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**The 1st International Conference on Elementary School
Teacher Education (ICESTE)**

Volume 1

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IMPLEMENTATION OF HAND-PUPPETS CHARACTER MEDIA IN STORY TELLING ACTIVITIES FOR ELEMENTARY STUDENTS

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ABSTRACT

Orientation of 2013 curriculum is improvement and balance of knowledge, attitude, and skill competencies. Teachers' roles are not only to give information but also to internalize knowledge, attitude, and skill into students' lives leading to students having characters. In character building, teachers can use hand-puppets character media in the shape of hand-puppets media kit in story telling activities. Hand-puppets media kit consists of children stories, hand-puppets media, and guidance book of using media complemented with instruments. Based on research conducted in elementary schools, the results show that the implementation of hand-puppets character media in story telling can improve character values well. Character values appearing in implementing hand-puppets character media are working hard, democratic, honest, communicative, peaceful, tolerant, curious, creative, social, independent, concerned about protecting environment, and religious with the observation scores between 77.5 and 89.8 classified in good category. In addition to this, implementation of hand-puppets character media can improve students competencies in story telling with the average scores from 62.5 to 82.5.

Keywords: hand-puppets character media, story telling, character building.

IMPLEMENTATION OF HAND-PUPPETS CHARACTER BUILDING MEDIA IN STORYTELLING ACTIVITY FOR ELEMENTARY STUDENTS

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Abstract

The focus of Curriculum 2013 are improving and balancing knowledge, attitude, and skill competencies of students. Teachers' roles are not only to give information but also to internalize knowledge, attitude, and skill into students' lives leading to students having characters. In building students' character, teachers can use hand-puppet as a teaching media in several characters of puppets based on the stories. Hand-puppets media kit consists of: children short stories, hand-puppets media, and guidance book of how to use the media included instruments within the guidance book. Based on research which had been conducted in elementary schools, the results showed that the implementation of hand-puppets character building media in story telling can improve students' character values well. The positive character values appeared in implementing hand-puppets, such as: religious, hard-working, democratic, honest, communicative, peaceful, tolerant, curious, creative, friendly, independent, etc. Those were concerned about protecting environment and religious. The observation scores before and after conducting the research arose from 77.5 to 89.8; it is classified in "good" category. In addition, implementation of hand-puppets character media can improve students' competencies in retelling-story activity presented by themselves with the average scores arose from 62.5 to 82.5.

Keywords: hand-puppets character building media, storytelling, character building.

1. Introduction

The main focus on teaching-learning process are developing and building students' positive characters (*akhlaqul karimah*). Ref. [5] was the first quotation. It is about the teacher's role as the "bridge" or connector or medium who sends their students understand themselves about these characters. (Sulianto, 2014). Based on Gagne and Briggs, as mention on Ref. [1], (in Arsyad: 2000), teaching media include various tools used to deliver teaching material, such as books, *tape recorder*, movie, photograph, charts, camera, television, computer, etc. But these simple processes of introducing, developing, and building these should be given through media which is interesting to the students, not only memorizing words or lecturing in classroom. One simple thing to do is using hand-puppet. In this paper, the medium was developed here and there so that applicable to build students' characters. To make it true, we have designed the characters of hand-puppet figures integrated with the short stories which were written well before. Both hand-puppet and short story are worked together to introduce, develop, and build positive characters, such as religious, honesty, brave, etc. By doing this, the students can enjoy the hand-puppets' show while listening to the story delivered by their teacher, got the moral values within the stories, and applied these into their daily life.

The researchers use R and D method in conducting this research. In short, there are three

steps in conducting it. The first step is Need Analysis. Based on the questionnaire spread by the researchers to the respondents, there were data gotten about the requirements of the story as a et of hand-puppet teaching medium, they are: (1) choosing adult as the story-teller, (2) making figures of hand-puppet in human-like elementary school-aged [if there is an adult as one of the figure, she / he should be a wise person], (3) choosing themes adventure/mystery/friendship as the stories, (4) using something which is close and real to the students, like: field, house, market, mountain as the background story, (5) choosing plot, (6) based-on or inspired-by true story, and (7) the moral value is about positive character.

