



The Impact of Picture Card Media Oriented to Strengthening Character Education on Balinese Language Learning Outcomes in Elementary Schools

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ABSTRAK

Saat ini terjadi penurunan kualitas karakter. Selain itu, masih banyak siswa yang kesulitan memahami materi pembelajaran. Tujuan penelitian ini yaitu untuk mengembangkan media kartu bergambar berorientasi penguatan pendidikan karakter terhadap hasil belajar bahasa Bali pada siswa kelas III SD. Penelitian ini merupakan jenis penelitian pengembangan dengan model ADDIE. Subjek penelitian ini yaitu 2 ahli isi mata pelajaran, 2 desain pembelajaran, 2 media pembelajaran dan 2 guru. Subjek uji coba produk yaitu 3 siswa untuk uji coba perorangan, serta 9 siswa untuk uji coba kelompok kecil. Metode pengumpulan data meliputi studi dokumen, rating scale, dan tes tertulis. Instrumen pengumpulan data yaitu studi dokumen, lembar rating scale, dan soal tes. Teknik menganalisis data yaitu analisis deskriptif kualitatif, analisis deskriptif kuantitatif, dan analisis statistik inferensial. Hasil penelitian yaitu penilaian oleh ahli isi mata pelajaran yaitu 0,94 (sangat tinggi). Hasil penilaian dari ahli desain pembelajaran yaitu 0,86 (sangat tinggi). Hasil penilaian dari ahli media pembelajaran yaitu 0,94 (sangat tinggi). Hasil penilaian kepraktisan yang diberikan oleh guru dan siswa mendapatkan kualifikasi sangat baik. Hasil uji efektifitas menunjukkan bahwa artinya terdapat perbedaan yang signifikan sebelum dan sesudah menggunakan media kartu bergambar. Disimpulkan bahwa media kartu bergambar efektif digunakan pada pembelajaran Bahasa Bali.

ABSTRAK

Currently, the quality of the character is decreasing. In addition, many students still need help understanding learning material. This study aims to develop a media-oriented picture card to strengthen character education on learning outcomes in Balinese for third-grade elementary school students. This research is a type of development research with the ADDIE model. The subjects of this study were 2 content experts, 2 learning designs, 2 learning media, and 2 teachers. The product trial subjects were 3 students for individual trials and 9 for small group trials. Data collection methods include document studies, rating scales, and written tests. The data collection instruments are document studies, rating scale sheets, and test questions. The data analysis techniques are descriptive qualitative analysis, quantitative descriptive analysis, and inferential statistical analysis. The study results, namely the assessment by subject content experts, are 0.94 (very high). The assessment results from learning design experts were 0.86 (very high). The results of the assessment of learning media experts are 0.94 (very high). The results of the practicality assessment given by the teacher and students obtained very good qualifications. The results of the effectiveness test show that there is a significant difference before and after using picture card media. It was concluded that picture card media was effectively used in learning Balinese.

1. INTRODUCTION

Learning is a process of managing and organizing the environment that exists for students so that it can give rise to and create a student learning process. Learning is also intended as a process of providing guidance or guidance to students in carrying out the learning process (Alnajdi, 2018; Cavanagh et al., 2020; Prastuti et al., 2019). In learning activities, of course there are some differences in students' abilities, such

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as some students who quickly understand the learning material and there are also students who are slow to understand the learning material (Murniyati & Winarto, 2018; Prastika et al., 2021). Therefore, teachers must organize strategies in creating learning activities that suit student characteristics so that learning objectives can be achieved optimally (Ismail et al., 2018; Li et al., 2021). One of the most important components in learning activities is the existence of learning media. Learning media are tools or intermediaries that can send messages from teachers to students. Media has an important role in bridging teachers and students (Munasih & Nurjaman, 2018; Saripudin et al., 2018). Students who use learning media have a greater opportunity to obtain good learning outcomes. This has also been fully proven by previous findings stating that appropriate media can improve student learning outcomes (Nasution et al., 2021; Puspitarini & Hanif, 2019). Learning media can also help students improve their character in a better direction.

However, the problem currently occurring is the decline in character quality, such as many students breaking the rules. Previous research findings also revealed that many students have poor character qualities such as brawling and cheating (Ramdan & Fauziah, 2019; Veronika, 2019). This is because education tends to focus more on students' cognitive abilities without balancing attitudes (Dewi et al., 2019; Nur Utami & Mustadi, 2017). Character education is actually expected to provide an attitude of respect and responsibility and help students implement positive values in life. However, currently the character of students is starting to decline due to globalization which has a negative impact (Jannah & Umam, 2021; Kurniawan, 2018). This can be clearly seen from the students' ability to know Balinese. Several studies also seek to preserve the Balinese language which is experiencing a rhythmic condition because the Balinese language is no longer a priority in language use for the people of Bali.

