

Use of The Interactive Digital Media Map of National Heroesto Increase The National Character of 5th Grade Students Sukomanunggal III / 107 Elementary School

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Abstract: *This study began the low nationalist character of 5th grade students of Sukomanunggal III / 107 Elementary School. This can be seen from the majority of students who have not yet been solemn when the flag ceremony takes place, students do not yet have the concern to maintain the cleanliness of the school environment, students do not yet have a sense of unity and please help. In accordance with the facts above, a solution is needed to overcome them. The solution uses the national digital interactive map media hero. The purpose of this study was to describe the activities of teachers and students during the learning process by using interactive digital media maps of national heroes, increasing nationalist character of students after using interactive national hero digital map media, to describe students' responses to interactive national hero digital map media.*

This study uses Classroom Action Research which includes planning, action, observation, and reflection. This research was conducted in three cycles. The subjects in this study were Grade 5 students of Sukomanunggal III / 107 Elementary Schools, which totaled 31 students. Data collection uses observation, attitude tests, and questionnaires. The results of the study showed that teacher activity during learning increased for three cycles, besides that student activity also increased for three cycles. Students' Nationalist character increases for three cycles. Students also responded very well to the use of national media interactive digital map media. It can be concluded that as a medium for the use of interactive digital map media national heroes can improve the nationalist character of 5th grade students of Sukomanunggal III / 107 Elementary School.

Keywords: *Learning Media, Media Map Digital Interactive National Heroes, Nationalism, Character Education, Nationalist Character.*

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I. Introduction

Nationalism is an understanding that contains the awareness that each citizen is part of an Indonesian nation that is obliged to love and defend his country, so that the obligation of a citizen is the basis for the formation of an Indonesian spirit of spirit (Permanto, 2012 p.86)[1]. This is made clear by Sadikin (2008, p. 18)[2] that nationalism is an attitude of love for the homeland or nation and state as a manifestation of ideals and goals bound by political, economic, social and cultural attitudes as a manifestation of unity or independence national with the principle of freedom and equality of life in society and the state. Therefore, the attitude of nationalism must be able to be instilled and shaped within the nation's next generation. With high nationalism, fears of a threat to the integrity and integrity of the nation will be avoided. The manifestation of nationalism is in the form of love behavior towards the homeland, upholding unity and unity, having a willingness to sacrifice, and never giving up. At the Primary School level the values of nationalism are planted through social science starting with the introduction of state symbols such as the introduction of state flags, state symbols, national anthem and introduction to the history of the establishment of the country, as well as the introduction of heroes national nation.

Based on a study of the social science curriculum in the 5th grade theme of the 7th person in the material life of the national hero struggle in the second semester which attracted the attention of researchers to be used as material capable of answering the need for nationalism education because the material contained nationalist values possessed by heroes play a role for Indonesian independence which can be used as an example for students to grow the character of nationalism. Characteristics of Nationalism according to Dahlan (2007, p.

51)[3] include being willing to sacrifice, love the country, uphold the name of the Indonesian people, be proud of being Indonesian citizens, unity and unity, obedient to rules, disciplined, courageous and honest, and work hard.

However, nationalism among students in elementary schools is currently very low, this can be seen from the behavior of elementary school-age children because various factors include character that is not reflected in the figure of a hero, if left unchecked this situation will be dangerous because Elementary students are the next generation that will continue the struggle and development of the nation towards a better direction. Based on the results of observations conducted in Sukomanunggal III / 107 Elementary School shows that (1) 60% of students have not been solemn when the flag ceremony took place, (2) 70% of students do not yet have the concern to maintain the cleanliness of the school environment. (3) 60% of students do not yet have a sense of unity and help, this can be seen when during class pickets, they not only wait for instructions from the teacher after they have just worked but are also reluctant to help their friends who have not finished cleaning class.

Therefore, to be able to instill nationalist character in students, learning media are needed that can attract students' attention, namely by developing interactive digital maps of national heroes. The media can attract the attention of students so that social science learning no longer seems boring and monotonous. It is hoped that the development of an interactive digital map of national heroes can help students in the teaching and learning process and help students learn lessons so that there will arise a nationalist spirit in students. This can happen because the interactive digital map of national heroes does not only consist of text and images but also develops students' independence and curiosity about the area of origin and the struggle of the nation's heroes. In addition, interactive digital maps of national heroes can be learned through tools such as laptops and computers. In class use, the teacher can display through the projector LCD.

