

Student Character Development with *Bikabepo* and *Wabidaka* Games at SD Negeri Pucangan 03 Kartasura District

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ABSTRACT

This innovative work on Student Character Development with *Bikabepo* and *Wabidaka* Games at SD Negeri Pucangan 03, Kartasura District, Sukoharjo Regency aims to describe the procedures for developing student character with *Bikabepo* and *Wabidaka* games at SD Negeri Pucangan 03Kartasura District, Sukoharjo Regency. *Bikabepo* is an acronym for Power Point Based Character Bus and *Wabidaka* is an acronym for Wayang Bus from Cardboard. *Bikabepo* and *Wabidaka* games were chosen as learning media to solve learning problems, namely to increase students' creativity and character development. The method used is the *Research and Development* (R and D) research method. The results of the implementation of this innovative work show that the use of *Bikabepo* and *Wabidaka* game media can develop student character and improve learning outcomes and student creativity in learning. The development of student character can be seen from the results of interviews with class teachers and guardians which show that 90% of students have been honest, disciplined and responsible in daily life. The learning outcomes showed an increase in learning completeness by 47%, which was originally by 30% after using *Bikabepo* and *Wabidaka* game media to 77%. In addition, student creativity also increases in learning based on the results of student work in making character buses and solving problems about character. 100% of students can answer questions about character issues in everyday life. Based on this, it can be concluded that powerpoint-based character bus games and cardboard bus puppets can develop the character, learning outcomes and creativity of students at SD Negeri Pucangan 03.

Keywords: Character development, game, *Bikabepo*, *Wabidaka*

ABSTRACT

This work of learning innovation of Student Character Development with *Bikabepo* and *Wabidaka* Games at SD Negeri Pucangan 03 Kartasura District, Sukoharjo Regency aims to describe the procedures for developing student character with *Bikabepo* and *Wabidaka* games at Pucangan 03 Public Elementary School, Kartasura District, Sukoharjo Regency. *Bikabepo* is an acronym for Bus Character Based on Power Point and *Wabidaka* is an acronym for Wayang Bis from Kardus. *Bikabepo* and *Wabidaka* games were chosen as learning media to solve learning problems, namely to increase students' creativity and character development. The method used is the *Research and Development* (R and D) research method. The results of the implementation of this innovation show that the use of *Bikabepo* and *Wabidaka* game media can develop student character and improve learning outcomes and student creativity in learning. The development of student character can be seen from the results of interviews with classroom teachers and parents which show that 90% of students are honest, disciplined and responsible in their daily lives. The learning outcomes show that there is an increase in learning completeness by 47%, which was originally 30% after using the

Bikbepo and Wabidaka game media to 77%. In addition, students' creativity also increases in learning based on the results of students' work in making character buses and solving character problems. 100% of students can answer questions about character problems in everyday life. Based on this, it can be concluded that the power point-based character bus game and the cardboard puppet bus can develop character, learning outcomes and student creativity at SD Negeri Pucangan 03.

Keywords: Character development, game, Bikabepo, Wabidaka

A. Background of the problem

Permendikbud number 23 of 2015 concerning the Growth of Ethics states that the cultivation of ethics, namely the habituation of positive attitudes and behaviors, must be developed in stages starting from elementary school, junior high school, high school level, and school on the special education path starting from the orientation period of new students until graduation. Further explained, the implementation at the elementary school level is still a transition period from the period of play in early childhood education (late kindergarten) to the formal school situation. The implementation method is carried out by observing and imitating the positive behavior of teachers and principals as a direct example in familiarizing regularity and repetition. The teacher also acts as a companion to encourage students to learn independently while leading friends in group activities, namely: playing, singing, dancing, storytelling, doing simulations, role-playing in groups. All these ethical developments are integrated into daily learning at school. So the learning carried out by teachers in schools must instill good and positive ethics for students to do everyday.

