CHARACTER BUILDING BASED ON MULTI MEDIA IN TK PERMATA FALL BULOTA SUB-DISTRICT LIMBOTO GORONTALO DISTRICT

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ABSTRACT:

This study aims to describe the character building in this case using this method based on multimedia to foster the character of student learning in students at Permata Limboto Kindergarten. The method used is to use a research method with a qualitative approach. The results showed that interactive learning is given through interactive CDs in which there are educational games and stories that can form the characters acquired to increase the ability to catch early childhood. Then the characters obtained through multimedia-based learning can show the behavior of these students. The existence of multimedia-based charater building in PAUD can provide stimulus to students so that it can foster children's creativity by doing a variety of anemations, images, colors in the form of computer media displayed on the LCD.

KEYWORDS: Charater Building, and Multi Media.

INTRODUCTION:

At an early age of 0-6 years, the brain develops very quickly to 80 percent. At that age the brain receives and absorbs various kinds of information, not seeing good and bad. Those are the times when a child's physical, mental and spiritual development will begin to take shape. Therefore, many refer to this period as the golden age of the child (golden age). A study conducted by an American Child Development and Behavior expert named Brazelton stated that the child's experience in the first month and year of his life greatly determines whether this child will be able to face challenges in his life and whether he will show a high enthusiasm for learning and success in his work.

Character according to the Large Indonesian Contemporary Dictionary is character, character, character. Meanwhile, according to Hornby and Parnwell, character is a mental or moral quality, name or reputation. Good character is manifested in good habits in daily life: good thoughts, good hearts, and good behavior. Good character means knowing good, loving good, and doing good. Character education is an effort to instill character values to students which includes knowledge, awareness or will, and actions to implement the values of goodness and virtue, to God Almighty, self, others, the environment and nationality to become moral people.

Although the definition of multimedia is unclear, it is simply interpreted as more than one media. Multimedia can be a combination of text, graphics, animation, sound and images. But in this section the combination and combination of two or more types of media is emphasized in computer control as the driving force of this whole media mix. Thus multimedia that is generally known today is a variety of combinations of graphics, text, sound, video and animation. This integration is a unity that

together displays the information, message or content of the lesson.

In addition to improving behavior and morals in children, PAUD was also established to prepare students to enter elementary school. Based on these objectives, in addition to the introduction of education material for early childhood, PAUD also provides lessons for the development of the potential of students to become well-behaved individuals who reflect the morality of their students. In providing this potential development material teachers often have difficulty conveying the material, due to early childhood habits whose concentration is easily distracted so that when teachers teach children easily feel bored and bored.

THEORITICAL REVIEW:
A. Learning Media:
a. Understanding Learning:

Learning is a conscious effort of the teacher / instructor to help students or their students, so that they can learn according to their needs and interests. In other words learning is planned efforts in manipulating learning resources so that learning processes occur within students (Arief Sadiman, 1984: 7). According to Hamzah & Nina (2011: 70), the definition of learning is the understanding of learning in the concept of learning technology, the word learning contains a more proactive meaning in carrying out learning activities, because in it is not only an active teacher or instructor, but students are active subjects in learn. Meanwhile, according to Cecep Kustandi & Bambang Sutjipto (2013: 5), learning is a purposeful activity. This goal must be aligned with student learning goals and curriculum. The aim of learning in students is to achieve optimal development, which includes cognitive, affective and psychomotor aspects.

b. Understanding Learning Media:

According to Nunuk Suryani & Leo Agung (2012: 43), what is meant by learning media is anything that can be used as a tool in order to support efforts in implementing the teaching-learning process that leads to the achievement of learning goals.

The word media comes from the Latin medius which literally means middle, intermediary and introduction. In Arabic the media is an intermediary or introduction to the message from the sender to the recipient of the message. Many limits are given by people about the media. The Association of Education and Communication Technology (AECT) in America, limits the media as all forms and channels that people use to channel messages / information. Gagne (1970) states that the media are various types of components in the student environment that can stimulate them to learn. Meanwhile Briggs (1970) argues that the media are all physical tools that can present messages and stimulate students to learn. Books, films, tapes, frame films are examples (Arief Sadiman et al., 2010: 6).

According to Rudi Susilana & Cepi Riyana (2008: 5), learning media always consists of two important elements, namely the element of equipment or hardware and the message element that it carries (message / software). Thus the learning media need equipment to present messages, but the most important thing is not the equipment, but the learning messages or information that is delivered by the media.