Based on the description of the background, the researcher will study through classroom action research entitled *The Use of Digital Interactive Maps of National Heroes to Improve the Nationalist Character of 5th grade students Sukomanunggal III/107 Elementary School*.

II. Research Methods

The research design is Classroom Action Research (CAR) which aims to improve and improve the quality of the learning process in the classroom. This study uses a research model proposed by Kemmis and Mc Taggart (1992) [4] that aims to improve students' abilities in the classroom, solve existing solutions in the learning process and solve them in cycle research. This model shows high effectiveness for the acquisition of good learning outcomes and for determining the effectiveness of using national hero interactive digital map media for 5th grade students in Sukomanunggal III / 107 elementary school, Surabaya. The main purpose of the CAR is to improve the reasons and suitability of the teaching and learning process, improve understanding of teaching-learning practices, and improve the situation or institution in which the practice is implemented (Suyadi, 2010, p. 22) [5].

III. Results and Discussion

Result

The implementation of classroom action research on 5th grade students in Sukomanunggal III / 107 Elementary School with the following reasons: (1) The low nationalist character possessed by students. (2) The strategies provided by the teacher have not used student-centered so that students are less interested in learning social sciences and therefore researchers take action to overcome them by using the national media interactive digital map media

This class action research is carried out during cycle III. Each cycle is sought to produce effective, efficient and enjoyable learning activities so that nationalist characters can be improved. Implementation of each cycle uses an interactive digital map of national heroes. The results of the data analysis process include the improvement of student and teacher activities and the results of nationalist characters in the use of interactive digital media maps of national heroes in the material struggle of the nation's heroes. The results of data analysis are presented in three cycles as follows:

Teacher Activity

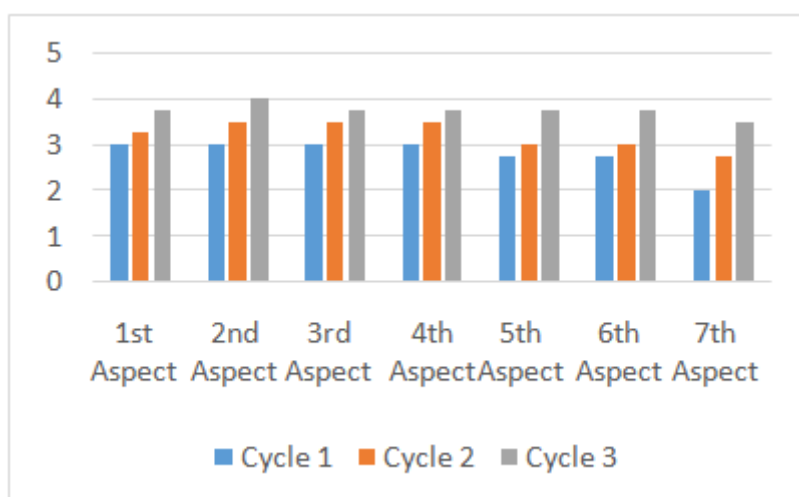


Figure 1. Graph of teacher activity on cycle I-III

Information:

1. 1st Aspect: Giving apperception / motivation
2. 2nd Aspect: Deliver the learning objectives.
3. 3rd Aspect: Explain teaching material
4. 4th Aspect: Demonstrate the interactive digital map media of national heroes
5. 5th Aspect: Guiding students in using the interactive digital media map of national heroes
6. 6th Aspect: Check understanding and feedback
7. 7th Aspect: Assess students' nationalist character

From the diagram above, it can be seen that the teacher's activity to use the interactive digital map media of national heroes has increased from cycle I to cycle III. In the learning process in the first cycle, the teacher has not reached the target learning process specified, but the teacher conveys apperception and explains the teaching material has a good level of success in delivering the learning process is 69.64%. In the second cycle, teacher activities have reached the specified target of more than 80% and reached 80.36%. From the first group to the second cycle, there was an increase of 10.72%. Although it has reached the target in the second cycle, there are still 3 aspects that have not been completed, such as aspects of guiding students to use the media, checking understanding and feedback, and assessing the nationalist character of students. Next, proceed to cycle III so that it reaches all aspects of completeness and reaches a value of 93.75%. From group II to cycle III there was an increase of 13.39%. All aspects in Cycle III have reached as predetermined targets. So the teacher is very good at delivering material using the interactive digital media map of national heroes.