It is well known that today Indonesia is being hit by a crisis of character. The younger generation ranging from elementary school children to even young children to adult youth is very far from having good character. Politeness, which is the identity of the Indonesian nation in the eyes of the world, is very rare for young people today. "*Upload ungguh, andap asor*" said the Javanese, it has disappeared swallowed by the development of this technological era. Although there are still young men who have good polite characters, they are only very few. This is very concerning for the Indonesian nation. The youth who should be the successors of the nation build the Indonesian state to remain cultured and characteristic, even damaging the cultural image of the nation. Many young people have "jumped on the bandwagon" with western cultural trends without filtering them. So that western cultures that should not be grown in Indonesia, are growing rapidly. For example: Punk, Boy Band, dancer, etc. have eroded the original culture of the Indonesian nation such as dances and other customs.

If this situation is not immediately overcome and overcome together, it will backfire on the Indonesian nation. The Indonesian nation will be destroyed because its youth do not have good character. President Joko Widodo has declared a "Mental Revolution" for all corners of Indonesia. Because he knows very well the decay of the character of the youth of the Indonesian nation.

With the spirit of "Mental Revolution" as a teacher, an educator at the forefront of education, a teacher must continue to strive to be able to instill good character in daily learning. Not only limited to setting an example and giving an understanding of good character, but also must be able to be a facilitator to be able to develop good character in students. Students are

continuously monitored in terms of character development, both through daily observation at learning time and by interviews with parents as teachers at home.

For the character development of students at school, the author tries to provide the right solution based on *the author's best practice*, namely by modifying teaching aids and learning media with combined games. The props that the author uses are with bus puppets made of used cardboard. While the game made is a powerpoint-based character bus adventure. This learning innovation is applied by the author in grade II SD Negeri Pucangan 03, namely in learning Education and Citizenship Basic Competencies Having a good attitude and behavior (honest, discipline, responsibility, polite, caring / affection, and confident) at home and school in interacting with family, friends, and teachers, as a manifestation of Pancasila values and morals.

This learning innovation is expected to help educators to be able to instill and develop student character, especially in learning Civic Education Basic Competencies Having a good attitude and behavior (honest, discipline, responsibility, polite, caring / affection, and confident) at home and school in interacting with family, friends, and teachers, as a manifestation of Pancasila values and morals. So that satisfying student learning results are obtained and student creativity can increase.

B. Problem Statement

To further clarify the problems of this innovation work will focus on the following questions:

1. How to develop student character with *Bikabepo* and *Wabidaka* games at SD Negeri Pucangan 03Kartasura District, Sukoharjo Regency?
2. What is the *Bikabepo* and *Wabidaka game model* to develop the character and creativity of students at SD Negeri Pucangan 03, Kartasura District, Sukoharjo Regency?

C. The Purpose of Making Learning Innovation Works

This Learning Innovation Work aims to:

1. Describe the procedures for developing student character with *Bikabepo* and *Wabidaka games* that have been implemented at SD Negeri Pucangan 03Kartasura District, Sukoharjo Regency
2. Describe the *Bikabepo and Wabidaka game models* to develop the character and creativity of students at SD Negeri Pucangan 03Kartasura District, Sukoharjo Regency

D. Benefit

This Learning Innovation work is expected to be useful:

1. For students

- a. Instilling concepts of good attitudes and behaviors such as discipline, honesty, responsibility, courtesy, care and hard work;
 - b. Making learning fun because learning with games
 - c. Fostering students' creativity in making *Wabidaka* (Wayang Bus from Cardboard) because students can express all their ideas in making wayang bis
 - d. Improve student learning outcomes
2. For educators / teachers
 - a. Increase insight and knowledge in applying a fun, active, effective and creative learning process;
 - b. Motivating teachers to always provide learning with various learning methods and media that are easily available so that learning is more varied and fun.
 3. For schools
 - a. Motivate to always advance the school, especially in daily student learning activities;
 - b. Creating educator works that can have an impact on school achievement

E. The Theory Underlying the Work of Learning Innovation

1. Character

The word Character comes from the Greek "*Character*", from *Charassein* which means to make sharp.

According to the Big Indonesian Dictionary, character is defined as character, psychological traits, habits, ethics and morals that distinguish a person from others. In the dictionary of Sociology, Character is defined as a special feature of the basic structure of a person's personality.

