Implementation of Blended Learning Storytelling Skills with Edutainment Strategies in Strengthening Character Values for Elementary School Students

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ABSTRACT

The aimed of this study were (1) to analyze the planning of blended learning storytelling skills with edutainment strategies in strengthening character values for elementary school students, (2) to analyze storytelling blended learning with edutainment strategies in strengthening character values for students. elementary school, (3) analyzing the results of blended learning storytelling skills with edutainment strategies in strengthening character values in elementary school students (4) analyzing the barriers and supporting factors for blended learning storytelling skills with edutainment strategies in strengthening character values in elementary school students. The design of this study used a sequential explanatory. The results of this study 1) planning blended learning storytelling skills with edutainment strategies in strengthening character values for students, 2) implementing blended learning storytelling skills with edutainment strategies in strengthening character values for elementary school students, 3) Analysis of learning outcomes of the implementation of blended learning storytelling skills with edutainment strategies in strengthening character values for elementary school students, 4) Obstacles and supports for implementing blended learning storytelling skills with edutainment strategies in strengthening character values for elementary school students

Keywords: blended learning, edutainment strategies, storytelling skills, strengthening character values.

INTRODUCTION

Education is a human interaction between educators and students who can support the development of a complete human being oriented to values and the preservation and development of culture related to these human development efforts (Sudjana, 2004:35). Education can also be interpreted as an enculturation process, which functions to pass on past values and achievements to future generations. and the future, as well as developing new achievements that become the new character of the nation.

Cultural education and national character are the core of an educational process (Wahyuni, 2012: 2). Education does not only to produce students with good quality academic values, but more than that, that is to create human beings who are moral and have virtuous character (Derap Guru, 2012: 34). The quality of education currently pays less attention to that, which is desired to form intelligent humans but must also be accompanied by quality characters. Quality characters need to be formed and nurtured from an early age, because early age is a golden period but is critical for the formation of one's character. Further, it aims to help humans become intelligent and have good morals in their daily lives. Time is progressing but morals and morals are getting left behind. Therefore, it is very natural that moral issues are an important issue that accompanies human life anywhere

and anytime. Moral decline also occurs among students. Regarding to the case, there are still skipping schools, cheating during learning, lack of discipline and disrespect for parents and teachers (Bastomi, 2017: 85).

This is related to the functions and objectives of national education as stated in Law Number 20 of 2003 concerning the National Education System, article 3 which reads that national education functions to develop and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become a human being who believes and fears God Almighty, has noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen.

Learning in the world of education has been facilitated, as is the case with blended learning. According to Izzudin (2012: 5) stated that blended learning is basically an advantage of learning that is done face to face (face to face learning) and virtually (e-learning). Online learning in blended learning is a natural extension of traditional classroom learning that uses a face-to-face learning model. With blended learning, we can learn interactively which is close to face-to-face learning, it also when students and teachers are far away or outside the scope of the school. This learning can do anywhere by arranging a study schedule according to the available time. This learning is an educational innovation to answer the challenge of the availability of varied learning resources. The advantage of blended learning is that learning becomes more flexible because learning occurs online and face to face. The disadvantage of blended learning is that not all students have facilities that support online learning because not all students come from affluent family backgrounds.

The success of a model or learning media depends on the characteristics of the students. The development of children's learning at home during the COVID-19

pandemic will tend to be different from the development of learning in schools, then teachers as facilitators must have various innovations, provide motivation, enthusiasm for learning and strengthen character for students in carrying out teaching and learning activities (KBM).

Character formation through schools must also be considered in educational schools not only about subjects that only concerned with cognitive acquisition but also how to inculcate morals, aesthetic values, noble character and so on. The basic values that build a person's personality are formed both because of the influence of heredity and environmental influences, which distinguish them from others, and are manifested in attitudes and behavior in their daily lives (Rosidatun, 2018:20). The process of learning activities can be interpreted as an interaction between individuals and the environment, the environment in the sense of being a place that can make individuals to gain experience, experiences that have been obtained or encountered can cause attention for each individual so that it can become an interaction (Aunurrahman, 2013: 36). The formation of good character is very synonymous with the formation of one's character, a process of a person in changing and developing attitudes, and their potential for the better through conscious and planned learning and guidance.

However, the ability to communicate is closely related to language skills. Language is a means of communication between humans. This is in accordance with the opinion of Supriyadi (1992:64) that language functions as a communication tool. Language as a means of communication is important because it serves to convey what is the mind, thoughts and feelings of human conscience to other humans. In line with the development of science and technology, humans are required to have good language skills. Someone who has good language skills will be easy to receive and convey information both orally and in writing. One of the speaking lessons taught in elementary

schools is storytelling. This is supported by the opinion of Burhan Nurgiyantoro (2001: 289) that storytelling is a form of speaking ability task which aims to reveal pragmatic speaking skills. Speech accuracy, grammar, vocabulary, fluency and fluency, illustrate that students have good speaking skills. Storytelling as a strong and entertaining means of linguistic communication provides an experience for students to recognize intonation and imagination and nuances of language. According to Rahmanto (2005:113), children's interest in retelling stories that they have finished reading must be developed from an early age so that interest does not over.

