Characters Education Based Audiovisual for Children in the Coastal Area

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Abstract.
This study aims to illustrate the urgency of learning and audiovisual-based character learning forms performed for children living in coastal areas. The subjects of this study were school-age children living in the coastal area of Karanganyar Village, Paiton District, Probolinggo Regency. This research uses a qualitative approach to the type of case study. The data analysis technique of this study used the Milles and Huberman models which included data reduction, data display, and concluding. The results show that: 1) it is necessary to teach character learning to children who live in coastal areas so that they are ready to navigate life in the future; 2) The forms of character learning conducted in coastal areas are a; watch together a film - a story that contains character learning, b; watching television with children's stories containing character learning, c; Upload character learning videos by the fishing community through Whatsapp groups formed and scheduled, and d; conduct a regular study of Wasaya al aba 'li al-Abna at the village mosque.

Keywords: Audiovisual, Coastal Area, Learning, Education.

1. Introduction

Character is an important aspect of the quality of Human Resources because the quality and character of the nation determine the progress of the nation itself. The quality character needs to be shaped and nurtured from an early age, in this case, school age. Early childhood is a critical period for the formation of one's character [1]. Among the important issues that are surfacing in the world of education today, especially in Indonesia is character education [2]. This program is a form of response to moral decadence in the building of social reality that has consequences for the deterioration of the nation on various fronts. Even the moral collapse has forced this nation to bend its knees to the values of dehumanization in both structural and cultural circles [3].

At present formal education in schools is not enough, because the influence of the developing environment and modern life makes parents and teachers be more alert to negative things that can penetrate a child's mind. For the next generation of children to become good children, pious and successful in the lives of their

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community in the future, not only high intelligence and knowledge are needed, but also must be balanced with the formation of noble character and personality [4].

Character education is becoming increasingly urgent to be applied in our educational institutions given the various kinds of non-educative behaviour that have now spread and developed in our educational institutions , such as the phenomenon of violence, fighting, fighting, sexual harassment, corruption and abuse that occurs [5] [6]. The incessant flow of globalization without being accompanied by a filter from society, resulting in the people easily carried away by the flow of freedom and individualism, which has a direct impact on the decline in the quality of the individual concerned specifically, and the morals of the nation in general. The current decline in the quality of personal and national morals, characterized by widespread practices of corruption, collusion, and nepotism (KKN), conflicts (between ethnic, religious, political, group), increased crime, decreased work ethic, and others [7].

The coastal communities of Karanganyar Village, Paiton Subdistrict, Probolinggo Regency are people who generally have a typical openness to the outside world. The nature of its openness to the outside world creates gaps and opportunities for the entry of the educational process in the form of influencing both economic, cultural, behavioural, and others. The dynamics of the life of coastal communities, the majority of which are fishermen, open space for them to build relationships with outsiders [8]. Relationships that open the way for those who have a vision, mission and specific goals, including in the field of education. But unfortunately, education for the Karanganyar Paiton Probolinggo coastal community that initially provided positive dynamics for the advancement of various fields of life, in subsequent developments experienced degradation, especially in the field of character as more and more marginal life of coastal communities known as the poorest of the poor [9].

Character education is very necessary since early childhood. Without character education, children's growth and development are not optimal, especially in terms of morals and morals [10]. The following are the results of the identification of problems experienced by coastal children in Karanganyar Village, Paiton Subdistrict, Probolinggo Regency, among others:

a. Most children who grow up without discipline and love from biological parents - especially fathers - because of their profession as fishermen experience problems in their character and social development, namely beating, arrogant, acting aggressively according to their heart's desire without knowing the consequences of the behaviour.

b. Some coastal children in Karanganyar village, Paiton sub-district, Probolinggo Regency still cannot read, write and count even though they are already in the upper class at the elementary school level.

Education is not only limited to transferring knowledge, but education is also expected to be able to change or shape one's character and character so that they become better, have qualified skills, are more polite in the ethical and aesthetic level, and more importantly, behave well in everyday life [11]. The children of this nation do not need the number one hundred or the like that reflects a person's success, but what is needed now is to optimally implement character-based education that is oriented to the values of personality, ethics, morals, and life skills in the school and community environment. Informal education is the path of family and environmental education. Informal education has a very large role and contribution to the success of education [12]. During this time, informal education, especially in the family environment has not contributed significantly to supporting the achievement of competencies and the formation of student character. The busyness and work activities of the majority of parents are relatively high, the lack of understanding of parents in educating children in the family environment, the influence of association in the surrounding environment, and the influence of electronic media can harm student learning outcomes and achievement [13]. Strengthening character education in the current era is an important thing to do given the many events that indicate the occurrence of a moral crisis both among children, adolescents, and parents. Therefore, strengthening character education needs to be carried out as early as possible starting from the family, school, and expanding into the community [14].