Character is a person's way of thinking and behaving that characterizes each individual to live and work together, both in the family, community and state (Suyanto and Masnur Muslich, 2011).

Zubaidi suggests that character can be defined as a guide rather than all fixed habits, so that it becomes a special sign to distinguish one person from another.

From some of the notions of character above, it can be concluded that character is a characteristic of a person in behavior that distinguishes himself from others.

2. Learning Media

Daryanto (2011) stated that learning media is everything that can be used to channel messages (learning materials) so that it can attract the attention, thoughts, interests and feelings of students in learning activities to achieve learning objectives.

According to Sri Anitah (2007) the term media comes from Latin which is the plural form of the word *medium* literally means intermediary or conductor, namely the intermediary of the source of the message with the recipient of the message.

From the above understanding, it can be concluded that learning media is something that can be used to channel messages from the source of the message / information to the recipient of the message. In essence, learning media is a channel or bridge of learning messages (messages) delivered by the source of the message (teacher) to the recipient of the message (students) so that it can carry out the learning process effectively and efficiently.

3. Bikabepo and Wabidaka Games

Games are something that is very liked by children. With play children will be happy with what is done. There are two types of games namely modern games and traditional games. According to Azizah (2016) stated that traditional games are the inheritance of games carried out by previous people with the aim of getting joy. While modern games according to Anggara (2010) are games in modern times in which there are *multimedia* elements in the form of tools or software for fun.

This traditional and modern game can be used as a learning medium. It's even better to combine the two. So that traditional games are still preserved by students and modern games can be done well and wisely.

Bikabepo game is a modern game. Because in this game based on *power point software*. *Bikabepo* is an acronym for Power Point Based Character Bus game. While the *Wabidaka game* is a traditional game in which there are puppet characters but changed with the name of the character character. *Wabidakan* is an acronym for Wayang Bus dari Kardus. Used cardboard boxes are shaped like buses and then each bus is given a corresponding character.

From some of the things above, it can be concluded that *Bikabepo* and *Wabidaka* games are games in learning media that combine traditional games and modern games so that students will be happier in carrying out learning.

F. Relevant Innovation Results

1. The use of interactive multimedia learning with Yakso to improve the learning outcomes of civic education for grade VI students of SDN 1 Masaran in 2017. Author Imam Turmudi, S.Pd.SD.

In the Learning Innovation made by the author it is very interesting to be applied in schools, because the multimedia learning media created can provide new games for

students, so that students become happy with the implementation of learning and ultimately student learning outcomes increase.

- Wayang Robocup to improve the learning activities of grade IV students of SD Negeri 2 Baregbeg. Author Anang Heryanto, S.Pd.I, M.Pd.

Learning innovation from this author explains about learning media using Wayang Robocup (*Recycle of bottle and cup*). Puppets are made from used goods, namely bottles that are shaped in such a way as to become puppets. This puppet learning media is used so that students do not forget the traditional culture of the archipelago, namely puppets.

G. Data on the Results of Practical Applications of Learning Innovation

Data collection was carried out three times, namely at the time of observation, at the time of application of learning using media and after learning, namely by interview. At the observation and implementation stage, observations are made about student activities and at the end of the lesson a written test is carried out to measure student success. The data obtained from observation activities and learning implementation are as follows:

No	Name	Observation			Implementation		
		Value	Ket		Value	Ket	
			T	BT		T	BT
1	Cherrya Syafha on Zahra	60		V	75	V	
2	Dimas Restu East	60		V	80	V	
3	Diyah Citra Dewi	80	V		75	V	
4	Erfin Dwi Natha	60		V	90	V	
5	Felisha Juanita Ade Arma Princess	50		V	60		V
6	Gatar di Febrianto	60		V	90	V	
7	Habib Asna Rifaat	75	V		80	V	
8	Ivana is working for the Lamer	60		V	75	V	
9	Michella Puspita Evrily	80	V		75	V	
10	Mutiari Dewi Ramdhani	60		V	65		V

