

Conference Paper

Developing Thematic Magazine Based on Character Value to Increase Honesty of Third Grade Student

Maulida Sufiani and Haryanto

Elementary Education Program, Magister Program, Yogyakarta State University

Abstract

Producing thematic magazines based on character values as learning resources to improve honesty and discipline character in third grade elementary school students is the purpose of this study. This type of research is the study of R & D by adapting procedures Borg & Gall development. The data were collected through interviews and observations, using product validation, teacher and student response questionnaire, and observation guide. The product developed was validated by media experts and material experts and then assessed by class teachers and students. The data were analyzed using the independent sample t-test dan paired sample t-test at the significance level of 0,05. This study produced a thematic magazine that was feasible, in accordance with the results of validation by media experts it was in a very good category with the total scores of 116 and 166 respectively, and according to the teachers and students, it was also in a very good category with the scores of 71 and 1799, respectively. Meanwhile, the effectiveness of the use of thematic magazines as a companion learning resource in improving honesty character is an increase and a significant difference between the control class and the experimental class after the treatment. Evidenced by the results of $p < 0.05$, which means that there is a significant difference in effectiveness for honesty characters between the control class and the experimental class.

Keywords: *character, honesty, magazine, values*

Corresponding Author:
Maulida Sufiani
sufianimaulida@gmail.com

Received: 2 May 2019
Accepted: 19 June 2019
Published: 3 July 2019

Publishing services provided by
Knowledge E

© Maulida Sufiani and
Haryanto. This article is
distributed under the terms of
the Creative Commons
Attribution License, which
permits unrestricted use and
redistribution provided that the
original author and source are
credited.

Selection and Peer-review under
the responsibility of the ICMEd
Conference Committee.

1. Introduction

Character education is an important part of education expected from the application date. Character education is an attempt to build a human to think, act, and being formed from the norms and values rooted in goodness. Primary education has an important role in laying the groundwork or foundation of character that will be developed students. The school is one of formal educational institutions to facilitate students in the implementation of character education.

 OPEN ACCESS

The main problem is character education still not been adopted properly and maximum at the basic education level. Facts on the ground are obtained from observations and interviews of three teacher at SDN 3 Selong III, that the implementation of character education is not so simple, because in general environment and the school situation are incompetent to support the implementation of this character education. Parents prefers the students' cognitive value of psychomotor and affective value. They would their child to have a good ranking and value, so that the capabilities are owned her daughter not observed. In addition, in the learning process in the classroom, a process of habituation and integration of character education are also not conveyed properly.

The lack of learning resources to support the implementation of character education is also a culprit. Teacher are usually use textbooks as a learning resource. Use of learning resources such as books or magazines in the library is not utilized by the teacher. Teachers prefers to teach lesson material rather than teach character for students. The integration of character education becomes no satisfactory result.

The process of habituation and integration of character education are less able to be well in the classroom. Students having difficulty in internalizing the character corresponding to the learning material. For that need to be developed based magazine thematic learning values of character to facilitate students in integrating the values of character.

The magazine is packed with an attractive design and lightweight so that students will be facilitated in understanding the character values implicit in the magazine through the modeling process through the characterizations in the story in a magazine. Magazine thematic learning is used as an alternative to other learning resources as the companion of the relevant text books that can support and assist students in the integration of character education in primary schools especially honest character and discipline in students. So this research focuses on efforts to produce learning resources in the form of thematic magazine based character values and to determine how effective this magazine in the learning process of character education in primary schools especially honest character and discipline students.