2. Character Education

Terms of characters linked and interchangeable with the term ethics, the moral, and or value and deals with moral strength, the connotation of "positive" is not neutral. According to Wynne 1991 characters word came from the Greek word meaning "to mark" (mark) and focuses on how to apply the virtues in the form of action or behaviour. Therefore, a person who behaves dishonest, cruel or greedy said to be a person of character ugly, while those who behave honestly, prefer to say as a man of noble character. In the handbook of culture and national character education, Character is character or personality are formed from the internalization of

virtues that are believed and used as a basis for perspective, think, behave and act. Virtue consists of several values, morals, and norms, such as honesty, the courage to act, trustworthy, and respectful to others [15].

To achieve the objectives of character education, three stages of character education must be exceeded, namely:

a. Moral Knowing, this stage is the first rarity in character education. In this stage, it is oriented to the mastery of knowledge about moral values, moral awareness, determination of viewpoints, moral logic, self-recognition and courage to determine attitudes. Mastery of these six elements makes students able to distinguish the values of noble morals and despicable morals and universal values, and understand noble morals logically and rationally not doctrinally

b. Moral Loving is a reinforcement of aspects of human emotions to become human characters. This strengthening is related to the form of attitude that must be felt by students, namely confidence, empathy, love of truth, self-control and humility. This stage is intended to foster love and a sense of need for noble moral values. So, what is targeted by the teacher is the emotional, heart and soul dimensions not cognitive, logic or reason

c. Moral Doing/Acting, as an outcome and peak success of students in character education. The manifestation of this third stage is to practice moral values in daily behaviour [16].

Therefore, character education can be interpreted as a conscious and planned effort in knowing the truth or goodness, loving it and doing it in everyday life. The three components in the character education application as described by Lickona must be built in a related way. Moral knowing which includes: moral awareness, knowledge, moral values, the foresight of moral reasoning, decision making and self-knowledge, are essential things that need to be taught to students [17]. However, character education is limited to moral knowledge is not enough. For that, we need to continue to the moral feeling which includes: conscience, self-confidence, empathy, love, kindness, self-control and humility. Even continues at the most important stage, namely moral action. Called important because at this stage the motive for encouraging someone to do good, looks at aspects of competence, desires and habits that are displayed. The compilation of these three moral components that are synergistically interconnected, becomes a requirement for the actualization of character education in developing students' moral intelligence [18].

Moral intelligence is the ability to understand right and wrong with strong ethical beliefs and act on these beliefs with the right attitude and respectable behaviour. Moral intelligence-based character education becomes something urgently because moral intelligence is built from several main virtues that will help students respond to and face life's challenges that are full of contradictions. It was further explained that the seven main virtues that students need to have in developing moral intelligence are empathy, conscience, self-control, respect, kindness, tolerance, and justice. In this context, the role of teacher and parent is vital as an idolized figure, and a source of inspiration and motivation. The attitudes and behaviours of teachers and parents are very imprinted in a child so that the speech, character, and personality of the teacher and parents become a guideline for children to behave in everyday life.

3. Audiovisual

As presented in the last decade's literature, the use of technology, especially audiovisual media technology, is an important factor in achieving improved learning [19]. As technology and the audience develop, cross-disciplinary teaching methods and practices are applied, because, in addition to providing knowledge itself, new class norms must be sought for better results to be achieved. Audiovisual media technology supports the dissemination of information between the sender and receiver, and when they portray objective reality, they contribute to the learning process through representation. Their use in educational procedures results in the achievement of planned teaching or planned learning and reduces learning style factors, according to which all learners are not the same, and teaching must be adapted to individual understanding styles. This can be achieved if the use of audiovisual media technology is based on critical analysis and discussion of messages sent and student independent actions. As such, this method will be separated from indirect and one-way communication that characterizes it and can be used precisely as a complex direct interpersonal communication [20].