Thus the media is one important component in learning that is very important to be applied to Early Childhood as a media source that is liked by children so that it can be motivated by the existence of the media.

c. Learning Media Function:

In learning media has a very important function. Rudi Susilana (2008: 8) revealed in relation to the function of learning media can be explained several things as follows: Learning media is an integral part of the whole learning process, learning media in its use must be

relevant to the competencies to be achieved and the learning content, learning media are not function as entertainment, learning media functions to improve the learning process.

Besides functioning to improve the learning process, according to Hamalik (1994) in Nunuk Suryani & Leo Agung (2012: 146), the function of instructional media includes: (1) Tools to realize an effective teaching-learning situation. (2) An integral part of the whole teaching-learning situation. (3) Laying concrete foundations of abstract concepts so as to reduce verbalistic understandings. (5) Generating students' learning motivation. (6) Enhancing the quality of teaching and learning.

While the media has a role in learning as explained by Pujiriyanto (2012: 26), the role of the media in learning centered on teacher media functions to support the existence of teachers in the classroom. Learning media are designed to improve and develop the learning process and support learning whose effectiveness depends on the teacher. Then the function of media in student-centered learning, namely the media can provide opportunities for teachers to spend more time to diagnose and correct learning problems, reflect, dialogue with students, and provide special assistance individually or in other words the media actually helps the teacher becomes a creative manager in providing meaningful learning experiences not just the delivery of information.

B. Multimedia-Based Learning (Web):

The use of the web as a learning medium is in principle the web is used as teaching material. Lu'mu Tasri (2011) explains web-based teaching materials are teaching materials that are prepared, run, and utilized with web media. Teaching materials are often also called internet-based teaching materials or online teaching materials. There are three main characteristics that constitute the great potential of web-based teaching materials, namely:

1. Presenting multimedia
2. Saving, processing
3. Present information and hyperlinks.

Because it is online, web-based teaching materials have special characteristics according to the characteristics of the web itself. The web has certain characteristics that must be considered so that the web is appropriate and well used as a learning medium. As revealed by Herman Dwi Surjono (2011: 7) a good web must meet several criteria among them. (1) Consistency of layout, naviagation, text, background. (2) page indicator. (3) the text must be concise / solid, bullets, clear fonts, contrasting colors, underlines only for links. (4) the image must be relevant, close caption, resolution and proportional size. (5) audio, video and animation must be meaningful, relevant, simple and short segments.

Munir (2008: 213) also outlines a number of principles in making good web learning media, including formulating learning goals, introducing learning materials, providing assistance and convenience for students to learn learning materials, learning materials that are delivered systematically and able to provide learning motivation . A good web must have two elements, dynamic and interactive. Here is an explanation of the notion of a dynamic and interactive web.

1) A website is said to be dynamic if visitors feel comfortable, happy, and not bored to repeatedly visit the web. That is because the web presents a nice and attractive appearance.

2) A website is said to be interactive if the web is able to become a communication bridge between visitors and other visitors.

In addition to some of the opinions above in making good learning media, there must be a selection of things like the following:

1) Text:

Almost everyone who is used to using a computer is familiar with text. Text is the basis of word processing and multimedia-based information, which need to be considered in the use of text is the size of the letters, typeface, uppercase, lowercase letters, giving color, spaces, text titles, outlines, headings, sequencing lists, text numbers, paragraph lengths, sentence length, word length and clarifying text.

2) Image:

According to Ariesti Hadi Sutopo (2003: 9), pictures or graphics generally mean still images such as photographs and images. Humans are highly oriented towards visuals and images which is an excellent suggestion for presenting information. Picture or photo is the most commonly used media and is a common language, which can be understood. The advantages of using media images that are concrete, images can overcome the limits of space and time, can overcome the accuracy of observation, and can clarify a problem.

3) Animation:

Animation is the movement of images or videos, like the movements of people who are walking and others. The concept of animation is describing the difficulty of presenting information with a single image or group of images, also cannot use text to explain information (Ariesti Hadi Sutopo, 2003: 12).

4) Color:

Color has a large impact on human and computer interactions, if not positive then negative. According to Murch, a famous human element researcher, color can be a powerful tool to improve the usefulness of an information display in a wide variety of fields if colors are used correctly. To understand the potential of colors in an interface, several characteristics must be tested.

C. Character Education:

Character education is drawn from two different syllables namely education and character. Education refers more to verbs, while character is more to its nature. That is, through the educational process later it can produce a good character. According to Sutrisno (2011), education is a translation from educatio, which is basically educate or Latin is educo which means to develop from within; educate; carry out the law of usability.