As a result of observations carried out by SDN 2 Mendoyo Dangin Tukad Terangkan, several obstacles were found in learning activities, especially in Balinese language subjects. The first problem is the lack of learning media that supports learning activities. During learning activities, the teacher only has a handbook as a learning medium and resource. Apart from that, student motivation is still very low in participating in Balinese language learning. Students are passive in learning which can be seen from the fact that there are still many students who are reluctant to answer questions given by the teacher. This certainly has an impact on low student learning outcomes. Apart from that, there are still many students who do not understand the learning material explained by the teacher or presented in the textbook. In learning activities, teachers tend to predominantly use the lecture method so that learning activities are monotonous. This certainly has an impact on passive students and an unpleasant learning atmosphere. One media that can support learning activities for elementary school students is visual media. Visual media is a medium that can be seen and felt by the sense of sight (Agustina, 2015; Mansur & Rafiudin, 2020; Muhibbin et al., 2021). This visual media can actually be divided into two types, namely two-dimensional and three-dimensional visual media (Febiharsa & Djuniadi, 2018; Julia Agustin et al., 2019). One of the two-dimensional visual media is picture cards. Picture cards are a form of learning media in the form of picture cards measuring 25 cm x 30 cm (Gading et al., 2019; Novianti et al., 2017). The pictures presented on the cards are made by hand or photos pasted on the picture cards. It can be concluded that picture cards are media developed using photos or drawings and on the back of the picture there is a description of the picture. Several types of picture cards can be made with a size of 8 cm x 12 cm or adjusted to the size of the class at hand. Picture cards are a form of educational media in the form of cards and pictures that can enable students to learn by playing (Artini et al., 2016; Asmonah, 2019). Picture card media can be used in creating a learning process and has an important role in determining the value of character education for students.

Character is a very individual pattern of behavior or a person's moral state (Dewi et al., 2019; Ramdan & Fauziah, 2019). In this era of globalization, a character crisis occurs, especially in children. This is why character education is very necessary. Character education is all efforts made by teachers to influence students' character in a better direction (Jannah & Umam, 2021; Nur Utami & Mustadi, 2017). Character education must emphasize students' attitudes and skills. Strong character can be formed through instilling positive moral values that emphasize good and bad (Angga et al., 2020; Ramdani, 2018). This can be developed through student appreciation and experience. The implementation of character education can improve student learning outcomes at school which leads to cognitive and character achievements so that students have noble and intact morals.

This research offers innovation by developing picture card media that not only functions as a learning aid, but is also oriented towards strengthening character education. The integration of local Balinese cultural values into learning media is an innovation that has not been explored much before. This media not only makes it easier to understand Balinese language material, but also instills positive character values that are in accordance with local wisdom. Thus, this research fills the gap in the literature regarding the use of learning media based on local culture and character, and provides a new, more holistic approach

to the learning process. It is hoped that this renewal can make a significant contribution in improving learning outcomes and shaping student character, especially in the context of basic education in Bali.

Previous research findings also reveal that the use of learning media can increase student enthusiasm and motivation (Amini & Suyadi, 2020; Nurma Pertiwi et al., 2019). Other research also reveals that good media can help students understand learning material quickly (Gading et al., 2019; Puspitarini & Hanif, 2019; Sittichailapa et al., 2015). Based on this, it can be concluded that the use of media is very effective in learning. There has been no study regarding picture card media oriented towards strengthening character education on Balinese language learning outcomes for third grade elementary school students. Through general character education activities, it is hoped that students can increase their knowledge well so that they can personalize character values in everyday life. Based on this, the aim of this research is to develop picture card media oriented towards strengthening character education on Balinese language learning outcomes for third grade elementary school students.

2. METHOD

This research is a type of development research using the ADDIE model, which includes analysis, design, development, implementation and evaluation (Almelhi, 2021; Andi Rustandi & Rismayanti, 2021). At the analysis stage, competency analysis, target characteristics analysis, and learning material analysis are carried out. At the design stage, the design of the picture card media being developed is carried out and a media validity instrument is prepared. At the development stage, the development of picture card media oriented towards strengthening character education was carried out. Apart from that, at the development stage, product validity testing is also carried out. At the implementation stage, product trials were carried out by teachers and students. The evaluation stage is to test product effectiveness. The subjects of this research were 2 subject content experts, 2 learning designs, 2 learning media and 2 teachers. The product trial subjects were 3 students for individual trials, and 9 students for small group trials. Data collection methods in this research include document studies, rating scales, and written tests. Data collection instruments are document studies, rating scale sheets, and test questions. The instrument grid is presented in Table 1, Table 2, and Table 3.