2. Literature Review

There are some relevant research has been done before, including research conducted by Eko Yulianto (2013) Products that are developed together with the product to be developed by the researchers that magazine. The magazine created is a chemical magazine while researchers will create thematic learning magazines. The subjects of

this study using high school students as research subjects while researchers used an elementary school student. The variables in this study are magazines used as learning resources to increase students' motivation and creativity, while researchers use magazines as learning resources to improve students' honest and disciplined character. Although it is feasible by expert judgment but the research results prove the ineffectiveness of chemical magazine in increasing motivation and creativity of the students in the learning process in the classroom chemistry.[1]

Furthermore, research conducted by Kane, Harrison D., Taub, Gordon E., Hayes, B. Grant (2000) This research is an experimental study that discusses the impact of media and its contribution to the development and destruction of character values in individuals. The results of this study show how much influence the media has on the formation of individual values and morals, whether it becomes better or worse. This can be the basis for making a product in the form of a print media magazine as one of the means in forming good characters in children, given the impact that is quite effective in influencing the formation of values and morals in children.[2]

There is also a research conducted by Yani & Puspaningrum (2016). This research is a research and development that designs religious education and science picture books for children based on multiple intelligence. This is a book designed picture book that supports religion and science education by using the appropriate learning styles according to multiple intelligences (multiple intelligence) can be an effective medium for the parents to instill religious values and science for children. Equally make a pictorial print media, while the research made in the form of a magazine but its design is almost the same goal which is to help children learn about the values of good character from the book or magazine.[3]

In line with some of the above research results about the influence of the media, especially the mass media on changes in student behavior, Roberta, (2007: 20) found "the media-television, movies, videos, DVDs, books, magazines, music, computers, consoles, and cellular phones are not regarded as a microsystem by Bronfenbrenner because they are not a small, interactive setting for reciprocal interaction. However, I consider the media as significant a socialize as those just described because the media present a setting in which a child can view the whole world-past, present, future, as well as places, things, roles, relationships, attitudes, values, and behaviors." Once the magnitude of the role of the mass media as a source of learning for students with diverse knowledge that was served was not obtained from the teachers though. [4]

For that, by utilizing this mass media, teachers can use it as a companion learning resource in learning, especially in learning character education in the classroom. One

of them is by using magazines to help students integrate character values into learning. As it is known a magazine is one print media that has characteristics different from other print media. Naratama (2004: 17) says "magazines are printed media which consist of various rubrics and themes presented in actual reportage according to the interest and tendency of target readers. [5] While Nurudin (2009: 14) "magazine is a print media that usually published weekly, mid-month, monthly, quarterly and will feature a more in-depth text with sharp data and analysis.[6] The magazine that will be published in this research is thematic teaching magazine, where the rubrics and features in this magazine are tailored to the theme and subtheme of the textbook. Magazine thematic learning will be adapted to the character of elementary school students in grades 3. This thematic learning magazine is a companion resource that is structured to enable students to internalize the value of the characters in daily life.

The magazine that will be published in this research is thematic teaching magazine, where the rubrics and features in this magazine are tailored to the theme and subtheme of the textbook. Magazine thematic learning will be adapted to the character of elementary school students in grades 3. This thematic learning magazine is a companion resource that is structured to enable students to internalize the value of the characters in daily life.

According to Thomas Lickona (1991: 51), "The character was conceived has three interrelated parts: moral knowledge, moral feeling and moral behavior". [7] These three things are very important to live a moral life, he can judge the good or not. Meanwhile, according to Mounier's interpretation (in Doni Koesoema: 55), he sees character as two things. "First, the character is understood as a set of conditions that have been given away, or indeed there are, which are not forced on us. Such characters are considered as something that already exists from the sono (given)." Character can also be understood as the level of power through which a person is able to master the condition. Such characters are called the desired (expected) process.[8]

While in this study, the character that will be observed is the character of honesty and discipline. Honest is a very important character that must be possessed by students. Mustari (2014: 11) defines honestly as "behavior based on efforts to make someone who can always be trusted in words, actions, and work, both for themselves and for others".[9] In addition to honest character, another character that must be possessed by learners is discipline. The Center for Curriculum Development and Research Center (2010: 34) defines discipline as actions that show orderly behavior and comply with various rules and regulations. [10] These two characters are expected to be realized

through modeling the characters in the magazine that can be used as role models by students in changing their behavior.