Students Activities

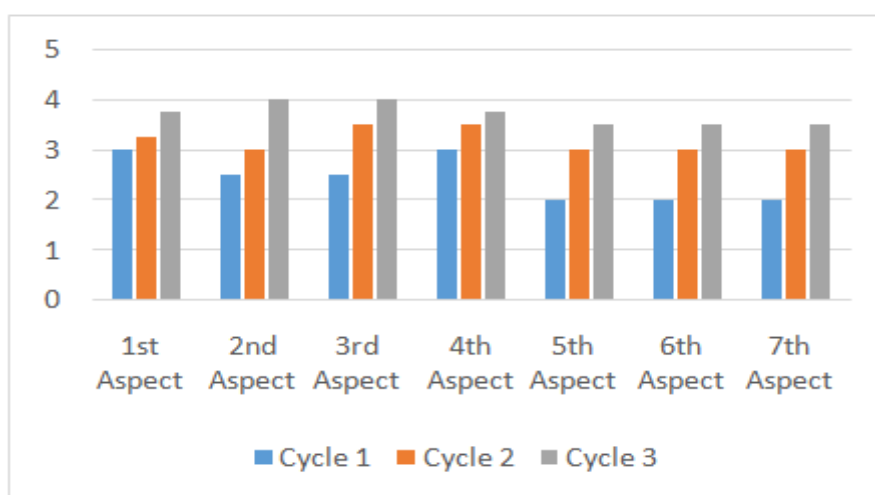


Figure 2. Graph of Student activities in cycle I-III

Information:

- 1st Aspect: Perform apperception / motivation
- 2nd Aspect: Pay attention to learning objectives.
- 3rd Aspect: Pay attention to teaching material
- 4th Aspect: Pay attention to the demonstration of the interactive digital map of national heroes
- 5th Aspect: Use the interactive digital media map of national heroes
- 6th Aspect: Answer questions and feedback
- 7th Aspect: Conduct an assessment of nationalist character

From the diagram above, it can be seen that the activities of students using the interactive digital map media of national heroes increased from cycle I to cycle III. In the learning process in the first cycle, students have not reached the target learning process specified, but teachers do apperception and demonstrate the media has a good level of success in delivering the learning process is 62.50%. In the second cycle, student activities have reached the specified target of more than 80% and reached 80.36%. From the first group to the second cycle, there was an increase of 17.86%. Although it has reached the target in the second cycle, there are still 3 aspects that have not yet been completed, such as aspects of using media, answering questions and feedback, and getting an assessment of nationalist character. Next, proceed to cycle III so that it reaches all aspects of completeness and reaches a value of 92.86%. From cycle II to cycle III an increase of 12.50%. All aspects in Cycle III have reached as predetermined targets. So that students are very good at receiving material using the interactive digital media map of national heroes.