4. Research Methods

Based on the issues raised in this study, researchers used a qualitative approach to case studies. In this study, the researchers observed and examined certain phenomena, analyzing and describing the results of these observations with words, images, and not numbers so that the research report contained data excerpts to

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illustrate the report presentation. This research was conducted in elementary school-age children in Karanganom Hamlet, Karanganyar Village, Paiton District, Probolinggo Regency. A hamlet located on the beach, where most of the residents work as fishermen. This has become the main attraction for research, because so far the beach is known as a dirty and dirty place, and the community is known to be difficult to get along and communicate. Data analysis in this research was carried out inductively, that is, after the data in the field were obtained, grouping was immediately carried out so that the data could be sorted, processed, and drawn conclusions. This research uses Milles and Hubberman's model data analysis techniques, which include data reduction, data display, and concluding.

5. Results and Discussion

The following is an explanation of things done in the context of audiovisual-based character education for children in the coastal area of Karanganyar Village, Paiton District, Probolinggo Regency:

    a. Watch together In its implementation, watching together is done every night at the residence of the village head, using LCD Projector media with the distribution schedule as follows:

        1) On the first and third Sunday nights every month, watching together about the history of the prophet, and the struggle of people and guardians of God / righteous people in spreading religion that teaches sincerity and patience in *da'wah*, high social attitudes, and does not distinguish between caste and human degrees. They teach mutual help, togetherness, ownership, without distinguishing social strata in society.

        2) And in the second and fourth week, witnessed together the story of the struggle of national hero figures, who were willing to sacrifice their property, objects and lives for the independence of the Indonesian people. Without fear and fear, they bravely fought against the invaders who came to conquer Indonesia. They have a high attitude of patriotism and nationalism towards the people of Indonesia. Unselfishly they struggle to free themselves from the shackles of colonialism in this country.

    b. Watching television at home containing character learning, involving parental supervision, involving the role and coordination of the fishermen mothers community formed. Every Sunday, during school holidays, students have the activity of watching character learning films on television, such as Upin and Ipin. During this activity, parents are asked to accompany their children until the film has finished playing. In the Upin and Ipin stories, one of the learned characters that can be taken is a religious character that teaches respect to parents and respect for the same or younger age.

    c. Upload character education videos by the fishing community through the Whatapp group. In the community, the group consists of mothers who live in this village. Through the community and WhatsApp groups, they are asked to take turns on schedule to upload videos containing character learning.

    d. The *Wasaya al aba 'li al-Abna* study, conducted at the village mosque, is carried out routinely every Sunday morning, 05.30 - 06.30 West Indonesia Time, organized by village religious leaders. In its implementation, the religious leader reads and explains the contents/topics of the book accompanied by examples of behaviour related to the research/topic. At the end of the reading, children are given time to ask if there are problems that need to be asked and developed.

From the above activities, it gives good results in the behaviour change of coastal children. The importance of maintaining environmental cleanliness, polite speech, having a sense of responsibility, and leaving behind acts that are prohibited by religion, arouse a sense of empathy for others, are mostly formed from this activity. The family has a very important role in shaping character. Because the family is the first educational institution for children. Therefore, as the first educational institution for children, childcare, guidance, and parental supervision, will be able to create good behaviour.

Coastal communities in Karanganyar Village, Paiton Subdistrict, Probolinggo Regency have high awareness in the field of education. They believe that educational institutions can form good character in their children. Therefore they send their children to formal education institutions. Over time, the lives of coastal communities in Karanganyar Village, Paiton Subdistrict, Probolinggo Regency have begun to experience many changes. Children, adolescents, and adolescents have a high enthusiasm for getting a proper education. Many girls who were originally married at an early age, now many continue their education to a higher level, both in formal schools or even studying in Islamic boarding schools. All this is inseparable from the enthusiasm and support of parents to equip their children with noble values and good character as a reflection of good character, for the quality of their lives in the future.

The establishment of Nurul Jadid Islamic Boarding School near the coastal village must be recognized as having contributed greatly to the formation of character for the lives of the surrounding community. Changes

in patterns and behaviour around the community began to be good, positive thinking, which was originally static, has now become dynamic, critical and active.

6. Conclusions

Based on the results of research on audiovisual-based character learning for children in the Coastal area, it can be concluded that: 1) Character education is very urgent to be planted for school-age children because that's when their character starts to form based on everything that it receives. Therefore, it is necessary to teach them character, so that they are ready to navigate life in the future, especially for those who live in coastal areas which are known for their harsh, dirty, dirty, arrogant, and so on. 2) The forms of character learning carried out in the area of PIR are by a; watch together movies - stories containing character learning, including stories of prophets and pious people and national hero figures, b; watching television with children's stories containing character learning, c; Upload video of character learning by community of fishermen mothers via whatapp group formed, and d; carry out regular study of the *Wasaya al aba 'li al-Abna* at the village mosque.

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