Implementation of Character Education Through Audio Media Papuan Folk Stories in PKN Subjects at INPRES 36 Elementary School, Sorong Regency

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Abstract

In the current era of globalization, along with the progress and development of the times and increasingly developing. This research aims to see how effective the implementation of character education through Papuan folklore audio media is in increasing students' understanding of good character values, as well as how much influence it has on students' attitudes and behavior at Elementary School of Inpres 36, Sorong Regency. This research uses a descriptive method with a qualitative approach, to explore an in-depth understanding of how character education is implemented through audio media of Papuan folk tales for elementary school students. The analytical descriptive method is a research method to explain the description of situations or events, phenomena that are occurring and are related to current conditions. Based on the research results, the use of audio media with Papuan folklore has proven to be effective in increasing students' understanding of character values. Based on the research results, the use of audio media with Papuan folklore has proven to be effective in increasing students' understanding of character values. Students show a positive response to the use of audio media in learning, and existing obstacles can be overcome well. The application of audio media in PKN learning helps students understand and apply character values such as courage, discipline, honesty, cooperation, responsibility, mutual cooperation, respect and love of culture. Teachers have a very important role in communicating the values contained in folklore with the real lives of students. Several challenges faced in The application of this method is due to limited facilities in schools due to the lack of electricity or internet connection in Malabam village in the morning so that the audio media used is only simple audio which is limited in use due to the battery power in the audio.

Keywords: *Audio Media, Character Education, Elementary School, Folklore*

Introduction

In the current era of globalization, along with the progress and development of the times and the increasing development of technology in the world of education, sometimes consciously or not, it has a big influence on the nation's generation. Globalization itself can be interpreted as a process of increasing interconnectedness between communities, so that events that occur in certain regions have an impact on human life or society in other regions (E. Dewi, 2019). Anthony Gidens calls globalization "time space distancing", namely a world without boundaries of space and time (Mubaroka & Surabaya, 2024). We are of course aware that this can have both positive and negative influences regarding character development in children, especially at elementary school age, where at that age children have begun to understand and understand what is happening in their surrounding environment, they have begun to see and even imitate. Therefore, character education must start from elementary school (SD), because if character is not formed from an early age it will be difficult to change a person's character later (Rohendi, 2016:2). Character education in basic education has many tasks that must be completed, therefore learning in elementary schools is not just about increasing knowledge, but also instilling values in the nation's next generation to shape character, behavior, attitudes and leadership (Anggraini, 2022).

In accordance with the discussion. Character education is one of the main focuses in the education system in Indonesia, along with efforts to produce a young generation who have good morals, ethics and moral values. Character education is not only taught through formal lessons, but can also be implemented through various media and approaches that are relevant to local culture and needs. This is important to help students understand and internalize the values that exist in society. This is in accordance with the materials taught in PKN subjects where there are values and norms that must always be instilled in students so that they always instill good character in themselves and also in everyday life. Therefore, the importance of character education in the character development of each student in elementary school.

Papua has a very diverse cultural richness, one of which is folklore which is full of life values, morals and character which can be used as a learning medium. Papuan folklore functions as a means of teaching social values, responsibility, togetherness, and the relationship between humans and nature and God. Therefore, introducing Papuan folklore to the younger generation can play a role in introducing and preserving this rich cultural heritage, especially at the elementary school level.

In the current digital era, audio-based learning media is increasingly popular because it can accommodate various student learning styles, especially for those who prefer learning that does not only depend on text or images. The use of audio media in education can help improve students' understanding and memory of the material presented, as well as making it more interesting. Papuan folklore audio media can be used as an effective tool to convey the moral messages and characters contained in the stories.

Primary School of Inpres 36 Sorong Regency is the only elementary school in Malabam Village, Seget District, Sorong Regency, Southwest Papua. Malabam Village is geographically an inland area, which has its own challenges in the field of education. Likewise, access to educational resources is inadequate, such as no electricity from morning until late evening, difficult internet networks, plus the distance that must be traveled from the city to the village so that it has an impact on educational facilities, especially at Primary School of Inpres 36, Sorong Regency, which is very limited. This often becomes an obstacle in creating optimal quality education in the school. Therefore, innovation in teaching methods is very important to create more effective learning, one of which is by utilizing media that suits the needs of students in the area.

This research shows the gap from previous studies who mostly only concern on the use of Papuan folklore to improve certain skill, but the novelty in this research concerns on how Papuan folklore can determine student's understanding of good character value. It is just like the aim of this research to see how effective the implementation of character education through Papuan folklore audio media is in increasing students' understanding of good character values, as well as how much influence it has on students' attitudes and behaviour at Primary School of Inpres 36, Sorong Regency.

Research Methods

This research uses a descriptive method with a qualitative approach, to explore an in-depth understanding of how character education is implemented through the audio media of Papuan folk tales for elementary school students by focusing on observing the process, the meaning received by students, and their interactions with this media and also to explore in depth the implementation of character education through this media.

The data sources in this research are divided into two, namely: The primary data source is data obtained from Primary School of Inpres 36 Sorong Regency by conducting interviews

with students, class teachers, school principals, student affairs teachers related to the implementation of character education through audio media of Papuan folk tales at Primary School of Inpres 36 Sorong Regency; Secondary data sources are data obtained from books, magazines, documents, as well as written objects and other things related to this research.