The teachers should be a good story teller, so the students can imagine the hand-puppets show in real. This activity will be supported well by choosing appropriate materials to make the puppets. The best two materials are flannel and cotton fabric in attractive colours, and also designed appropriately to students' hands.

The second step of R and D method is Expert Judgments. Based on the suggestion from them, it can be concluded that the prototype of hand-puppet was proper to use as a teaching medium. The figures of the puppets should be created in different from one story to the other stories. In quality term, hand-puppet has effectiveness, efficiency, and user-anxiety aspects to be requested as a teaching medium.

The last step is Testing. By giving pre-test and post-test and also treatments among the tests, here we got average score for them. The observation scores before and after conducting the research arose from 77.5 to 89.8; it is classified in “good” category. In addition, implementation of hand-puppets character media can improve students’ competencies in retelling-story activity presented by themselves with the average scores arose from 62.5 to 82.5. Those facts mean they have got their self-confidence after they saw the puppet show presented by their teacher and did retelling-story activity beside the rising score in implementing positive character using hand-puppet.

2. Research Method

It is a Research and Development (R and D) method. Ref. [4] discuss about the steps in conducting this research are based on the statement of Sukmadinata (2008). They are: (1) conducting research and collecting information, (2) planning the process of research to reach the goal, (3) developing preliminary form of product based on experts’ judgment, (4) conducting preliminary field testing to the teachers and students as the sample of population, (5) revising main products of the research, they are hand-puppets and guidance book, and (6) finishing product revision. Those steps are done in two-year research study from 2013-2015.

The population is all the students, teachers, and parents of elementary school in Semarang. The sample of the research was taken 30% of the total population; it was 196 respondents. The hand-puppet prototype was not designed and produced in mass but testing and revising first. For testing the prototype of the puppets and guidance book, the researchers chose SD N 04 Depok Semarang in the academic year 2014-2015 as the research location.

In conducting this research study, the researchers used these instruments. Ref. [3] tells more about the research instruments; they were questionnaire, expert judgment sheet, test, and documentation. (Sugiyono, 2013).

3. Discussion

Here, we present you the result of our second year research-study. The focus is on the implementation of hand-puppets character building media in storytelling activity.

Ref. [2] The characters below are taken from Daryanto (2013), they are

3.1. Character: Religious

This story entitled “*Pergi Mengaji* (Going to learn Al Qur’an)” tells about three students named Bayu, Doni, and Nita of an extra-school learning Al Qur’an. It tells us how important of learning holy Qur’an earlier, friendship, and honesty. These three points are the representative of “religious” character. Religious is someone attitude to be obedient to his

faith, respect and live in harmony with others’ faith. (Daryanto, 2013: 144).

The effect after the teacher told the story was the students getting more serious in praying to begin and to finish the today’s activities, more students spend their break time in mosque near by their school, nonmoslim students respected their Muslim classmates by staying at library in religious subject lesson, etc. Those positive attitudes were reflected in their daily life continuously.

In average, based on the questionnaire spread to them about “religious”, students of SDN 04 Depok Semarang got 81.1 in religious aspect. It means the students were good and obeyed the rules of their faith. It is important because the students must have very strong understanding about their own religion since beginning as their way of life in their future.

3.2. Character: Honest

The story “*Pergi Mengaji*” is not only teaching the students about religious but honest too. It is reflected in Nita’s attitude. She found some money when she was on mosque to learn Al Qur’an. In other side, there were Doni and Bayu. Doni told Bayu that he lost his money honestly. Bayu then told the ustadz about it. When the ustadz announced this to all the students, Nita rose her hand and told that she found some money. Doni and Bayu looked happy knowing this, and thanking to Nita.

