Stimulating Children's Good Characters Through The Use Of Micro Doll-Assisted Adventure Games: An Innovation In Educational Technology

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Article Info

Abstract

Character education is an important aspect of early childhood learning instruments (as millennial generation) because it is in line with the development of environmental, social and technological challenges. Innovative learning refers to how teachers are able to provide material input to children easily, technology space provides opportunities for curriculum synergy; and technology is developed to build character in children, one of which is the induction of noble character through the delivery of stories and fairy tales. The direction of this research is to conduct a comparative study of the method of induction of knowledge and noble character of early childhood through the classical oral story approach, the use of micro puppets and the educational induction approach through interactive games. The results of this study obtained the value of Pillai, Wilk's Lambda, Hotelling and Roy's (0.171) with the interpretation of the effectiveness of the use of oral story methods, micro fairy tales and simulation games for character education of virtuous character in terms of gender there is no difference, but from the average achievement (mean) of the three methods in the use of induction of animated figures in interactive adventure game simulations = 84.08, which is the highest.

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INTRODUCTION

One of the tasks of the government is to manage its human resources by the mandate in the Law of the Republic of Indonesia No. 20 of 2003 related to the National Education System Chapter II article 3 reads: "National education functions to develop capabilities and shape the character and civilization of a dignified nation to educate the life of the nation, aiming at developing the potential of students to become human beings who believe in and fear to God the Almighty One, having noble, healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen. "The success of education reflects the success of national development, so special attention is needed in the education sector because one of the factors that cause the success of national development is education (Iis, Nanik, & PAUD, 2012). One of the concepts of education that are relevant to build a generation of noble character is character education. Character education is a curriculum approach that has a unique system and the only one approach in the world.

The current reality can be seen that the high cost of education does not guarantee a significant improvement in the quality of children's character. Of course, this indicates the orientation of education that is not yet clear what kind of goals to be achieved (Sudarsana, Ketut, & Culture, 2018). Seeing the phenomena there is a need for media to shape the character of children from an early age. The formation of character in children is very important because character education is very much needed as the basis of education in Indonesia (Juanda, Juanda, & Culture, 2018). Tales become one of the media that can be used in conveying anti-corruption messages or moral values early on in the world of education. One of the approaches to character education can be to use story-based media, fairy tales, storyboards to build children's imagination, so the teacher's work in delivering the wisdom of the story in the law of cause and effect will provide cognitive input about the good and bad values of behaviour in children and this will build the emergence of character virtuous character (Inayah, Hermawan, Windiarti, & Bambang, 2017). There is a good process of inheritance and a decline in social values in each individual through fairy tales (Hanif, Muhammad, & Education, 2010).

The use of MBTI-based characters in a straightforward manner, Briggs Mayer, will be able to provide a more natural storyline where a central character has some imperfect behaviour, but the main character learns to correct mistakes, this will encourage cognitive induction formation in children in the form of wisdom of the story. Conventionally the method of approach to conveying a fairy tale is orally by using books, wherein this method the power of the teacher or a storyteller expressing and describing a storyline is crucial, failure to bring the storyline well will cause students to become bored and broken in delivering the wisdom of the story, conversely, if the teacher can explain as a good storyteller, then the transfer of knowledge to students will be easier (Hudhana & Fadhillah, 2019; Ohler, 2006; Pebriana, 2017). On the other hand, some researchers use a fairytale micro puppet technique that is packaged with distinctive language styles and strong characterizations such as Si Unyil, Ms Susan to help express a story to be more interesting and make children more excited to listen to the storyline being told. In the study (Hermawan, Joga, Windiarti, & Inayah, 2018) it has been proven empirically that the approach of educational game-based simulation technology for character education is virtuous with noble character with branching decision-making in the concept of honesty which will delimit facilitate an honesty education lessons more easily transferred in children as noble character values. In research (Hermawan et al., 2018) states that the existence of rapidly advancing information technology in the world of education has a significant impact on the process of creating a national generation that has superior character, competitive and digital literacy.

The direction of this research is to empirically test the delivery of fairy tales of character education in early childhood, namely: (a) classical oral tales; (b) delivery of micro-tales using hand puppets; (c) using the simulation game method for noble character education, the three approaches are applied to a group of young children based on male and female gender as a layer. The group is a sample whose feedback is measured regarding their understanding of the wisdom of the story relating to the honesty character conveyed using the three methods mentioned above to be empirically tested for its effectiveness.

RESEARCH METHOD

The approach method used as an analysis in this study is quantitative in the form of manova analysis which is processed using SPSS software. Multivariate analysis of ANOVA (manova) is an analysis with many variables in one or more relationships related to all statistical techniques that simultaneously

analyze some measurements on an individual or object (Santoso, 2014).