3. Material & Methodology

The research method is research and development. The model that researchers use in this development is a model developed by Borg & Gall (1983) which consists of ten stages of development: 1) Research and collection of information, 2) Planning, 3) Developing initial forms of products, 4) Preliminary field testing, 5) Main product revisions, 6) Main field trials, 7) Revision of operational products, 8) Operational field trials, 9) Final product revision, 10) Dissemination and implementation. [11] The research and development subjects were students of Selong 3 Elementary School, East Lombok Regency (East Lombok). Classes used for initial tests, key areas, and operational fields are determined directly by the researcher.

Trial design on the development of thematic magazines is carried out in 4 stages. First, expert validity, the product that has become validated by expert judgment. After being assessed by experts (expert judgment) tested in small groups or initial field tests. The subjects used in the preliminary field test were 6 students from class III A. The main field test was conducted for 12 IIIA students. Field trials are divided into two classes called experimental class and control class. The experimental class was carried out in class III C with 26 students and the control class was implemented in class III B with 26 students.

Data collection techniques used in this study is a structured interview to collect preliminary information, observation and questionnaire as well as the product feasibility questionnaire responses of teachers and students. The instrument used in this research and development is an interview guide, a closed observation sheet to measure student character and an open questionnaire. Observations and questionnaires each use a Likert scale with five scale criteria. Quasi experiment implementation by nonequivalent control group design. The effectiveness of the product was determined by comparing changes in the character of students before and after use of the product in the experimental and control groups using the t test.

Operational field design can be seen in table 1, below:

TABLE 1: Nonequivalent control group design.

Group	Pre-observation	Treatment	Post-observation
Control Class (CC)	O_1	X_a	O_2
Experiment Class (EC)	O_1	X_b	O_2

Information:

X_a = Learning with textbooks

X_b = Learning with magazine as textbooks companion.

O_1 = Preliminary observation of honesty character

O_2 = Final observation of honesty character

Data that obtained through interview guides, product assessment sheets, observation sheets and questionnaires were analyzed statistically, qualitatively, and quantitatively. Honesty character observation results were analyzed by Independent Sample t-Test and Paired Sample t-Test while the questionnaire was analyzed descriptively.

4. Results and Discussion

4.1. Result

4.1.1. Preliminary study results

Need analysis is needed through interviews and observations of the learning process. The purpose of need analysis is to examine and obtain findings related to the process of integrating characters into the implementation of thematic learning with the 2013 curriculum in the classroom. The development of thematic magazines based on these character values based on an analysis of learning needs in schools found that teachers had never developed learning magazines as an alternative to other learning resources as a companion of relevant textbooks that could support and assist students in integrating character education in elementary schools to improve honesty character for students. All information is obtained through interviews, observations, and literature studies.

4.1.2. Product design

Product specifications are developed in this research is the form of thematic magazine based on character values. Content in this magazine are articles, stories for the development of character, included a rubric for student action. Learning resources were developed based on the values of character to improve honesty of third grade of elementary school, the first theme "Plant and Animal Breeding", sub theme three "Endangered Animal and Plant Conservation". Thematic magazines designed with a view who can be attract from cover designs that match the Theme of Animal and

Plant Breeding, full illustration and full color contents with contrasting background that students are interested for reading. Articles plants and animals are rare with language adapted for third grade elementary school

4.2. Discussion

4.2.1. Development product results

Product validation results

Product validation using a questionnaire which is filled by two expert validators (expert judgment), namely media experts by Dr. Ali Muhtadi, M.Pd and expert on material by Dr. Pratiwi Puji Astuti, M.Pd.. Validation results can be used as input material in product improvement, so that the products produced are in accordance with the standards. The assessment results from the material experts for the aspect of material suitability, material accuracy, supporting material and material presentation techniques scored a score of 116 and included in the excellent category and the assessment of media experts for aspects of presentation feasibility, language feasibility, and graphic eligibility obtained a score of 166 with the category is very good too. Thus the product in the form of a magazine is very feasible and can be used in the learning process.

