in point 8 in that *Nawacita*, about the nation's character revolution and mental revolution movement. The movement encourages a paradigm change, mindset and way of acting, in managing schools. For this reason, the character education strengthening movement sets character values as the deepest dimension of education that cultivates and civilizes education actors.

The character education strengthening policy is integrated into the national mental revolution movement that refers to changes in ways of thinking and acting for the better. The main values of character education are religious, nationalist, independent, have mutual cooperation and integrity. In character education, these values are instilled and practiced through the national education system so that they are known, understood, and applied in all aspects of life in school and in society. The character education strengthening movement was born from the government's awareness of the challenges of an increasingly complex future, while at the same time welcoming hopes that Indonesian people will get a better life in the future (Doni Koesoema, 2018). This requires the participation of all educational institutions in preparing students in science and personality, so that they become strong individuals and have good attitudes and understanding of moral and spiritual values, and adequate scientific standards.

Meanwhile, the facts in the field show that in general the Indonesian people do not have the good character as the character of the people who are aspired in the *nawacita*. There are still many indications about the behavior of the Indonesian people who are antisocial and immoral (Farida Nugrahani, 2017). At all times, it is easily witnessed that there are characterless behaviors from Indonesian society, whether through television shows, news in newspapers or other mass media (Farida Nugrahani, 2019). This is one indicator of the failure of character education in schools today (Lapsley & Yeager, 2013). Realizing this reality, the government launched character education strengthening as a national program which needs to be supported by all levels of society, especially the education actors in Indonesia.

Considering the importance of character for the future of the nation's life, the strengthening of character education needs to be taken seriously, so that it is effective in its implementation. Primarily on the formation of the character of the young generation as the nation's successor. Strengthening of character education is important to be carried out through formal education from the lowest level of school, namely in the elementary school to the highest level.

The ministry of national education (2010) programmed character education in accordance with the priority agenda of the President of Republic of Indonesia, called *Nawacita*, precisely on numbers 5, 6, 8, and 9), which are related to the literacy component as capital for the formation of quality, productivity, and character human resources. In line with that, the teacher has an important task in strengthening character education. The school literacy movement as a form of strategy development in character education is a movement that is being intensified in the world of education. Through literacy students can learn character values, to form noble character moral character. This is in line with the national education goals as mandated in the 1945 constitution.

Meanwhile, from the results of tracking the previous research, it is known that character education in primary schools in general has not been well implemented. The root of the problem is because the material is less attractive and less attractive to students, or lack of supporting facilities and infrastructure. Meanwhile, character education is important to be delivered to students as early as possible. The problem is, there are still many teachers who have not been able to carry out this character education creatively, so the program is less attractive to students. For this reason, it is necessary to develop a practical, valid and

effective character education model to be easily implemented in schools. Related to the importance of character education, the author has carried out this research with the costs of the Ministry of Research, Technology and Higher Education of the Republic Indonesia for two years (2016-2017).

The title of the research is "Innovative Literature Learning Models that Contribute to Character Education". From the research, it is known that character education is important to do with interesting methods, materials, and learning resources, in order to encourage students to explore and imagine.

Regarding to these findings, the authors are interested in conducting further research on innovative models of character education in elementary schools, as well as a follow-up to the collaboration agreement with the local Ministry of National Education in the literacy program at Pengkol 01 Public Elementary School that was chosen as a research site. Because character education at an early age was important, so that the usefulness of this study was more optimal.

2. Literature Review

2.1 Ecranisation-based Literacy Program

In an ecranisation-based literacy program to strengthen this character, students are given the opportunity to get to know literacy by watching film adaptation (ecranisation) at the time before the lesson starts or at the time of class breaks in school (Faizah et al, 2016). With the utilization of approximately 15 minutes for literacy activities before the lesson begins, the formation of students' character can be done effectively in schools (Dirjen Dikdasmen, 2016). For this reason, through this study a model for strengthening character education was developed through practical, valid and effective school literacy movements based on ecranisation to be implemented at the research site.

The innovative model of character education developed in this study is based on ecranisation. Ecranisation is the process of adaptation of literary works (novels or short stories) into a film. Ecranisation is often referred to as screening a novel and or a short story in a film. This ecranization can be used as a media as well as material in character education (Suseno, 2013). In addition to its beautiful appearance, and entertaining, ecranisation also contains great main character values to be conveyed to students (Uricchio, 2014).

