



ISBN: 978-602-9461-55-8

**INTERNATIONAL SEMINAR ON PRIMARY EDUCATION (ISPE)
PGSD and DIKDAS Study Programs**

**EMPOWERING
THE PRIMARY EDUCATION FOR
THE BRIGHTER GENERATION**
PROCEEDING



Development of Children Character Through Model of Communication, Education, Information in Marginal Communities in Yogyakarta <i>Sisca Rahmadonna, Farida Hanum, Arif Rohman</i>	263
The Roles of School in Cultivating Ecological Concern as the Implementation of Character Education <i>Sri Rejeki</i>	267
Character Building of Early Children through the Values of Consumer Education <i>Sri Wening</i>	272
Does Critical Thinking Mean Cultural Thinking? Using Language to Learn and Develop Character <i>Tri Wahyuni Floriasti</i>	278
Building a Culture of non Consumerist Character through Financial Literacy at Primary School Education <i>Widiyanto</i>	285
Fun Smart Diaries (FSD): Character Building for Elementary School Students through Diaries <i>Yoni Wijayanti, Briliyan Syarifudin Ahmad</i>	290
The Implementation of Support Groups for the Elementary School Children <i>Budi Astuti</i>	294
Portable Articulation Mirror (PAM) as Training Media to Increase Articulation Ability of Deaf Children <i>Erbi Bunyanuddin, Yuyun Rahmahdhani Khusniyah</i>	298
The Sakamoto Math Method an Alternative to Help Students Resolve Problem Solvings in Mathematics (A case study in Sakamoto course program for students elementary grade 3) <i>Ika Budi Maryatun</i>	303
Effect of Inclusive Education Training Model toward the Improvement of Teacher Competence in Implementation of Inclusive Education at the Primary School in Padang City <i>Irdamurni</i>	305
Community Factors that Affect Quality of Primary Education in Rural Bangladesh <i>Md. Shafiqul Alam</i>	310
Pre-vocational Courses on Primary Education <i>Putu Sudira</i>	318
Role of Ict in Primary Education: Potential, Pitfalls and Challenges <i>S.Prabakaran</i>	325
ACJEL Implementation and Impact on Student Learning Achievement in Salatiga Primary School 2012 <i>Slameto</i>	333
A Mismatch between Science Curriculum Expectations and Practice: Autoethnography and the Classroom <i>Vinta Angela Tiarani</i>	340
Science Learning Profile Based on Pakem At Sd Akemalako in Ternate on Creative Learning Program for Children Community in the Year 2012 <i>Abdu Mas'ud, Gunadi Adi Putra Yunus</i>	346

DEVELOPMENT OF CHILDREN CHARACTER THROUGH MODEL OF COMMUNICATION, EDUCATION, INFORMATION IN MARGINAL COMMUNITIES IN YOGYAKARTA

Sisca Rahmadonna, Farida Hanum, Arif Rohman

Lecturer of Educational Technology UNY, Lecturer of Educational Sociology UNY, Lecturer of Educational Science UNY

Sisca_rahmadonna@yahoo.com, faridapanc@rocketmail.com, arv2009@yahoo.co.id

Abstract

In essence, this research is aimed to examine the development of children character through model of communication, information, and education (KIE) in marginal communities in Yogyakarta. In the long term program, this research is also aimed: (1) To give information about the urgency of providing character education to children. (2) To construct KIE model for development of children character. (3) To prepare manual book for assisting parents to children character development in marginal families.

This research uses research and development (R&D) approach. Subjects of this research are parents of marginal families in Yogyakarta. Techniques for collecting data are questionnaires, observation, interviews and document study, supported by focus group discussion (FGD) and field-note/logbook. Data are analyzed qualitatively.

This research generates: (1) draft model of KIE in flip-chart format for the development of children character; (2) draft of manual book for assisting parents to develop their children character; (3) rising the awareness of marginal communities of the importance of positive character development for children, so that, in the future, the children will able to well face liberalization/individualization of their mental attitude.

Key words: character development; model of communication, information and education; marginal communities.

1. Introduction

Children with positive character are the desire of every parent. Alwison (2006) said Positive character marked by behaviour that highlight the good and the true that is explicitly or implicitly. On the other said, Thomas Lichona (1991) said Children with positive character marked by moral knowing, moral feeling, and moral behaviour that continuously manifested either explicitly or implicitly.

Children with positive character require a fertile environment intentionally created, thus allowing the potential for children to grow optimally into character. Through a variety of experiences since the early development of the child have a great influence in their lives later on. The experience various instrumental in bringing about the formation of the so-called personality intact, which cannot be achieve except by developing the potential of children from an early age properly. Family environment filled with love bonds, mutual help, and the warmth of the relationship with each other has a big hand in shaping the personality of children with positive character. Therefore, the role of communication and public information of parents of children with all the content and complexity inherent dengaannya strategies become very important.