The results of the observations of the problems of character education in elementary schools during this pandemic: (1) Lack of teachers innovating or developing character-laden learning during the pandemic; (2) the character of students who are not good, accustomed to talking dirty because they often play games at home; (3) character education during this pandemic has become a bit neglected; and (4) the attitude of responsibility towards school assignments is still lacking; (5) the difficulty of the network results in less than the maximum in character cultivation. So this is an unsuccessful development of aspects of human potential.

One of the efforts that learning in schools can be accepted easily by students, it must be carried out with the right strategy according to the conditions of students and their environment, interesting, varied and fun. According to Wena (2013: 2) learning strategy is a way and art to use all learning resources in an effort to teach students. Therefore, teachers are required to be active and creative in choosing learning strategies that will be carried out without being too focused considering the lack of time available to carry out the learning and the high criteria set in the curriculum standards, but the most important thing is that the strategies used can achieve learning objectives. according to the conditions of students and their environment. One of the

learning strategies that can achieve learning objectives while still paying attention to the condition of students is the edutainment learning strategy.

This strategy carried out activities that are fun and not boring and the teacher is only limited to the facilitator because it places more emphasis on the active participation of students. If the learning atmosphere is scary, then learning will not work, learning will only be effective if the students' moods are in a pleasant condition (Hamruni, 2009: 50). Edutainment strategy is an educational or training program that is packaged in the concept of entertainment in such a way that each student is almost unaware that they are actually being invited to learn or to understand the values of each individual. (Pangastuti, 2014:28).

To support the implementation of this strategy, it needs to have learning that can facilitate the cultivation of character in children. Indonesian language learning plays a very important role, not only fostering communication but also to shape one's personality. As stated by Harlina (2020: 63) conveyed that learning Indonesian is a reflection of one's personality, character, and even one's education. The use of gentle, polite, systematic, orderly, clear, and straightforward language reflects the personality of the speaker who is educated and has a good personality. On the other hand, through the use of abusive, blasphemous, insulting, insulting language, it reflects an uneducated and virtuous person. Therefore, the language education environment must be created as effectively and attractively as possible, moreover it must be able to contribute more to the development of the character of students.

MATERIALS AND METHODS

The type of research used is a combination research method (mix method). The design of this study used a sequential explanatory.

The research was conducted on students at elementary schools in Gunung

Pati District, Semarang City. Data collection was carried out with several instruments including tests, interviews, documentation, and questionnaires (questionnaires) given to students.

Determination of research subjects used in this study was through purposive sampling technique. Purposive sampling technique is a sampling technique based on certain reasons. The application of this technique is because not all samples have criteria that are in accordance with the problems and phenomena studied. The sampling criteria in the research to be carried out were: 1) Elementary schools that have implemented the 2013 curriculum in full, 2) teachers and fourth grade elementary school students in one cluster, 3) equality of achievement and academic ability of

students, and 4) problem finding. which tends to be the same in the aspect of character.

RESULT AND DISCUSSION

Learning planning blended learning storytelling skills with Edutainment Strategies in strengthening character values in students

Based on the formulation of the problem, the results of the research carried out are Planning in making learning media consisting of Mapping of Learning Indicators, Learning Syllabus and Lesson Plans. The learning media planning carried out by the researcher was checked by the class teacher and it was stated that the overall lesson plan had been fulfilled.

No	Learning Media	A Have	A Do not Have	B Have	B Do not Have
1	Learning Indicator Mapping	✓		✓	
2	Learning Syllabus	✓		✓	
3	Lesson Plan (RPP)	✓		✓	
Percentage		90%			
Category		Very Good			

Based on table 4.2, the grade 4 teacher's assessment gave a good score with a percentage of 90% and the 4B teacher's assessment gave a good score with a percentage of 90%. Overall, the learning plan achieved the criteria for being good, meaning that the learning plan was in accordance with the standard process. Researchers have carried out the learning planning stage by organizing Learning Indicator Mapping, designing Learning Syllabus and Lesson Plans (RPP).

Implementation of Blended Learning with Edutainment Strategy

Implementation of blended learning with two offline and online methods through google meet. The implementation of learning activities is carried out to assess the learning process carried out starting from preliminary activities, core activities and closing activities by class IV teachers. The results of the recapitulation of the implementation of learning with the edutainment strategy of several meetings are

obtained with the results in the following table:

a. Introduction

In the preliminary activity, the teacher starts by saying greetings, conveying the material to be taught to students, giving appreciation, asking students about fairy tales and what is known about fairy tales to stimulate students and conveying indicators and learning objectives. In this preliminary stage, the teacher instills the value of disciplined character in students by not being late when following the lesson and listening to the teacher's explanation.

b. Core activities

The process refers to the syntax of edutainment strategies, and closing activities in the learning process. In blended learning, two methods are used, online and face-to-face, for online students through the Google Meet application. Given the pandemic conditions that do not allow full

face-to-face meetings with students, educational institutions (schools) ask for assistance in collaboration with students' guardians for direct (offline) learning.