The story tells the students about the importance of being honest, the happy feeling for both side (Nita who found money, and Doni who lost his money). It is a positive attitude to do because being honest means an attitude to be trusted person in words and acts. (Daryanto, 2013: 144).

Not too long by retelling story, the teacher conducted a small test. And the treatment works well. All the students did the test by themselves; there were no cheating at all. In discussing session of the small test, every one gave his book to other student. Guiding by their teacher, they discuss the test and gave the score honestly. There were no single students cheat in giving score.

Based on the questionnaire spread to them about “honest”, in average, their score of being honest was 78.2. It was good for the foundation of their life, from now to the future.

3.3. Character: Disciplinary

The next story is “*Taat Peraturan Lalu Lintas* (Obey the Traffic Signs)”. It is about a student named Andi who disobeyed the traffic signs, and the effect was he got accidents because of this undisciplined attitude. The moral value that can be learned by the students is if they obey the rules, especially in traffic signs, Andi would not fall from his bicycle and got injured of it, for discipline is an attitude of obeying the rules. (Daryanto, 2013: 145).

By doing this storytelling activity, the following days by that day, there was no any single student who came late, they wear their uniform in tidy, and no one was absent. The story "*Taat Peraturan Lalu Lintas*" has reform students' characters to be more discipline than before.

The researchers then spread questionnaire, and the score of the students in average was 82.4.

3.4. Character: Hard-Working

Still at the same story, "*Taat Peraturan Lalu Lintas*", students can learn some positive attitude from Andi. He is a hard-worker but less discipline. He helps his parent before and after going school. Nevertheless, he can manage his time to study well. From this story, the students can learn that we have no any right to judge other just because he has done something bad. This is because hard-working means showing wholehearted attitude to solve all the obstacles in life seriously. (Daryanto, 2013: 145).

In real life, the students of SD N 04 Depok Semarang showed change in their life from not too good things to be the good things. By spreading questionnaire to the students about "hard-working", we got average score of students' hard-working in average 80.7. It is categorized good.

3.5. Character: Independent

The following story, "*Buku Cerita Baru* (A New Book story)", there is an independent character can be learned by students from a figure named Tiara. She is an only child, but she can proof herself that she can be more independent. She can do her homework herself. She will ask her mother's help only if she cannot do that herself. And as the gift, her parent bough her a new book story. From the story, the students can learn the importance of being independent in life as their foundation of life, because independent means an attitude and habit to not depending on other's shoulders in finishing the duty. (Daryanto, 2013: 146). By getting the story "*Buku Cerita Baru*", there were change in students' habit to be more independent in finishing their duty (homework, self-assignment, etc), going school himself, etc.

To measure students understanding about the story, the researchers spread questionnaire about "independent". In average, the score of the students was 79.2 (good).

3.6. Character: Reading Habit

The story "*Buku Cerita Baru*" is not only teach the students to be more independent" but also shows them the pleasant feeling of loving reading books. Tiara as the main figure of the story loves reading so much. She has so many books to be collected. This character makes her clever, smarter, and wiser than her friends. Reading habit is a positive thing to do regularly, because reading habit

means a habit to spend more extra time to read some books that make them wiser. (Daryanto, 2013: 149).

By reading the story, the students understand well that loving reading activity is a wonderful experience. Now, in break time, the students spend the time by reading everywhere. The library of SD N 04 Depok is always be full on break time.

To make sure about the effect of the story to the students, we spread questionnaire about "reading habit". And the result in average was 73.8. by having reading habit, hopefully they will be brighter future generation who thinks out-of-the box.

3.7. Character: Creative

A story entitled "*Pergi ke Dokter Gigi* (Visiting A Dentist)", the students can learn from the main figures named Vani and her mother about creativity in cooking new menus. This character will send her a happiness feeling for she has cooked something she loves much but different from other menus. It is related with the meaning of "creative". It is the way of think and act to create some new things in life. (Daryanto, 2013: 146).