CIE from family and community members with children encourage character growth and development of children; however, the reality is

that many parents lack the knowledge and skills to communicate. Moreover, phenomena that exist in marginalized communities, the communication of information to the child's parents are often not instructive. It is, therefore, necessary to develop models of communication, information, education (CIE) to the children of parents that exist in marginalized communities. The CIE model is the model with the concept of information communication process between parents and children can take place effectively by loading the content of the contents of motivation and education.

The problem in this research focused on how to embody and develop the character of young children through the medium of communication, information, education (CIE). Children character development through education in the family and society, parents and educators need to have the knowledge and guidance to implement them. To facilitate the provision of knowledge and skills equipping parents about the child's character development, this research made the media of communication, information, education (CIE) in the form of manuals, booklets, flowchart, and others. This study was aimed to give education to the target group. The group contains a number of parents who have young children that live in Yogyakarta-marginal area. This study specifically designed to achieve several objectives as follows:

- a. To develop children character based on CIE model.

- b. To produce a guidebook for parents handles the character development of children in families in marginalized communities.
- c. To improve parents' ability to develop the character of children in families
- d. To give positive influence for character development of children

2. Character Education

Character education is done by instilling core ethical values as the basis for a good character. The goal is the formation of good character. The indicators of good character consist of understanding and concern for the basic ethical values, as well as actions based on core ethical values, or purely ethical. Basic education for character development starts from the principle objective philosophy emphasizes that the basic ethical values or values which consist purely of caring, affection, to honesty, openness, responsibility, and respect. Character development leads to learning in order to understand the shape form of goodness, virtue and act based on the value of value goodness.

According to Thomas Lickona (1991), character has correlation with the concept of moral knowing, moral feeling, and moral behavior. Based on these three components can be stated that the characters are well supported by the knowledge of the kindness, the desire to do the best, and do the artificial goodness. Completeness so that one has a moral component to form a character being superior or tough.

3. Communication, Information, Education (CIE) Model

CIE is a model of community interaction and education through information communication process that educates. Informative communication is an important part of the educational community that contains elements of persuasion so that people who get information want to do. In increasing public knowledge, it is necessary to share information and ideas that can shape public perception as desired. Some of information maybe can deliver, consume, digeste. It is necessary either in the form of the delivery media or communications media.

The theory of reciprocal relations and public media audience try to explain that the media, the public, the public and individuals have an interactive relationship. Message content and media information submitted will make an impact on a person's behavior and community effects (De Fleur and Ball Rokeach, 1989 in Advocacy and IEC books BKKBN, 2010).

4. CIE Model for Development Children Character

CIE can be used for public education. But, before making the media selected for the CIE would that be considered, among others: (1) Understanding the behavior of target audiences, (2) Determinating of segmentation and targeted CIE, (3) use of communication media and the right to information and right on target, (4) planning and development of CIE activities.

Understanding the behavior of the target audience is the primary prerequisite for implementing CIE, because in CIE applications use many function from science communication, such as science Model Of Attitude and Behaviour Change is a strategy for development community education. The implementation of public education and social promotion aims at influencing the persuasive, and motivate change knowledge, attitudes, behavioral, cognitive, affective empathy in support of the message delivered.

Social approach to community will provide information about what is target audience really need, which can be obtained from observations and previous studies. Information Communication Education cannot separate from the use of communication media and information.

5. Research Methode

To carry out this study, the overall general approach that Research and Development (R & D) were adopted from the model of the development version of Borg and Gall (1989: 784-785).

Subject of research for the development of the character of children through CIE are the people who are in dense areas of Yogyakarta. The selected communities are communities that are conducive to give an understanding of the importance character development of children. The selected subjects also met the criteria and categories that status into consideration researcher.

Collection data in this study using a variety of techniques, such as questionnaires, observations, interviews, and documentation in accordance with the steps in the research activities. To support the collection of data used also notebook/logbook and focus group discussion (FGD).

Process and analyze the data in this study using descriptive-qualitative techniques. This analysis describes the change and the development of a systematic as well as the existing relationship among variables to obtain a complete conclusion. Analysis data is doing through data reduction, the data display and reflection drawing / verification as suggested by Miles and Huberman. Operationally, systematic through the process of data analysis as suggested John W. Creswell (2007:73). The step of analysis data, include: (a) managing data, (b)

reading and Memorizing, (c) describing, (d) classifying, (e) interpreting, and (f) visualizing.

6. Result and Discussion

6.1 Residents Condition Code Analysis For Marginal Communities

Early research conducted by analysis of the general condition of the people, who take through the interview process. At the initial stage, the interview subjects are local leader who live approximately 30-70 families (RT) and his wife, and other key figures, which can be trusted to provide accurate information. It aims to determine the general condition of society in time code, whether in accordance with marginal communities, which has been targeted in order to achieve this research purposes.