Table 1. The Subject Content Expert Instrument Grid

No	Aspect	Component	Number of Items	Item Number
1	Curriculum	1) Contains Basic Competencies. 2) Contains learning indicators. 3) Contains learning objectives.	3	1, 2, 3
2	Instruction	1) Contains study instructions.	1	4
3	Simplicity	1) Use of simple grammar.	1	5
4	Evaluation	1) Contains instructions for working on questions. 2) Match the types of questions with basic competencies 3) Match the type of questions with the indicators. 4) Suitability of question types to learning objectives.	4	6, 7, 8, 9
Amount			9	9

(Modification from Sanjaya, 2008)

Table 2. The Learning Design Expert Instrument Grid

No	Aspect	Component	Amount	Number
1	Curriculum	1) Contains Learning Implementation Plan (RPP). 2) Contains basic competencies. 3) Contains learning indicators. 4) Contains learning objectives.	4	1,2,3,4
2	Instructional	1) Picture card media is able to stimulate active students 2) Suitability of the picture card media to the material 3) Suitability of picture card media to student characteristics. 4) Media can be used to evaluate learning.	4	5,6,7,8
3	Technical	1) Clarity of images in picture card media. 2) Clarity of writing in picture card media. 3) Clarity of writing in picture card media instructions.	4	9,10,11,12

No	Aspect	Component	Amount	Number
		4) Clarity of steps for using picture card media.		
		Amount	12	12

(Modification from Sudarma, et al., 2015)

Table 3. The Learning Media Expert Instrument Grid

No	Aspect	Component	Number of Items	Item Number
1	Packaging	1) The attractiveness of packaging with picture card media.	1	1
2	Appearance	1) The attractiveness of illustrated card media covers. 2) Text readability. 3) Suitability of images to student characteristics. 4) Clarity of image presentation. 5) Selecting text color with background. 6) Accuracy of text layout. 7) Accuracy of image layout. 8) The attractiveness of the display of picture card media. 9) Image card media durability. 10) Quality of picture card media material. 11) Suitability of picture card media with learning objectives.	11	2,3,4,5,6,7,8,9,10,11
		Amount	12	12

(Modification from Sudarma, et al., 2015)

The instruments that have been developed are then tested for validity and reliability. The validity test results show that the instrument has very high validity. The reliability test results show that the instrument is reliable. The research design used was a One Group Pre-Test and Post Test Design. The techniques used to analyze the data are qualitative descriptive analysis, quantitative descriptive analysis and inferential statistical analysis. Qualitative descriptive analysis is used to process data resulting from reviews from experts, teachers and students. Quantitative descriptive analysis is used to process data in the form of scores from experts, teachers and students. Inferential statistical analysis is used to test effectiveness Picture Card Media is Oriented to Strengthening Character Education using the t-test.

3. RESULT AND DISCUSSION

Results

This research aims to develop Picture Card Media is Oriented to Strengthening Character Education using the ADDIE model. First, analyze. The results of the analysis are the lack of learning media that supports learning activities. During learning activities, the teacher only has a handbook as a learning medium and resource. Apart from that, student motivation is still very low in participating in Balinese language learning. Students are passive in learning which can be seen from the fact that there are still many students who are reluctant to answer questions given by the teacher. This certainly has an impact on low student learning outcomes. Apart from that, there are still many students who do not understand the learning material explained by the teacher or presented in the textbook. In learning activities, teachers tend to predominantly use the lecture method so that learning activities are monotonous. This certainly has an impact on passive students and an unpleasant learning atmosphere. The results of the KD analysis and indicators are presented in Table 4.

Table 4. The Basic Competencies and Indicators

	Subject	Sub Topics
3.5	Get to know traditional Balinese games about animal and plant life in Balinese.	3.5.1 Determine the Balinese language alus correctly. 3.5.2 Categorize the Balinese alus language correctly.
4.5	Demonstrating traditional Balinese	4.5.1 Choose the right image with the Balinese language alus.

Subject	Sub Topics
games about animal and plant life in Balinese.	4.5.2 Make sentences using the Balinese language alus correctly.

Second, planning. At this stage, the activity carried out is developing a prototype Picture Card Media Oriented to Strengthening Character Education. Apart from that, at this stage, media validity, pre-test and post-test questions are prepared. The preparation of picture card media is first, the box and container. The main box/container for picture card media is made from thick cardboard with a magnet measuring 10 cm x 15 cm. Second, instructions for use. Instructions for using picture cards are made from 310-gram art paper with dimensions of 8 cm x 12 cm. Third, the picture cards are made from 310 gram thick art paper.