The respondents of SD N 04 Depok Semarang were more creative in teaching-learning process. Based on the data from spreading questionnaire to them, the researchers got datum that the average score for students' creativity was 74.2. It means that they were creative enough, but need more stimulus from their teacher to make them more active than today.

3.8. Character: Curious

Next, on the same story "*Pergi ke Dokter Gigi*", the students can learn how to handle curiosity well. Vani, the main figure, is a curious young girl. She loves cooking and trying something new. While helping her mother cook new menus, she tried to eat raw carrot. Because the carrot was still to hard, her teeth got injured. She cried. It happened because of her careless. From the story, the students can learn how important to manage curiosity well, because curiosity means an attitude to know something deeper from a new thing someone sees, learns, and hears. (Daryanto, 2013: 147)

By getting the information from their teacher during the storytelling activity, the students were more active and be more curious by asking some more question about the material.

To measure the students self-understanding about "curious", we spread questionnaire, and the result in average was 74.6. It means just some students really in curious with some things. It is the educators' duty to arise our students' curiosity by giving them some more stimulus.

3.9. Character: Tolerant

“*Ketua Kelas Baru* (Our New Class Leader)” is the next story which is performed in front of classroom. Through this story, the students can learn tolerant character on the dialogue between Ani and Tian. Tian is a Chinese-descent student, while Ani is an Indonesian girl. Both students are classmates. They tolerant each other with no worrying about their difference in culture, religious, etc. Tolerant means an act of respecting differences between him and others. (Daryanto, 2013: 145).

By getting the lesson of life through hand-puppets show, the students can learn of how to be tolerant to their friends who are different in some aspects.

Based on the questionnaire spread to the students, the researchers got data that the average score on “tolerant” was 82.6. It means that the students of SD N 04 Depok Semarang have tolerance to their teachers, parent, and elder people.

3.10. Character: Democratic

At the same story, “*Ketua Kelas Baru*”, the students are learned about democratic. The story is about a Vote Day for choosing their new classroom leader; Dika and Tian are the candidates. At the end of story, Tian was chosen. Ani and the classmates were happy for this, but Dika. After discussing for some more time, Dika finally accepted this. Democratic is a positive character to be accepted, because democratic is the way of thinking and acting to respect the rights and duties of himself and others equally. (Daryanto, 2013: 146).

The students gave positive respond of it. They can work together with their classmate with no seeing the differences.

Based on the questionnaire spread to them, it showed that in average, the students score was 81.5.

3.11. Character: Communicative

In the story of “*Tugas Sekolah* (Homework)”, the students learns of how building good communication with others communicatively. Communicative is an act of showing kindness in talking, interacting, and working together. (Daryanto, 2013: 146). The students can interact with their friend closer than before they got the hand-puppet show. They were able to discuss in group too. Based on the data gotten from questionnaire, the researchers concluded that in average, the students’ score in “communicative” was 77.4.

3.12. Character: Peaceful

Still on same story “*Tugas Sekolah*”, the students learned of how building peaceful around them. Arum and Roni were two students of peacemakers. They are different from Irfan who is arrogant and selfish. Through these three students, the respondent can learn of how to be peacemaker around their friends, because communicative is an

action and words of someone to cheer the people around them. (Daryanto, 2013: 149).

The students of SD N 04 Depok Semarang respond it well. By this hand-puppet show, the students got average score of “communicative” character 77.1

4. Closing

The research of the implementation of hand-puppet character building media in storytelling activity for elementary students in the second-year research study has some conclusion as follows:

1. The students can apply the positive characters learned through hand-puppets show in their real life well.
2. Their average scores of every character is categorized as “good”.
3. The set of teaching media consist of hand-puppets and guidance book; those come together integrated.

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