Through this ecranisation, students find it easier to learn literature, and also to capture the message from the author that contains life values, which can be followed after the characters in the film they watched (Sugeng Riyadi, 2014) (Karkono, 2009). That is why in general the students of participants are interested in literacy with this matter of ecranisation. In addition to a story in a novel, it can appear again in a new form (Graffy, 2011) through the expansion of a novel that is thick and should only be read in a few days, it can be enjoyed with a relatively short period of time through its exploitation (Ardianto, 2014). Although of course in the form of a film adaptation (ecranisation) is short, there is always a reduction in some parts as the display in the original text (Stam & Raengo, 2008)

In general, literary ecranisation is teaching material that is of interest to students in literacy activities. Ecranisation is an adaptation of films that are generally made based on well-known literary works and favored by the community (Istadiyantha & Wati, 2015). Therefore, even when produced into a film, people love to watch it, even though they have read the original text in their novels or short stories. Because of its popular nature, exploitation is very effective if it is used to support character education strengthening.

2.2 Character Education

Indeed, character education is born with the government's awareness of the increasingly complex challenges of the future. This is addressed by putting the responsibility on educational institutions to prepare students in scientific and personal terms, so that they become strong individuals in moral, spiritual and scientific values. Understanding the background, and the urgency of character education strengthening is very important for teachers to be able to apply it in accordance with the educational context in their respective regions.

In the process of implementing the character education program, there are significant stages. The stage begins with understanding, and planting character values, followed by implementation through habituation, and culture, so that the character values that are addressed can be reflected in everyday attitudes and behavior (Davidson, 2014).

Character education is a long process, namely the learning process to foster noble values, noble moral character that is rooted in religious teachings, customs and values and personality (Vardani, 2018). The goal is that children grow into dignified human beings, and become citizens of a nation that has character in accordance with the noble values of the nation and religion. It is hoped that the strengthening of character education through ecranisation-based school literacy movement will give students a wide opportunity to be able to find their character through activities in a relaxed, pleasant and outside of school hours.

3. Research Method

This development research had the object of a valid, practical and effective model of character education strengthening through school literacy movement to be used in Pengkol 1 Public Elementary School. The focus of this research was the development of the ecranisation-based character education model. The research design followed the Plomp (Plomp, 1997), with four stages, namely initial assessment, design, realization /construction, test, evaluation and revision.

The initial stage in this study began with an inventory of the main character values in the ecranisation film selected as literacy material in the school. Then, the Character Education model is planned through the organization of literacy material in the form of selected ecranisation films. After that, the instruments were arranged in the form of interactive media with the adobe flas program application for the character education program.

Then, the realization of the model through the determination of components, including syntax, social systems, support systems, instructional and accompaniment impacts. After the model is realized, then the model is validated and revised by asking for consideration of experts and practitioners in the field. The output of this research is the manual module on character education in primary schools, and its application in the form of interactive media with the adobe flas program application. For this purpose, the prototypes that have been compiled and developed were tested on students of the Pengkol 01 Public Elementary School as the subject of their research.

4. Results and Discussion

4.1 Developed Character Education Model

The results of this study are presented in three parts, including: (1) character education strengthening models through ecranisation-based school literacy movement; (2) the results of the trial implementation of the developed model; and (3) character education supporting films and content of character values that can be developed for students in elementary schools.

This developed model is displayed in the form of modules and instruments in the form of applications in the form of interactive media with the adobe flas program. The modules compiled include: (1) introduction includes the background, understanding, objectives, scope, objectives, and achievement targets of the program; (2) stages of character education strengthening in elementary Schools; (3) implementation of strengthening character education through the school literacy movement; (4) the main values of the characters in the film adaptation or ecranisation chosen as a model; (5) closing.

The guidance module prepared is the teacher's manual in literacy-based character education strengthening activities. The instruments are designed to be used by students independently. The instrument compiled to complete the module is a computer application program in the form of interactive media with the adobe flas program. This adobe flas application contains pieces of scenes in the selected film, and is equipped with an explanation and description of the character's charge values. The instrument is also equipped with an evaluation to measure the achievement of student learning outcomes after implementing a literacy program using this developed model. Basically the model developed is very practical, so that it can easily be used by students to learn literature while understanding the main character values in literacy at school independently.

4.2. Validation Results on the Quality of the Model Developed

The measurement of the validity of the model developed in this study was carried out through the assessment of validators, consisting of education experts and teachers as practitioners in the field.

Expert validation on the quality of the model developed is based on the criteria of aspects, forms or formats, and the suitability of the contents of the module with its purpose and usefulness for strengthening character education in Elementary Schools. There are five indicators that were asked to the validator to measure the quality of the model developed, including: (1) systematic consistency and standard module format; (2) contents of books that support the achievement of goals; (3) Indonesian language that is standard, coherent, effective, and communicative; (4) the procedure for writing is based on general guidelines for Indonesian spelling; (5) there are instructions about implementation, monitoring and evaluation. The results of the trials measured through these indicators show the average score that refers to the criteria for the valid category.

Furthermore, about the feasibility of the model developed, measured through five indicators, including: (1) the description of the role of the principal, teachers, students, and all school members in strengthening character education; (2) draw the view; (3) interesting content; (4) coherent; (5) practical. Of the overall indicators, the average score of the assessment which refers to the criteria for the category of feasibility, and quite feasible, is obtained.