This research is a case study in the demo plot of the development of the Dongeng Central Laboratory in Hidayatullah Kindergarten with a population of students in classes A-1 and class B-1 with a total of 60 people and the sample is kindergarten students B-1 by 25% of the total population. Students measured their understanding of feedback in the context of the flow and wisdom of the story, the feedback was accompanied by the accompanying teacher. The research conducted is a case study related to testing what media are the most optimal for use in delivering anti-corruption education-based learning. This study uses 3 types of methods, each of which consists of ten statement items listed in the table below:

Table 1. Fairy Tale Lab Test Statement Through the Oral Story Method

No	Information
1.	Children pay attention when the teacher tells the Story of the Lost Wallet from the Story of Binoa through oral stories.
2	Children actively ask questions when the teacher tells the Story of the Lost Wallet from the Story of Binoa through oral stories.
3.	Children can retell the plot of the story of the Lost Wallet Story from Binoa Fairy Tales through oral stories.
4.	The child cites examples of forms of honesty.
5.	Children can mention figures who behave honestly.
6.	The child tells the result of dishonesty from one of the characters in the story.
7.	Children dare to admit mistakes that have been made.
8.	Children dare to tell stories back through oral stories.
9.	Children are enthusiastic about the stories conveyed through oral stories.
10.	Children scramble to sit in the front when the Binoa Fairytale is delivered through oral stories.

Table 2. Fairy Tale Lab Test Statements Through the Fairy Tale Micro Method

No	Information
1.	Children pay attention when the teacher tells the story of the Lost Wallet from the Binoa Fairy Tale through the Micro Fairy Tale.
2	Children actively ask questions when the teacher tells the story of the Lost Wallet from the Binoa Story through Micro Tales.
3.	Children can retell the plot of the story of the Lost Wallet Story from the Binoa Fairy Tale through the Micro Fairy Tale.
4.	The child cites examples of forms of honesty.
5.	Children can mention figures who behave honestly.
6.	The child tells the result of dishonesty from one of the characters in the story.
7.	Children dare to admit mistakes that have been made.
8.	Children dare to retell stories told through Micro Tales.
9.	Children are enthusiastic about the stories conveyed through Micro Tales.
10.	Children scramble to sit in the front when a fairy tale is conveyed through Micro Tales.

Table 3. Fairy tale lab test statements through simulation game methods for virtuous ethical character education (i. Hermawan et al., 2018)

No	Information
1.	Children pay attention when the teacher tells about Sila the Smart Child from the Pancasila Village through the Sila Video Game.
2	Children actively ask questions when the teacher tells about Sila the Smart Child from the Pancasila Village through the Sila Video Game.
3.	Children can retell the storyline about Sila the Smart Child from the Pancasila Village through the Sila Video Game.
4.	The child cites examples of forms of honesty.
5.	Children can mention figures who behave honestly.
6.	The child tells the result of dishonesty from one of the characters in the story.
7.	Children dare to admit mistakes that have been made.
8.	Children dare to retell stories told through Sila Video Games.
9.	Children are enthusiastic about the stories conveyed through Sila Video Games.
10.	Children scramble to sit in the front when playing Sila Video Games.

The primary data used in this study were obtained through direct observation using a questionnaire that was controlled by the field team when testing anti-corruption laboratories in the hidayatullah islamic kindergarten.

RESULTS AND DISCUSSION

The discussion in this study aims to find scientific facts related to which method is appropriate for learning anti-corruption education. Where there are several options offered in the delivery model. So it takes measurement of which method is most appropriate to use. Data used to measure include the age of the child, gender, hobbies, length of use of the internet, up to whether

parents of students use the internet to explore the knowledge that will be given to children.

Table 4. Descriptive Statistics

Method	Gender	Average	Deviation Standard	N
Story Telling	Male	59,00	1,225	9
	Female	59,50	3,782	6
	Total	59,20	2,455	15
Micro fairy tale	Male	73,44	5,003	9
	Female	71,00	5,292	6
	Total	72,47	5,083	15
Video Game: Sila	Male	85,33	2,449	9
	Female	82,83	2,401	6
	Total	84,33	2,664	15

Based on the above table it can be concluded that respondents with male gender, the average (mean) attention to the fairy tale using the oral method of 59.00. While the average woman (mean) noticed a fairy tale using the oral method of 59.50. Respondents with male gender, the mean (mean) attention to the story using a micro fairy tale method of 73.44. Whereas mean women pay attention to oral stories of 71.0. Respondents with male gender, mean (mean) attention to stories using the video method of 85.33. While the average woman (mean) paid attention to oral stories of 82.83. Based on the level of difference, micro fairy tales show significant differences compared to oral stories. Full oral stories only have one-way interaction from the storyteller to the audience or students because students are required to participate in imagining the story through what the storyteller tells. While stories with a micro-fairy tale method, the portrayal of characters through puppets, helps students in providing clarity of the story's shadow.