11	The Month of August	60		V	90	V	
12	Aldan Prasetyo Skirt	60		V	80	V	
13	Rifki Brahmayudha Prathama	50		V	80	V	
14	Rustria Alea Zahra	75	V		90	V	
15	Sylvia Ellenina Yusman	60		V	60		V
16	Yasmine is coming.	75	V		80	V	
17	Zuna Azzalia	50		V	60		V
	Top Rated	80			90		
	Lowest Value	50			60		
	Average	63,23			76,76		

Table 1 : Written Test Scores

Ket. : T = T, BT = Twenty

The data obtained from interviews with parents are as follows:

No.	Name	Sikap									
		Honest			Discipline			Responsibility			Ket.
		T	KT	BT	T	KT	BT	T	KT	BT	
1	Cherrya Syafha on Zahra	V			V			V			
2	Dimas Restu East	V				V			V		
3	Diyah Citra Dewi	V			V			V			
4	Erfin Dwi Natha	V			V			V			
5	Felisha Juanita Ade Arma Princess		V		V			V			
6	Gatar di Febrianto	V			V			V			

7	Habib Asna Rifaat	V			V			V		
8	Ivana is working for the Lamer	V			V			V		
9	Michella Puspita Evrily	V				V		V		
10	Mutiari Dewi Ramdhani	V			V			V		
11	The Month of August	V			V			V		
12	Aldan Prasetyo Skirt		V			V		V		
13	Rifki Brahmayudha Prathama	V			V			V		
14	Rustria Alea Zahra	V			V			V		
15	Sylvia Ellenina Yusman	V			V			V		
16	Yasmine is coming.	V			V			V		
17	Zuna Azzalia	V			V			V		

Table 2: interview results on students' attitudes at home

Ket. T = visible

KT = sometimes visible

BT = not yet visible

H. Analysis of the Results of Practical Application of Learning Innovation

Analysis of learning outcomes on the application of learning media for *bikbepo* and *wabidaka* games is as follows:

No	Value	Observation			Implementation			Information
		Frequency	NxF	Percentage	Frequency	NxF	Percentage	
1	90	0	0	0	4	360	24	Tuntas
2	85	0	0	0	0	0	0	Tuntas
3	80	2	160	12	5	400	29	Tuntas

4	75	3	225	18	4	300	24	Tuntas
5	70	0	0	0	0	0	0	Incomplete
6	65	0	0	0	1	65	5	Incomplete
7	60	9	540	53	3	180	18	Incomplete
8	55	0	0	0	0	0	0	Incomplete
9	50	3	150	18	0	0	0	Incomplete
Sum		17	1075	100	17	1305	100	
Average			63			76		

Table 3: Analysis of learning outcomes

Ket. KKM 75

From the data above, it can be explained that with the application of learning media *bikabepo* and *wabidaka* games, the highest test score was obtained at the time of observation (activity 1) 80 and at the time of implementation (activity 2) was 90. The lowest test score on activity 1 was 50 while on activity 2 it was 60. Students who scored 90 at the implementation stage were 4 children (24%). Students who scored 80 in activity 1 were 2 children (12%) in activity 2 as many as 5 children (29%). Students who scored 75 in activity 1 as many as 3 children (18%) in activity 2 as many as 4 children (53%), students who scored 65 in activity 1 did not exist while in activity 2 as many as 1 child (5%), students who got 60 in activity 1 as many as 9 children (53%) while in activity 2 as many as 3 children (3%), students who scored 50 in activity 1 as many as 3 children (18%) in activity 2 no students got value 50. The average Civics score in activity 1 was 63 and in activity 2 was 76. The completeness of learning achieved is in activity 1 is 30% and in activity 2 is 77%.

Furthermore, to find out the increase in Civics learning achievement material Have a good attitude and behavior (honest, discipline, responsibility, polite, caring / affection, and confident) at home and school in interacting with family, friends, and teachers, as a manifestation of Pancasila values and morals using *bikabepo* and *wabidaka* learning media seen in the following diagram.