Nationalist Character

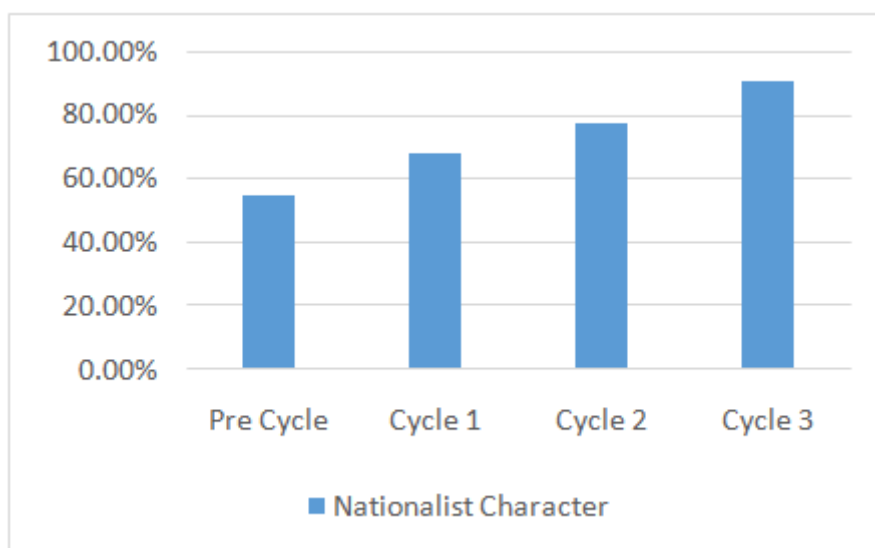


Figure 3. Graph of Student Nationalist Characters

From the graph above, it can be seen that at the initial findings of the results of the assessment of nationalist attitudes in 5th grade Sukomanunggal III / 107 Elementary School obtained an average value of nationalist character 64.40 with a percentage of classical completeness of 54.84%. After the use of the national digital interactive map digital media in cycle 1, the average value of 72.11 nationalist characters was obtained with 67.74% classical completeness percentage. This still does not reach the minimum completeness standard, which is "80%". In cycle 2 there was an increase in the average value of nationalist characters, namely 76.19 with the percentage of completeness, which was 77.42%. This is good but still has not reached the minimum completeness standard, which is "80%". In cycle 3 there was an increase in the average value compared to cycle 2 which was 89.74% while the percentage of classical completeness was 90.32%. This shows that students are able to achieve a minimum standard of completeness which is "80%".

Student Response

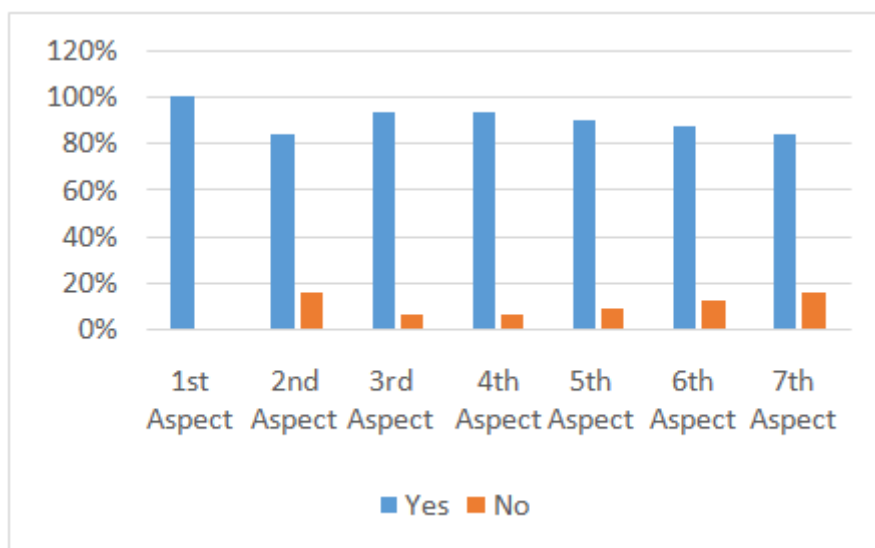


Figure 3.Graph of Student Nationalist Characters

Based on the graph above, it can be seen that the response of the 5th grade students of Sukomanunggal III / 107 Elementary School is as follows: In aspect 1, 100% or 31 students were happy during the learning process using the national digital interactive map media, on aspect 2 , 83.87% or 26 students stated that learning using the interactive digital map media of national heroes can give rise to self-confidence, in aspect 3, 93.55% or 29 students interested in interactive digital media maps of national heroes, in aspects 4, 93,55% or 29 students felt it was easier to understand the material taught after using interactive national hero digital map media, on aspect 5, 90,32% or 28 students felt more enthusiastic about learning if the learning uses interactive digital maps of national heroes, at aspect 6, 87.10% or 27 students felt their attention increased during learning using the media of interactive digital maps nationally, in aspect 7, 83.87% or 26 students felt that the interactive digital media map of national heroes was suitable for use in everyday social studies.