From the interview, we know that the Code there are about 67 families and 171 people, consist of 79 men and 92 women, There are generally work as labors of various kinds in cultivated fields. Children numbering about 50 people, mostly school age. Generally the children difficulty in learning because their parents can not accompany learning, because the parents was busy working and come home tired, some will not be able to accompany the child to learn because it does not have the ability and less clear about the lesson.

Besides, the atmosphere of the narrow house and insuvcient ligh makes barrier for study. They need someone/someboddy to help as a voluntrec who want to help the learning assistance, because they want to push theirselve for learning but they want to obtain it free.

According to his leader wife, there quite solid and has a sense of togetherness. They realize that they have the same fate of group underprivileged, which come to the Yogyakarta relatively do not have home certified and vulnerable to rule that do not favor them. Therefore, they must live in one group and try to solid in their group, so, that they can overcome the difficulties together. Shared values and live in harmony with the early planted Romo Mangun as the fate of those who defend them and acknowledge their presence and often help them to get better life, they still hold and maintain.

6.2 Doing Character Education Activities for Children

Based on the analysis, the researchers designed training activities for young children in Code area. This training aimed to provide character education for children, especially to behave and talk. The implementation of this training had good response from both of the children and their parents. Parents warmly welcomed the program. They agreed with the reason and purpose of the

implementation program, especially those who have children.

From among the children gave enthusiasm respon when the program takes place. They followed the program with laughter and jokes that accompany. The number of participants who followed the program increases. At the time of program was doing, they tryed to open and answer every question from the researcher. At the end of the program for the children, they promise together with oral statement following the words spoken by the researcher.

6.3 Data Analysis

6.3.1 Character Code Community

Based on observations made, less KaliCode children get the attention of parents, especially in the exemplary side. Their behavior is very influenced by what they see, hear, and feel every day. The main models are adult. They avoid the word confidential and gross behavior, because two things have been condensed and become color there. Children accustomed to the hard behavior of adults around them, high level of tone in voice, speech and choice of words.

From the observations in the range of time code on the character and how to communicate with parents, obtained results that most of the elderly people who inhabit Time Code has a hard and bad character. Older people generally always use a high-level of tone and choice of words to less education for their children. Rarely heard elders in daily activities there use a soft voice and show a sense of love for children. It is also acknowledge by KM as a parent in Code area. She said the following:

"We certainly recognize most of the older people always speak loud voice to the children, but that does not mean older people angry ... piye yo, lamun nganggo suoro seng lemes, ra to gatekke..."

Expression of the parents to their children has become a common day-to-day and according to them, it is not a problem. Therefore, when their children used high level of tone in their voice to answer parent question, it is normally. It appears that they may also have a habit of their daily behavior, rarely reprimand or advising parents when children answer questions parents loud.

Children even recognize that they are accustomed to see older who call her by screaming, and children always call friend, brother, sister accustomed to shouting tone, and they also call their father and their mother to shout.

6.3.2 Parent Comprehension Related to Children Character Development.

Results FGD (Focus Group Discussion) that the researchers do to the fathers and mothers who

have a Code community was still school-aged children, it is known from their knowledge of the child's character education is very poor. Most of the parents do not know that the hard way to educate children is not good, even if they think older people are not hard on the child, child will be spoiled and not according to the old man. It was also revealing when one of father (RL) in interviewed, he argues as follows:

"..... I have son, if parents do not educate children appropriately, children does not be afraid in the dark and he would offhand, but can be spoile. If my son make mistake, I always be angry, sometimes even without consciously if I wrong and the child is too much, I bit my son, I do that to give derterent effect... I also once taught my parents like that, but I do not understand it is right or wrong according to your science knowledge"

From what was said by RL above shows that he actually do not understand how to educate children the truth, what he did, the more comes from what he earned from the tutelage of her parents first. Acknowledgement above illustrates that the elderly in the community was typical Code force in educating children, good physical violence or verbal violence. They generally do so because they personally experience the early days of their elders. Knowledges the non-elderly time this Code about how to educate children well, so that his character and his personality can grow well, need to help.

Thus, it should be the parent time this code should be provided to empower disabled, so that they have knowledge of the correct way to educate children, the children can develop their character into a good direction. That requires systematic efforts and media accurate and easy to understand them, among other CIE. According to the IFE and Tesoriero (2006) Community development is an effort to increase community empowerment to overcome disantvantaged, in this case is education for children in developing their character towards the good and positive.

6.3.3 Flip Charts for CIE

Flip charts made for a way of sinking material at the time of training in Code. Flash chart made by displaying pictures of sinking and given little explanation to be more interesting, because the majority of people in Code do not like reading, the researchers tried to update Flash charts as possible to use pictures and color chart on Flash design.