Initial test and product improvement

After passing the validation process and declared eligible by the material and media experts, then tested to third grade students of Elementary School. The trial is limited to 6 students selected by the upper and lower classes judging by the student's semester test results. The 6 students learned to use the thematic magazine as a textbook companion during the lessons. Then fill out an open questionnaire in the form of student responses to thematic magazines with a score of 55 with a good category. Teachers also responded to this thematic magazine by providing an assessment of the feasibility of the content, language, presentation with results of the questionnaire of 51 and categorized pretty good to provide input for the stories and articles on the magazine made not too long and replace the difficult words with words that are easier for students to understand.

Field trial and product improvement

Field trials are carried out after product repairs are in accordance with the input during the initial trial. Field trial subjects were 12 who had different cognitive abilities. The activities carried out were almost the same during the initial trial, learning to use thematic magazines as a companion to textbooks during learning. Teachers and students also fill out an open questionnaire regarding responses to the products of the previously revised magazine. Students give responses to aspects of content, language, appearance and implementation by giving a score of 66.3 with a very good category. Likewise the response of the teacher increased with a total score of 62 with a very good category.

Field operation trial and final product enhancement

Operational field trials are conducted by testing the effectiveness of the product after the product is improved based on the input during field trial. The subjects of operational field trials were grade III B and III A students, which amounted to 26 students in each class divided into two groups, one group was used as control class and the other group became experimental class determined by the researcher.

Before to field operational trials, pre-observation by observers was conducted. Preobservation is done to determine the initial character of the students before being treated in the form of learning using magazines as a source of textbook companion. Based on the preobservation result that has been implemented, it is known that the average of honesty character of each control class are 17.58, while the average in experiment class is 17.81 for honest character. Between the control class and the experimental class there is also no significant mean difference, which means that the honesty between the control class and the experimental class can be said the same. This is in accordance with the results of hypothesis testing conducted on the data of preobservation class control and experiment.

4.2.2. Effectiveness test results

The results of testing the effectiveness of honesty character

Normality test

Normality test is done to determine whether or not normal data obtained.

TABLE 2: Summary of Honesty Character Normality Test Result.

Data	Class	Sig. (p)	Condition	Information
Pre-obs	KK	0,070	p>0,05	Normally
	KE	0,200		
Post-obs	KK	0,070	p>0,05	Normally
	KE	0,065		

Based on the above table shows that the level of significance (p) of the honesty character assessment data is greater than 0.05. Thus H_{0is} accepted or the data is normally distributed.

Homogeneity test

Calculation of homogeneity test of the honesty character data using SPSS 16.0 program through *one-way anava* test. Homogeneity test results are described in the following table.

TABLE 3: Summary of Honesty Character Homogeneity Test Results.

Data	df1	df2	Sig. (p)	Condition	Information
Pre-obs	1	50	0,692	p>0,05	Homogen
Post-obs	1	50	0,252		

Based on the table, it can be seen that the significance value of the honesty character assessment data is greater than 0.05. Thus it can be concluded that H_{0is} accepted or the data is homogeneous.

T-test (Independent sample t-test)

Honest and disciplined character data fulfills the prerequisite test that is normal and homogeneous distributed data. The next step is to use *independent t-test (independent sample t-test)*. This test is used to know the significance of difference of honest character and character of student discipline using thematic magazine based on character values as a learning resource of textbook companion (experiment class) with students who only use textbook only without learning source of companion (to weld control).

The result of *independent sample t-test* for both groups is evaluated from the improvement of honesty character can be seen in the following table.

TABLE 4: Summary of the results of the calculation of Independent Test of Honesty Character.

Data	Class	Average Score	N	Df	Sig. (p)	Information
Pre-obs	KK	17,58	26	50	0.654	H ₀ accepted
	KE	17,81	26			
Post-obs	KK	22,19	26	50	0,000	H ₀ rejected
	KE	27,92	26			

Based on table 4 above it can be seen that the significance value (p) for *pre- observation* data shows 0.654. So that $0.654 > 0.05$ then H_{0is} accepted, meaning that the students' honesty characters in the *pre-observation* do not experience significant differences between the control class and the experimental class. While for *post- observation* data shows significance value (p) of 0.000. So $0.000 < 0.05$ then H_{0is} rejected, it means that the honesty character in the post observation has a significant difference between the control class and the experimental class.