In evaluating the feasibility of the model developed, five indicators were established, including: (1) students' positive responses to the program carried out based on guidelines; (2) activeness of students in the program implemented; (3) student motivation; (4) student enthusiasm; (5) the ability of teachers to apply the guidelines. The trial results show the average score refers to the Eligible category.

Furthermore, to test the effectiveness of the model, five indicators are established, which measure the potential of the model in (1) improving the quality of character education strengthening; (2) helping students find their character; (3) assisting teachers in implementing character education strengthening; (4) describe the main character to be

addressed; (5) describe the achievement of students' character in strengthening character education. The scores all refer to the implemented categories.

From the results of the trials conducted it can be stated that the model developed has met the expected criteria.

4.3 Film Supporting Character Education through Ecranisation-Based Literacy

This study aims to develop a character education model in Elementary Schools, then certainly not all adaptation films can be used in the classroom. It must be adjusted to the level of psychological development of their students. For this reason, the example of the film that is used as a model in ecosystem-based character education strengthening activities in this research is a film entitled *Laskar Pelangi* which is based on a novel of the same name by the famous writer Andrea Hirata (2006). The *Laskar Pelangi* film scenario was written by Salman Aristo, and directed by Riri Reza, and produced by Miles Film. This film is very famous in the world of education, because it is very inspiring. For this reason, the *Laskar Pelangi* method was chosen as an example in the model developed.

Of course there are many other films that can be used as literacy material in elementary schools, which are useful for instilling life values, such as responsibility, honesty, tolerance in the context of multiculturalism, and other character values (Tonbuloglu, Aslan, & Aydin, 2016). Through the example of the *Laskar Pelangi* film, it is at least understandable that the film, which is the novel's exegesis, is very good to be used as a medium that can increase motivation and learning achievement while forming characters in finding identity (Sugeng Riyadi, 2014).

This can be understood that film is an effective medium for conveying various messages and ideologies. The film not only provides visual presentations to make it easier for the audience to understand the story, but also allows a deeper impression of the story presented through the images and expressions of the players in the characters (Stam & Raengo 2008). Through the example of the *Laskar Pelangi* film chosen in the development of this ecranisation-based literacy guidebook, character can be noted to the students during the literacy movement process in school. This shows that through film-based literacy programs can be planted the character of students in the school. The model developed in this study is part of one effort to succeed the government program on character education, to reach the five main values of characters that are interrelated in forming a value network that needs to be developed for students, as a priority in character education. The following are the main character values that can be developed through the *Laskar Pelangi* film.

(1) Religious

The value of this religious character reflects the faith of humans as creatures of his creation towards god almighty. This value is manifested in the form of human behavior in carrying out religious teachings and beliefs that are adhered to, respecting religious differences, upholding tolerance towards the implementation of worship of other people's religions and beliefs, and living in harmony and peace with other believers.

(2) Nationalists.

Nationalist character value is a character value that teaches students to be able to think, behave, and act that shows loyalty, caring, and high appreciation for language, physical, social, cultural, economic and political environment of the nation, placing the interests of the nation and state above their personal and group interests.

(3) Independent.

Independent character values are attitudes and behaviors that do not depend on others and use all energy, mind, time to realize hopes, dreams and ideals.

(4) Mutual cooperation.

The value of mutual cooperation is a character value that reflects the act of appreciating the spirit of cooperation and working together in solving common problems, establishing communication and friendship, and providing assistance to those in need.

(5) Integrity.

The value of the character of integrity is a value based on the effort to make himself a person who can always be trusted in words, actions, and work, has a commitment and loyalty to human values and morals (moral integrity). The character of integrity includes an attitude of responsibility as a citizen, actively involved in social life, through the consistency of actions and words based on truth.

All the values of the main characters can be learned by students through stories in the *Laskar Pelangi* novel. Everything becomes easier and more concrete to understand because the story in the novel has been turned into a film scenario, and played by the artists in each scene.

5. Conclusion

Model of strengthening character education through literacy movement ecranisation-based schools are very attractive to students. Through this model, students can learn independently in understanding the values of the main characters with pleasant activities, or in the direction of the teacher. Various values of the main character are easier for students to understand through stories in the film they watch and appreciation, rather than just being heard from the teacher's statement or read from reference books. The five main character values in strengthening character education, which include religious value, nationalism, independence, mutual cooperation and integrity, are actually not separate but all are interacted between one and the other, whose implementation can develop dynamically and shape the personal integrity of students. From any of the main values of character education, the teacher needs to develop other key values, both contextually and universally.

With this developed model of ecranisation-based character education, teachers get convenience in implementing character education through literacy activities in schools. In addition, this model is very attractive to students because the instrument was developed through computer applications, namely the adobe flas program application. With these instruments students can carry out this character education program independently, pleasantly, and without the burden of the tasks usually given by their teachers.

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