Picture 1. Binoa Micro Fairy Tale

However, the interaction that occurs is still one-way so that the attention of the students is less focused on the storyteller story. Based on the table above, by comparing the average of the three methods available, it can be seen that the method

Picture 2. Simulation Games for Virtuous Character Education (I. Hermawan et al., 2018)

Simulation games for noble character education become the most effective methods of telling a story. This statement supports the research (I. Hermawan et al., 2018) which reveals that by displaying a simulation video game for virtuous character education can provide two-way interaction between video games with students. Interactive video games stimulate students to participate in reciprocal communication. One example is in the game design there is learning about daily work that is sweeping the yard. Students are introduced to homework early on. Aside from being a personal obligation to maintain cleanliness it also teaches children to be of service to parents by helping with homework. There are 3 cows on the home page, it is hoped that students can learn to count through educational games. There is learning that uses visual, motor, and ethics at this stage. Visually, look for a house

icon to get into the house. Motor, squeeze the home icon. Ethics, if you want to be polite, do not enter the house before the owner of the house is invited. Then, at the end of each game stage, interactive quizzes are provided that are easy for students to understand the story that was presented before. The challenges of the simulation game for noble character education are the dilemma branching challenges where students will get a lesson learned from each honesty option. It was proven when the simulation game for noble character education was played in front of the students, they paid close attention and were enthusiastic about completing the mission or quiz at each stage.

Table 5. Multivariate Significance Test Output

Gender		Value	F	Hipotesis df	Error df	Sig.
	Pillar's Trace	,354	2,012[b]	3,000	11,000	,171
	Wilks' Lambda	,646	2,012[b]	3,000	11,000	,171
	Hotelling's Trace	,594	2,012[b]	3,000	11,000	,171
	Roy's Largest Root	,594	2,012[b]	3,000	11,000	,171

Based on these results, in the gender line, the significance numbers were tested by Pillai, Wilks' Lambda, Hotelling and Roy's procedures. All procedures showed the same significance rate of 0.171. This means that the oral story, micro fairy tale method and simulation game for character education together with noble character toward a respondent are not influenced by the respondent's gender. So a male respondent has the same relative results as a female respondent. More clearly, both men and women, show the same perceived influence in receiving stories with oral methods, micro fable and simulation games for character education of virtuous character.

Table 6. Box's Test of Equality of Covariance Matrices

Box's M	14.009
F	1.689
df1	6
df2	753.307
Sig.	.121

Overall, Table 7 shows the number sig 0.121> 0.05, which means the variance-covariance matrix on oral story variables, micro fairy tales and simulation games for virtuous character education is the same, both groups of male or female students.

Table 9. Levene's Test of Equality of Error Variancesa

Method	F	df1	df2	Sig.
Cerita Oral	6,270	1	13	,026
Mikro Dongeng	,003	1	13	,960
Video Game Sila	,007	1	13	,936

Individual testing using the Levene Test showed that the gender of the students did not affect the effectiveness of storytelling using the fairytale micro methods and simulation games for virtuous character education shown by sig values of 0.960 and 0.963 respectively> alpha (0.05). However, the gender of students influences the effectiveness of the use of the oral story method. This is indicated by the sig value of 0.026 <alpha (0.05).

Table 10. Multivariate Tests

	Effect	Sig.
Intercept	Pillai's Trace	.000
	Wilks' Lambda	.000
	Hotelling's Trace	.000
	Roy's Largest Root	.000
Jenis Kelamin	Pillai's Trace	.171
	Wilks' Lambda	.171
	Hotelling's Trace	.171
	Roy's Largest Root	.171

The entire Pillai, Wilk Lamb Lamb, Hotelling and Roy's procedures show the same significance level, which is 0.171 which is much

greater than 0.05. This means that the effectiveness of the use of oral story methods, micro-fairy tales and simulation games for noble character education together on a respondent is not influenced by the gender of the respondent.

CONCLUSION

Based on the results and discussion above, it can be concluded that the storytelling method that is considered the most effective for Kindergarten students is to use simulation video games for virtuous character education compared to the oral and micro storytelling method. This is because it is in line with previous research (I. Hermawan et al., 2018; Inayah et al., 2017) that the main character with a strong impression like a brother to his sister will provide induction of knowledge in the form of experience in the storyline will be more impressive to students, especially the use of animation that is funny and cheerful will increase the induction of wisdom to become more impressive stories. Thus, there is two-way communication between the storyteller and the audience (students) where video games can be run independently or guided by storytellers for students.

At the end of the story delivery or the end of the game, the session is played to strengthen students' specific instructional understanding in each session, especially distinguishing good and bad character in every decision taken from the characters involved in a story plot delivered by the teacher by the storyteller.

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