Paired t-test (paired sample t-test)

The data test is then used *paired sample t-test*. This test is used to test whether there is any change or improvement of the honesty character of the students before and after being given treatment by using thematic magazine based on character values as a learning resource for textbook companion in learning.

TABLE 5: Summary of Test Results Differences Honesty Data Characteristics.

Class	Data Type	Average Score	Df	Sig. (p)	Information
Eksperimen	Pre Observasi	17,81	25	0,000	H ₀ rejected
	Post Observasi	27,92	25	0,000	H ₀ rejected

Based on table 5. above it can be seen that the value of significance (p) for data *pre- observation* and *post-observation* show 0,000. So $0,000 < 0.05$ then Ho rejected means "there is a significant increase of honesty characters before and after students using thematic magazines based on character values.

The average pre-observation score of honesty characters is 17,81 in the experimental class and 17.58 in the control class. After the treatment that is learning by using thematic magazine the average post-observation score on the honesty character increases. The experiment class score is 27.92 and the control class is 22,19 for the control class with a significance level of 0.05.

Although there was an increase in both the control and experimental groups but there was a considerable difference in the increase between the control and experimental groups. In the control group for the category of honesty characters the amount of increase of 4,61 after post observation while the increase occurred in the experimental group of 10,34. With a significant increase in the experimental group both on the character of honesty character as well. This means thematic magazines based on the values of the characters effectively improve the honesty character of grade 3 primary school students.

5. Conclusion

A conclusion should give a summary of:

1. The products developed are suitable used to learning. This is evidenced by the number of product feasibility scores form thematic magazines of 116 which are included in very good and the assessment of media experts for all aspects of 166 is also in very good category.
2. The products developed effectively enhance the honesty character of the students. This is evidenced by the difference in mean values of honesty observations significant before and after treatment by using thematic magazines developed.

References

- [1] Eko Yuliyanto. *Pengembangan majalah kimia materi hidrokarbon sebagai sumber belajar mandiri untuk meningkatkan motivasi belajar dan kreativitas peserta didik kelas x sma n 1 mlati*. Tesis magister, tidak diterbitkan, Universitas Negeri Yogyakarta, Yogyakarta (2013).
- [2] Harrison, D.K., Gordon E.T., Hayes, B.G., et al. (2000). *Interactive media and its contribution to the construction and destruction of values and character*. *Journal of Humanistic Conseling, Education and development*, 39, 56-63 (2000)
- [3] Yani, A. R. & Puspaningrum, A. (2016). Designing picture book of religious education and science for children based on multiple intelligence. *International Journal of Social Science and Humanity*, 6, 1.
Retrieved from https://www.researchgate.net/publication/279270265_Designing_Picture_Book_of_Religious_Education_and_Science_for_Children_Based_on_Multiple_Intelligence

- [4] Roberta M. B. (2007). *Child, family, school, community socialization and support (8th ed)*. USA: Wadsworth Cengage Learning.
- [5] Naratama. *Menjadi sutradara televisi: dengan single dan multi camera*. Jakarta: PT. Grasindo. 2004.
- [6] Nurudin. *Jurnalisme masa kini*. Jakarta: PT. Raja Grafindo Persada.2009.
- [7] Lickona, Thomas. *Educating for character how our schools can teach respect and responsibility*. Newyork: Bantam Books. 1991.
- [8] Koesoema, D., "Pendidikan karakter di zaman keblinger," Gramedia, 2009.
- [9] Mustari, M., "Nilai Karakter Refleksi untuk Pendidikan," Raja Grafindo Persada, 2014.
- [10] Mendikbud. *Peraturan menteri pendidkan nasional dan kebudayaan RI no 65 tahun 2013 tentang standar proses pendidikan dasar dan menengah, (2013b)*.
- [11] Borg, W.R., & Gall, M.D. *Educational research an introduction*. New York: Longman. 1983.