Third, development. At this stage development is carried out Picture Card Media Oriented to Strengthening Character Education. At the development stage, there were three components of picture card media that were developed. These components are the main box/container, instructions for use, and illustrated card media. The main box/container contains the media name, target user, and animations related to the topic. The instructions for use contain steps for using picture card media. Making picture cards is adjusted to the number of 15 pairs of pictures. The development results are presented in Figure 1.

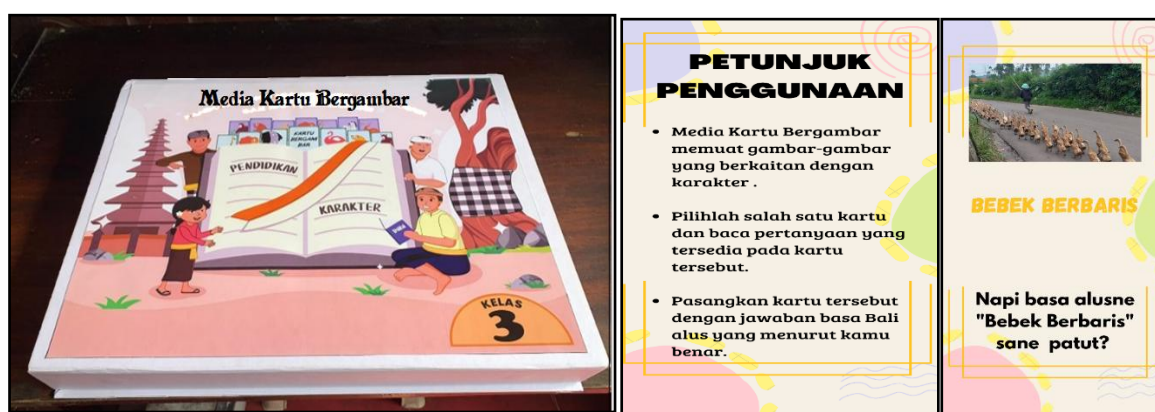


Figure 1. The Picture Card Media Oriented to Strengthening Character Education

Fourth, implementation. At this stage, product validation tests are carried out by experts, teachers and students. The results of the assessment given by subject content experts obtained validity results using the Aiken validity formula, namely 0.94, resulting in very high qualifications. The assessment results from learning design experts were 0.86, resulting in very high qualifications. The assessment results from learning media experts were 0.94, resulting in very high qualifications. The results of the practicality assessment given by the teacher are 100% so you get a very good qualification. The results of the individual trials received a score of 98.67%, resulting in very good qualifications. The assessment results from the small group trial were 98.22%, resulting in very good qualifications. Based on this then Picture Card Media Oriented to Strengthening Character Education has received very good qualifications and is suitable for use in learning.

Fifth, evaluation. At this stage an effectiveness test is carried out Picture Card Media is oriented towards Strengthening Character Education on student learning outcomes. The effectiveness of developing picture card media was carried out using the test method. The test questions are in the form of multiple-choice tests and essays which are used to collect data on student learning outcomes before and after using picture card media. Before carrying out a hypothesis test (correlated t-test) a prerequisite test (normality and homogeneity) is carried out. Normality test results it is obtained that $T_3 = 0.9372$ for $n = 20$ is at $p = 0.1$ and $p = 0.5$. This means the p value is > 0.05 so it can be concluded that the pre-test results are normally distributed. The homogeneity test results are $F_{count} < F_{table}$ ($n_1 - 1, n_2 - 1$), namely $F_{count} (3.091) < F_{table} (3.501)$, so H_0 is accepted which means the sample is homogeneous. The results of the hypothesis test obtained $t_{count} = 22.50$ for $db = 26$ and a significance level of $5\% = 2.36$. This means $t_{count} > t_{table}$, so H_0 is rejected and H_1 is accepted. Based on the testing criteria, if H_0 is rejected and H_1 is accepted, it means there is a significant difference (5%) before and after using picture card media. Thus, it can be concluded that the picture card media is effectively used in learning Balinese.