IV. Discussion

Teacher’s activity in learning process
Cycle I-III (Observer 1 dan 2)

No	The Aspect which is observed	Scores		
		Cycle I	Cycle II	Cycle III
1	Perform apperception / motivation	3	3,25	3,75
2	Deliver the learning objectives	3	3,5	4
3	Explain teaching material	3	3,5	3,75
4	Demonstrate interactive digital maps of national heroes Guiding students in using the media of interactive digital	3	3,5	3,75
5	maps of national heroes	2,75	3	3,75
6	Check understanding and feedback	2,75	3	3,75
7	Assess students' nationalist character	2	2,75	3,5
Total		19,5	22,5	26,25
Average		2,79	3,21	3,75
(%) Percentage of completeness		69,64	80,36	93,75

Based on the table above, it can be seen that the classical completeness of learning cycle I is 69,64%, the classical completeness of learning in the second cycle is 80,36% and the classical completeness of learning cycle III is 93,75% and it has reached a predetermined target of 80%.

Students’ learning activities
Cycle I-III (Observer 1 dan 2)

No	The Aspect which is observed	Scores		
		Cycle I	Cycle II	Cycle III
1	Apperception / motivation	3	3,25	3,75
2	Pay attention to learning objectives	2,75	3,25	4
3	Pay attention to teaching material Pay attention to the demonstration of the use of interactive	2,75	3,5	4
4	digital maps of national heroes	3	3,5	3,75

5	Using the interactive digital media map of national heroes	2	3	3,5
6	Answer questions and feedback	2	3	3,5
7	Assess nationalist character	2	3	3,5
Total		17,5	22,5	26
Average		2,50	3,21	3,71
(%) Percentage of completeness		62,50	80,36	92,86

Based on the diagram above, it can be seen that the classical completeness of learning cycle I is 62,50%, the classical completeness of learning cycle II is 80,36%, and the classical completeness of learning cycle III is 92,86% and it has reached the predetermined target of 80%.

From the first observation about the value of the nationalist character of students in the first cycle after using the interactive digital map media of national heroes, the percentage increased by 12.90%. In the second cycle, the average score of nationalist characters achieved was 76.14 and the classic percentage reached 77.42 %%. The percentage of classical completeness has increased from cycle I to cycle II by 9.68%. In the third cycle, the average score of the nationalist character achieved was 89.74 and the classical percentage reached 90.32%. The percentage of classical completeness has increased from cycle II to cycle III by 12.90%. In this third cycle, classical completeness has reached the research target of more than 80% at 90.32%. So the nationalist character of 5th grade students Sukomanunggal III / 107 Primary schools always increase in each learning by using media interactive digital maps of national heroes.

V. Conclusion and Suggestion

Conclusion

Based on the results of CAR data analysis of the use of interactive digital map media for national heroes to improve the nationalist character of 5th grade students of Sukomanunggal III / 107 Elementary Schools it can be concluded that: (1) Teacher activities on the use of interactive digital map media in 5th grade have been fully implemented and has increased from cycle I to cycle III. The teacher is able to demonstrate and guide students in using the national media interactive digital map media properly. (2) Student activities during the use of the interactive digital map media of national heroes have increased. The most prominent student activity is to pay attention to the use of the national hero map media very well. (3) Increasing nationalist character after the use of the interactive digital map media of national heroes can be seen in increasing nationalist character for cycle III. Nationalist character increases according to the target of the researcher (classical completeness is more than 8%). The attitude test results show that more and more students reach the Minimum Completion Criteria score "75". (3) Students' responses to learning using the national media interactive digital map media are very good. These results are shown by students who give a positive response, students become active learning after using the interactive digital media map of national heroes. By using the interactive digital map media national heroes can be well received by 5th grade students of Sukomanunggal III / 107 Elementary School.

Suggestion

Based on the conclusions above, some suggestions can be suggested as follows: (1) Teachers should be more active and creative in developing learning media, especially media for interactive digital maps of national heroes. (2) To increase student activity, teachers should apply learning media that emphasize student activities. So that students are more active during the learning process. (3) To improve the nationalist character of students, the teacher should use the interactive digital media map of national heroes.

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