Flip chart printed on X-Binner material that is durable and can be used as alarm for code community, how to deal with children, as the child grows into people who have good character.

Flip Charts made to give emphasis on the material content will be presente in subsequent sheets. After the cover, Flip Charts developed in portions of content that aims to provide

reinforcement at once an example action through pictures and short writings. Then Flip Chart presentation of the material is use as a guide for researchers in the training undertaken.

6.3.4 Restructure Guidance Draft of Character Education for Parents.

After compiling Flip Charts used in the training of children in Code, researchers then perform thresholding draft guidelines for the elderly. Where the restructuring discussion draft has been finaly discused by researcher team to equate perceptions and opinions about the draft that will be develope. Through discussion has been done, researchers agree that content will be expanded in the draft guidance. Once there is agreement between the research team, made a further study of the theory and arrangement of the draft guidance. At the planning stage, the researchers tried to involve others to help compile an agreed draft guide researchers.

Code community characteristics that do not like to read, make reading text on the researcher reduces draft guidebook and replace the reading of this text on the pictures.

7. Conclusion and suggestion

7.1 Conclusion

Based on the research conducted and the results of research produced, it can be conclude as follows:

- The first stage of the research was successfully implemented according to plan (design) was written.
- Based on the observations and interviews conducted, it is known that there has been an increase in public awareness about the importance of positive character development of children in marginal area, so that, in the future, children can face the negative influence of liberalization/individualization.
- This research has developed draft model flipchart of CIE for children character development. That draft model has been tried at the time of the training among marginal communities in Yogyakarta.
- Draft handbook for parents to improve children character has been successfully developed, and it can be developed further in the next learning.

7.2 Suggestion

In order to shape the character of children, researchers gave the following advices:

- The stakeholder should raise the awareness related to the urgency of education in all the characters in children
- Government, community, and educational element should develop system and good example for shaping the character of children,

- as through the examples given will learn more effectively.
- c. It is important to develop the draft model of CIE in order to continue the character development of children, particularly in a marginal district of Yogyakarta, and/or in other areas
 - d. it is important to develop further the draft model of CIE as a parents guidance book so it can reach broaden audience, particularly parents or prospective parents in Indonesia.

REFERENCES

- Arif Rohman. 2009. Memahami Pendidikan dan Ilmu Pendidikan. Yogyakarta: Laksbang Mediatama.
- Battistich, Victor. 2007. Character Education, Prevention, and Positive Youth
- Borg, Walter and Gall, Meredith Damien. (1989). Educational Research. New York & London : Longman.
- Darsono. Flowchart.
<http://darsono.staff.gunadarma.ac.id/Downloads/files/16512/Flowchart.pdf>.
- Development. Illinois: University of Missouri, St. Louis. (versi web).
- Gysbers, Norman C. 1995. Evaluating School Guidance Program. Eric Digest: ED 388887.
- Ibrahim Elfiky. 2007. Terapi NLP: Menciptakan Master Komunikasi yang Komunikatif. Jakarta: Mizan Publika.
- Lickona, Thomas. 1992. Educating' :for Character, How Our Schools Can Teach Respect and Responsibility. Bantam Books, New York.
- Lickona, T., Schaps, E., & Lewis, C. (2003). CEP's Eleven Principles of Effective Character Education. Washington, DC: Character Education Partnership.
- Myrick, Robert D. 1993. Developmental Guidance and Counseling: A Practical Approach-Second edition. Minneapolis: Educational Media Corporation.
- Moh Padil. 2009. Menumbuhkan Kecakapan Sosial Peserta Didik. www.koranpendidikan.com
- Mukti Amini. 2008. Pengasuhan Ayah-Ibu yang Patut Kunci Sukses Mengembangkan Karakter Anak. Dalam Character Building Umar Suwito dkk.2008. Yogyakarta: Tiara Wacana
- Safaria. 2005. Interpersonal Intelligence. Metode Pengembangan Kecerdasan Anak. Yogyakarta: Amara books.
- Tadkiroatun Musfiroh. 2008. Pengembangan Karakter Anak Melalui Pendidikan Karakter. Dalam Character Building Umar Suwito dkk.2008. Yogyakarta: Tiara Wacana
- Tim Penyusun Modul BKKBN. 2003. Teknik Advokasi. Modul Belajar Mandiri Bagi Widyaiswara. Jakarta: Badan Koordinasi Keluarga Berencana Nasional. Pusat Pelatihan Pegawai dan Tenaga Program.
- Yodhia Antariksa. 2009. Lima Dimensi Kunci dalam Kecerdasan Sosial. Makalah. <http://strategimanajemen.net/2009/03/02/merajut-kecerdasan-sosial>.
- Wikipedia. Informasi.
www.wikipedia.org/wiki/Informasi