At the beginning of this core activity, the first thing was that the teacher showed a video about 2 fairy tales, namely Pinocchio and the monkey & turtle with LCD for offline classes and shared screens on Google Meet for online classes. The teacher and students discussed the video content of the two stories that have been shown. Then students are given the opportunity to ask questions about the content of the video that has been seen, given the opportunity the teacher has instilled the character value of curiosity in students to find out more than the information that has been obtained. After understanding the contents of the two stories, the teacher gave the task to the students to make a synopsis of the two stories. Then the teacher directed the students to make groups of 2 each for offline classes to directly look for groups and for offline classes contact each other through whatshupp to work together. The teacher accompanied the students in conducting discussion activities and discussing the results of the discussion. Furthermore, the cultivation of curiosity with the teacher invites students to play "Guess the Picture" for offline and online classes. Then the teacher prepared the ball to choose a group that goes forward, the teacher invited students to sing and the teacher instructs to stop holding the ball for the group to come forward to present the results of the discussion began for the offline class, then the presentation will be followed by the online group. The teacher gives a reward for the group that has come forward.

a. Closing Activities

In this activity the teacher and students made a final conclusion about today's material for offline and online classes. The teacher together with the students review the activities that have been done and ask students to reflect on the activities they have just done. The teacher closed the lesson by praying and saying greetings.

Analysis of learning outcomes of storytelling skills in character values

At this stage, analyze the results of the edutainment strategy in strengthening character values for elementary school students

a. Character Value

The results of the questionnaire implementation of blended learning conducted in research at SDN Sekaran 01 gained data with character values criteria based on the results of the questionnaire including (1) Responsibility (2) Discipline (3) Communicative (4) Tolerance (5) Honest.

| No | Character | A | | | B | | |
| | | Average | | | Average | | |
		Pretest	Postest	Increase	Pretest	Postest	Increase
1	Responsibility	78,57	98,93	20,36	78,06	98,84	20,83
2	Discipline	76,43	97,68	21,25	76,69	97,50	20,81
3	Communicative	75,89	95,18	19,29	76,24	95,88	19,64
4	Tolerance	79,82	96,96	17,14	79,47	98,28	18,81
5	Honest	83,04	97,68	14,64	82,42	97,68	15,26

Based on table 4.5 the results of distributing questionnaires in grades IV A and B on character values 1) The responsibility score achieved is 78.3 with a very good category. 2) Discipline achieved score of 86.6 with very good category. 3) Communicative score achieved 79.1 very good category. 4) The score tolerance achieved is 82.4 very good category. 5) Honesty achieved 78.8 very good category. From the description above, it meant that the acquisition of the average value of each aspect of learning is included in the very good category.

b. Storytelling Skills

The implementation of blended learning learning carried out in this study was assessed from the results of the students' storytelling skills performance tests.

Subject	Pretest	Posttest	Increase	Category
Students Class IV	72,14	81,33	9,19	Medium (Good)

Based on the table, all aspects of storytelling are recorded according to the results above. The overall average value of the pretest is 72.62. In the aspect of pronunciation, the pretest score is 71.87 and the posttest is 81.25 with good categories. The intonation aspect obtained a pretest score of 77.23 and a posttest 82.14 with a good category. The expression aspect obtained a pretest score of 61.60 and a posttest 77.67 with a good category. The Story Sequence aspect obtained a pretest score of 68.75 and posttest 80.35 in the good category and the fluency aspect obtained a pretest score of 81.25 and a posttest score of 85.26 with a very good category.

Obstacle and Support
a. Obstacle

The inhibiting factor in the implementation of the learning process is that students are constrained by the story material, each student has a different level of understanding so that researchers must repeat the material so that all students can understand the material. Some students are still unable to speak well in front of the class. For online classes, the difficulty of the internet network is not good, this results in a lack of interaction with students and understanding of the material provided.

b. Support

In the problems that became obstacle of students, in the implementation of students who were still lacking in telling stories in front of the class to be trained and used to often so that the shortcomings experienced by students can be corrected. In online classes, to make students understand the material provided, there were face-to-face sessions in class for students who do not understand the material and the shortcomings in the online class can be corrected when there was face-to-face learning in class. For online classes, if the network does not support the students to go directly to a friend's house.

CONCLUSION

Based on the results of the research and discussion that have been described, the following conclusions can be conveyed: 1) Planning for the implementation of blended learning learning storytelling skills with strategies in strengthening character values, researchers have prepared things that need to be prepared before carrying out learning. 2) Implementation of the implementation of blended learning learning storytelling skills with strategies in strengthening the character values of teaching researchers in the classroom learning process that is adapted to the learning tools that have been prepared by previous researchers and researchers assessed by grade 4 teachers through observation, overall, it is good. 3) The results of storytelling skills in blended learning learning as a whole were good and the strengthening of character values is good with edutainment strategies, namely responsibility, honesty, discipline, communicativeness and tolerance during the learning process by strengthening character values can improve student character better and become a better person. 4) Barriers to the story material, each student has a different level of understanding so the researcher must repeat the material so that all students can understand the material. Supporters at the time of face-to-face students are given an understanding of storytelling material and often train students to speak in front of the class then the students can be made students more confident.

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