Interviews were chosen as the data collection technique in this research, because through interviews the process of implementing character education at Primary School of Inpres 36 Sorong Regency can be known. Meanwhile, the data that will be collected using this technique includes the concepts used in implementing character education at Primary School of Inpres 36, Sorong Regency, factors that support and hinder the implementation of character education, and what solutions are used in implementing character education at Primary School of Inpres 36, Sorong Regency. In this research, researchers conducted interviews with school principals, subject teachers, and class teachers or homeroom teachers.

In general, qualitative research in conducting data analysis uses the analysis model proposed by Miles and Huberman, which is often referred to as stating that activities in qualitative data analysis are carried out interactively and continue continuously until completion, so that the data is full (interactive data analysis method). After a certain amount of data has been collected, the author then analyzes the data in the following way:

1. Data Reduction, is a form of analysis that sharpens, selects, focuses, reduces and arranges data in a way where final conclusions can be drawn.
2. Data Presentation, in qualitative research where the data is presented in the form of brief descriptions, charts, relationships between categories, and the like.
3. Data Verification, after the data presentation stage is complete, the next stage of analysis is drawing conclusions and verification. Where researchers look for meaning in the data collected, then summarize it to provide conclusions regarding the object under study.

Results and Discussion

Process of Implementing Character Education through Audio Media of Papuan Folk Stories

The first process in implementing character education through audio media is that the teacher first chooses the right folklore to use in learning. Due to limited facilities and infrastructure that do not support it, such as electricity that is only on at night and the internet network is difficult, folklore is only taken via the YouTube application and downloaded to a cellphone to make it easier to connect to the audio that will be used. In this research, several Papuan folk tales were selected, including the titles Biawar the Dragon Conqueror, The Origin of the Coconut Tree and Ibuanari and Sago Bulan. There are some stories that are familiar to students, because all first grade students come from native Papuan families, and are close to their local culture. The results of the research show that the use of audio media is effective in increasing students' understanding of the character values contained in Papuan folklore, such as mutual cooperation, honesty and respect for local culture. Students show an increase in appreciation of these values after using audio media.

Implementation of Learning with Audio Media

During the learning process, the teacher plays an audio story to the students. This activity is carried out by listening together in class, so that every student can be involved in the same process. Learning is carried out using a more interactive method through discussion after listening to the story. Papuan folklore audio media not only educates students about the value of character, but also helps students to better understand and appreciate the richness of their culture. The use of folklore in audio form provides a more interesting and immersive experience compared to traditional text-based learning methods. In addition, audio media allows students to listen to stories repeatedly, which deepens their understanding. From the results of observations and interviews, students showed high enthusiasm for the use of audio media in learning. They feel more connected to the material because the stories told are directly related to their lives, and the characters' values are close to their culture.

Obstacles in implementing Papuan folklore audio

Although the implementation of character education through audio media of Papuan folk tales has had a positive impact, there are several challenges and obstacles faced during this process:Keterbatasan Infrastruktur

1. There are several obstacles faced due to limited infrastructure at Primary School of Inpres 36 Sorong Regency, such as only one simple audio device available, no electricity source in the morning, and also a difficult internet network. Some of these limitations are the main obstacles, so that sometimes the audio media cannot be played optimally.
2. Challenges in Managing Learning Time. The process of listening to audio media takes quite a long time. If not managed well, this can reduce time for discussions and follow-up activities which are very important in the process of deepening character values. Effective time management in learning is also an obstacle, considering the limited lesson time available to complete all the material.
3. Resistance to New Approaches. Some students and even teachers were initially less accustomed to this new approach. They are more familiar with more conventional learning methods, such as using textbooks. Therefore, acceptance of this method requires time to adjust.

In this research, Papuan folklore audio media was applied in Citizenship Education (PKN) learning at Primary School of Inpres 36, Sorong Regency. The results of the research show that the use of audio media is effective in increasing students' understanding of the character values contained in Papuan folklore, such as mutual cooperation, honesty and respect for local culture. Students show an increase in appreciation of these values after using audio media. These findings are in line with the theory of character education according to Thomas Lickona, character education focuses on developing attitudes and behavior that are in accordance with socially accepted moral and ethical values. Lickona emphasized that character education should be carried out in a way that touches students' hearts and minds.

Papuan folklore audio media not only educates students about the value of character, but also helps students to better understand and appreciate the richness of their culture. The use of folklore in audio form provides a more interesting and immersive experience compared to traditional text-based learning methods. In addition, audio media allows students to listen to stories repeatedly, which deepens their understanding. This is in line with the theory of learning with audio media. Multimedia theory from Mayer (2005) states that learning involving text, images and sound can increase understanding and retention of material.

Constructivist learning theory, as proposed by Piaget and Vygotsky, states that students build their own understanding through experience and interaction with the environment. From the results of observations and interviews, students showed high enthusiasm for the use of audio media in learning. They feel more connected to the material because the stories told are directly related to their lives, and the characters' values are close to their culture.

Conclusion

The implementation of character education through audio media of Papuan folk tales in PKN subjects at Primary School of Inpres 36, Sorong Regency has gone well, although not yet optimally. The use of audio media with Papuan folklore has proven effective in increasing students' understanding of character values in PKN subjects. Students show a positive response to the use of audio media in learning. The application of audio media in PKN learning helps students understand and apply character values such as courage, discipline, honesty, cooperation, responsibility, mutual cooperation, respect and love of culture. Teachers have a very important role in communicating the values contained in folklore with the real lives of students. Various existing challenges can be overcome with school support in providing equipment to support electricity supplies such as solar cells which are often used in remote areas. The use of Papuan folklore audio media can be an alternative in PKN learning, especially in instilling character education. This is because a local culture-based approach can increase the effectiveness of learning and build students' awareness of noble values in everyday life.

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