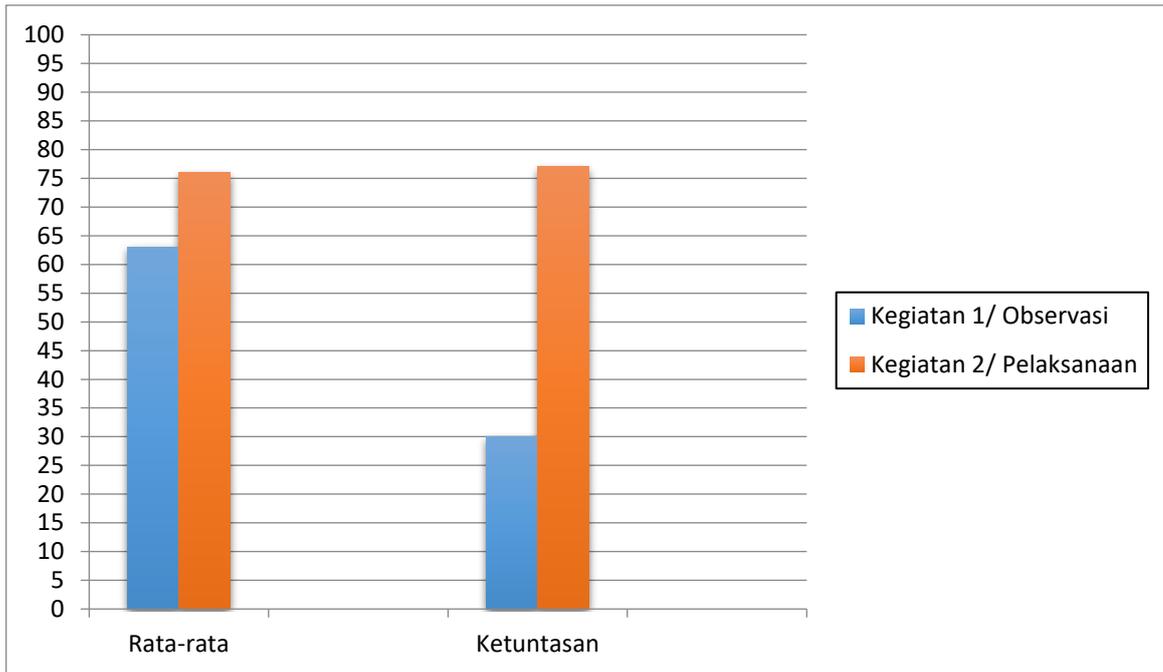


Diagram 1: Learning outcomes of observation and implementation activities

In the diagram above, it can be seen that the average value in activity 1 is 63 while the average value in activity 2 is 76. This shows that there is an increase in the average score by 13. In addition, the percentage shows the results of activity 1 by 30%, while in activity 2 by 77%. This means that there is an increase in student classical completeness by 47%.

CHAPTER IV COVER

A. Knot

From the results of the presentation on the application of learning using *bikabepo* and *wabidaka* learning media , several conclusions can be drawn as follows:

1. Bikabepo and wabidaka learning media can increase students' understanding of Civics learning in Grade 2 Civics at SD Negeri Pucangan 03 with evidence of improved student learning outcomes and student creativity.
2. Bikabepo and wabidaka learning media can develop student character. From the results of the interview, it can be seen that the students' attitudes, namely honesty, discipline and responsibility, almost 90% have been seen and applied in daily life at home.

B. Suggestion

To follow up the learning of civic education using *this bikabepo and wabidaka game* , researchers propose the following suggestions:

1. For Students

As an effort to get optimal understanding, students should be accustomed to learning using learning media powerpoint-based games and traditional games for subjects that require memorization.

2. For Teachers

The application of learning using interactive multimedia *power points* and puppets from used cardboard can increase student understanding. Therefore, learning using these teaching aids can be used as an alternative in Civic Education learning.

3. For schools

Making and using interactive multimedia *power points* and puppets from used cardboard can provide an example for other teachers to create other learning media that are more creative and interesting so that they can foster students' enthusiasm for learning.

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