Discussion

The results of assessments from experts, teachers and students found that the Picture Card Media Oriented to Strengthening Character Education had very good qualifications and was suitable for use in

learning. Picture Card Media can improve student learning outcomes. This picture card learning media is a new innovation in developing a teaching method. Learning media is a tool that teachers can use to teach students certain material (Lestari & Premono, 2019; Pangestu et al., 2020; Utami et al., 2018). This media combines picture cards with examples of the attitudes and character values of the Balinese people. Apart from that, this media also creates Balinese script and definitions of each character and attitude so that it can strengthen students' identity and identity. This is in accordance with the theory which states that a responsive learning approach with cultural diversity can increase students' understanding of culture (Salabi & Prasetyo, 2022; Sari et al., 2017; Utami et al., 2018). This cultural approach will certainly provide an understanding of diversity and protect the differences that exist around students. Students who have a good understanding of culture certainly have good cognitive abilities (Dahlan & Permatasari, 2018; Farid, 2017). In learning media, the learning process is very important to help students learn. This is in accordance with previous findings which reveal that learning media is an alternative that can help students improve learning outcomes (Prawitasari et al., 2021; Sekar Arum & Yuanta, 2019).

Picture Card Media Oriented to Strengthening Character Education improves the learning atmosphere. This picture card learning media provides students with the opportunity to learn while playing. Learning activities by playing will certainly make the learning atmosphere more enjoyable than learning activities using conventional methods (Nawafilah & Masruroh, 2020; Rozi & Khomsatun, 2019). This was also revealed by previous research which stated that learning while playing is fun for students (Ariessanti et al., 2020; Rokhman & Ahmadi, 2020). Fun learning activities will certainly have an impact on student learning outcomes which will improve. Other research also reveals that the play method is one way to make the learning atmosphere more enjoyable (Yuniati & Rohmadheny, 2020). This card media is very suitable to be applied in learning because students learn by playing so that it has an impact on a more enjoyable learning atmosphere.

Picture Card Media Oriented to Strengthening Character Education increases students' learning motivation. In its application, students collaborate with colleagues in matching question cards with answer cards provided by the teacher. This certainly makes students more enthusiastic and grateful in learning (Agustini et al., 2016; Perni, 2019). This learning media refers to Edgar Dale's experience triangle theory. Learning media is very effective in increasing student learning motivation because it fully involves students and provides students with the same experience (Fathoni et al., 2020; Hannafin & Peck, 2018; Kartika et al., 2019). One of the things that influences student learning outcomes to increase is factors that come from within and outside the student. Factors within the student, such as motivation, making students more enthusiastic in participating in learning will certainly have an impact on improving student learning outcomes. This is in accordance with previous research which revealed that efficient learning media can increase students' enthusiasm for learning (Lai et al., 2019; Solihudin JH, 2018).

A limitation of the research is that the application of the Character Education Strengthening-Oriented Picture Card Media is still limited to the Balinese cultural context, so its application to other cultural contexts may require further adaptation. This study sample did not include all grade levels or school variations, which may affect the generalizability of the study results. This research has not measured the long-term effectiveness of using this media on learning outcomes and strengthening student character, so further research is needed to see the long-term impact.

The implications of this research indicate that the development of learning media oriented towards strengthening local character and culture can be an effective tool for improving student learning outcomes. Teachers can use this media to create a more fun and interactive learning atmosphere, which in turn can increase students' motivation and interest in learning. In addition, the integration of local cultural elements in learning media can help students understand and appreciate cultural diversity, which is important in forming their identity and identity. The strength of this research is its innovative approach in combining learning media with character strengthening and local cultural values. This not only improves student learning outcomes but also provides a learning experience rich in positive values. This media has also been proven to be able to make learning more fun and interesting for students, which can increase their participation and involvement in the learning process. Additionally, learning methods involving games also help students in developing social and collaborative skills, which are important for their holistic development. The use of learning media in learning activities can arouse students' interest and desire to learn so that it has a positive psychological and motivational impact (Pangestu et al., 2020; Patriani & Kusumaningrum, 2020). This is what causes students to more easily absorb the information presented in learning. The picture card media developed certainly attracts students' interest in learning so that students understand the material more easily. Apart from that, the use of language presented in the media is also easy to understand so that students do not have difficulty answering questions. This is in line with other findings which reveal that the use of appropriate media will further enliven the learning atmosphere (Fahrudin Nisak et al., 2022; Yuniarni et al., 2019). It was concluded that the use of picture card media

oriented towards strengthening character education can reduce students' boredom in learning. The implication of this research is that the development of this media can be used by teachers to raise enthusiasm and student learning outcomes so that it has an impact on learning objectives that can be achieved optimally.

4. CONCLUSION

The results of assessments from experts, teachers and students found that the Picture Card Media Oriented to Strengthening Character Education had very good qualifications and was suitable for use in learning. Effectiveness test results were obtained There was a significant difference (5%) before and after using picture card media. Thus, it can be concluded that the picture card media is effectively used in learning Balinese. Picture card media can help students learn Balinese.

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