Referring to the above definition, character education in principle is efforts to foster social sensitivity and responsibility emotional intelligence, and manifest students who have high ethics. Our parents have instilled the values of character education from an early age concerning social, emotional and ethical education. As an example from childhood we are taught to share food or play, support and praise when waking up from a fall is strengthening the child's character. Children are trained for small rooms when defecating is also a character education related to ethics. Megawangi in Dharma Kesuma (2011) defines character education as an effort to educate children to be able to make wise decisions and practice them in their daily lives so that they can make a positive contribution to their environment.

Children must get an education that touches the basic dimensions of humanity. The humanitarian dimension includes the 3 most basic things, namely:

1. affective reflected in the quality of faith, piety, noble character, including noble character and superior personality, and aesthetic competence;
2. cognitive that is reflected in the capacity of thought and intellectual power to explore and develop and master science and technology;

3. psychomotor reflected in the ability to develop technical skills, practical skills, and kinesthetic competence

METHOD:

The method used in this research is a case study. Case study is a method for studying, explaining, or interpreting a case in its context naturally without outside intervention. This research is based on the paradigm classification using a qualitative research approach. Qualitative research can be constructed as a research strategy that usually emphasizes words rather than quantification in data collection and analysis, emphasizing an induction approach to the relationship between theory and research (Silalahi, 2009).

In simple terms, qualitative research can be understood as a research procedure that produces descriptive data in the form of written or oral words from people and observed behavior. As Moleong said, among the characteristics of qualitative research are natural and human settings as instruments (instruments).

While based on the classification of objectives, this research is descriptive (qualitative descriptive). According to Mayer and Greenwood (Silalahi, 2009), qualitative descriptive refers to the identification of distinguishing characteristics or characteristics of a group of people, objects, or events. Basically, qualitative descriptive involves the conceptualization process and results in the formation of classification schemes. This description symbolizes the initial stage of the development of a discipline.

RESULTS AND DISCUSSION:
A. Research Results:

The description above shows that Permata Limboto Kindergarten is one of the kindergartens that is much sought after by parents of children becoming the recommended school for their children. by being accredited A this school needs to improve the quality of multimedia-based learning.

Based on observations and research it can be stated that building character Early childhood is not young because it requires the struggle of a teacher to deal with children's characters so that they need a new concept that is multimedia based in this case the use of the internet to help teachers to display pictures, animations, stories and learning models which can provide learning that children love.

This activity resulted in a method of implementing character education in TK PERMATA, a multimedia based learning method that utilizes programs and computer devices so that the learning model is more interactive. This learning method is very well applied to kindergarten students considering that at that age the instinct of playing is still very strong.

The media to carry out interactive learning is given through interactive CDs in which there are educational games and stories that can form the characters acquired to increase the children's catchment power at the Permata Limboto Kindergarten.

B. Discussion:

Understanding Character Building in terms of language, Character Building or character building consists of two syllables namely build (to build) and character (character) means to build that has the nature of repairing, fostering, erecting. Whereas character is character, character, character or character which distinguishes one person from another. So Character Building is an effort to build and shape one's character and character to be good (Megawati, 2004).

In the context of education (LAN RI Training Module) the meaning of Building Character (character building) is a process or effort undertaken to foster, improve, and / or establish character, character, mental nature,

character (character), human beings (community) so that it shows good temperament and behavior.

Based on this understanding, it can be argued that Character Building is an effort to build character will describe the main points as follows (Megawati, 2004). In building individual character, good behavior is needed in order to carry out organizational activities, both in government organizations and private organizations in the community.

Character is something that is very important in the development of human quality, character has the meaning of a fundamental value to influence all thoughts, actions and actions of every human being in the life of society, nation and state.

In this case the teacher displays various animations interactively to students who can provide imagination to children so that they are happy with multimedia based learning. The thing that is done by the class teacher is reading various kinds of modules to become material that will be listened to by the children of Permata Limboto Kindergarten.

This module consists of 6 modules, namely:
1. Module 1: Wisdom and Basic Concepts 5 values of the main elements of KDP
2. Module 2: Class-based KDP. Module 3: School Culture-based KDP
3. Module 4: Community-based KDP Culture
4. Module 5: KDP Evaluation and Evaluation
5. Module 6: Design a Follow-up Plan

In addition, the teacher provides educational games and stories that will provide psychomotor stimuli to children, so that they will form the character of children in TK Limboto Kindergarten.

CONCLUSION:

Forming characters using this interactive learning model can provide conclusions, namely:

1. An interactive method that uses games and educational stories is a game that in addition to playing can also be used to learn children so that children are faster to capture learning material.
2. This Learning Media Application uses music, images and animation so that it is more interesting for children to learn.

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