

# Three In One: Character Building And Academic Achievement With The Making Of Game Religion Multimedia Vocational School

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## ABSTRACT

Cases of student brawling, pornography to drug use by students are still concern today. Meanwhile, concerns about the quality of education in our country are increasing because the influence of technology is growing rapidly but it is not being used to the fullest for learning needs. Therefore we need solutions to improve the quality of learning by using information technology. Vocational high school multimedia study program offers the solution of culturally charged religious games, religious education and expertise. Making this religion game was directed by a multimedia productive teacher assisted by both religious and Indonesian Language teacher because the production of religious video game is the result of combining religion, narration and video game making skills. Video game religion can begin with an observation of social and religious life in schools or homes. Literacy can be done to help giving new ideas and value to character, morals and religion. Through the manufacture of religion games, it is expected that students interchange every existing role while learning religion. In addition to video games production can enhance students' skills and accomplishments in multimedia majors. The study set out to describe the creation of a game of religion that features the values of character education and Indonesian Language education in multimedia skills programs and make an attractive learning model.

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## 1. INTRODUCTION

The need of character education in the education world has become a weapon in order to prevent current aberration. Law number 20 of 2003 concerning the National Education system in Article 3, mentioned that the national education serves to develop capabilities and establish dignified national character and civilization in order to enrich the life of the nation. According to Charlie (2002:3, "character education is an effort to help students understand, care, and behave according to the ethical values prevailing in society (Charlie, 2002:3)" Looking at the foregoing, precise solutions are needed both short and long-term in order to make improvements in positive direction of inculcating moral values and motivation in students. In order that implementation of education in schools work well, the ministry makes school manuals as technical guidelines in implementing character education in schools (Agus Wibowo, 2012: 44-45). Some of the schools' efforts to instill character values are by creating a school environment that reflects cultural character through the vision of a mission and school program. One

of the lessons that students are interested in is the visual audio contained in the story board, the story script and games. Game narratives can act as reflection of the contemporary social-cultural discourse (Kristiadi DP *et al*, 2019). Production games featuring characters, creating a scenario and playing them are included in the types of activities that can improve learning achievement as stated by (Sardiman, 2006:96) can be classified as follows ; 1) the visual activities, which included in reading , watching, image of experimental demonstration, other jobs. Rossi and Breidle (1996) in the Sanjaya (2012:204) states that the learning media is the entire volume and material that can be used for educational purposes. Such as radio, television, books, newspapers, magazines, etc. The role of the media in teaching process can be placed as a tool to clarify teaching materials when the teacher delivers the lesson (Sudjana and RIvai, 2011: 60). Digital game itself as structured or semi-structured activity using all multimedia elements (text, sound, images, graphic arts, animation, and video)to enhance the performance of the



understanding constraints on theories or practices. The findings were recorded by researchers who subsequently obtained precise methods based on difficulties and students' characteristics. The idea of video games begins with students' problems of character both inside and outside the classroom. It comes from speech and decency also honesty. Then the teacher discussed how to solve problem. Based on the result of studies, some may conclude that: 1) students are spending a lot of time playing games and are thus: Audio and Visual subjects get a satisfactory average score but Indonesian Language and religious score is lacking. Students who have good grades in visual audio subjects tend to have poor grade in both Indonesian Language and Religious subjects (academic behavior and grades). 3) Advances in technology are not being expended to the fullest extent. Next, the researchers try to piece together three subjects by taking one lesson as a mobilize. Subject taken to make the religious games was the Audio-Visual. This audio-video subject was drawn for 1) it has a good average student score 2) it can be filled with Indonesian Language and religion lessons. 3) The students are free to express and creative using the technological media.

### 2.2 The Data Analysis Technique

Data derived from the study result will be presented in score and a percentage of the earnings

Description :

KB : The completeness of leaning

S : Score

TS : Total Score

(Trianto; 2011)

To see a percentage of vocational learning students use a percentage formula, which is:

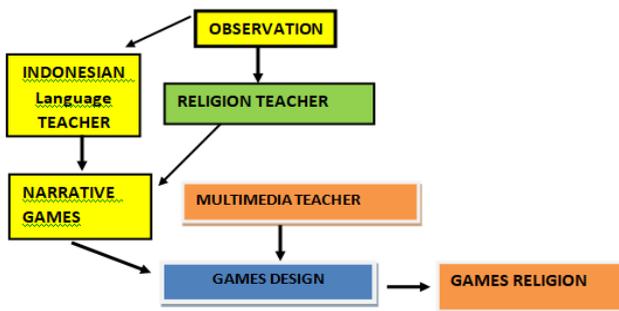
$$\% = \frac{A}{B} \quad KB = \frac{S}{TS}$$

% : Students' percentage

A : Number of students that complete

B : Total number of students (Trianto : 2011).

### 2.3 Design Model



### 2.4 Description Model

Tabel 1. Frame Explanation

Activities Frame	Description
A. Developing Research Instrument	<ol style="list-style-type: none"> <li>1. Teacher in Indonesian Language, Multimedia and Religion provide an overview of the assessment of each lesson.</li> <li>2. Make work steps and assignments based on the lesson plans of each teacher.</li> <li>3. Plan the activity time.</li> </ol>
B. Convey filmmaking activities and the practical value for each field of study to the students.	<ol style="list-style-type: none"> <li>1. <b>Indonesian Language Teacher :</b> <ol style="list-style-type: none"> <li>a. Gives direction about making the manuscript scenario and writing procedure using standard and correct Indonesian Language.</li> <li>b. Scenarios and script assessment are used as a score for Indonesian Language practice.</li> </ol> </li> <li>2. <b>Audio Visual Multimedia Teachers</b> <ol style="list-style-type: none"> <li>a. Gives direction making story boards, taking pictures and sentiments.</li> <li>b. Story board assessment, picture taking, sentiments re repeated practice of audio visual lessons.</li> </ol> </li> <li>3. <b>Religion Teacher</b> <ol style="list-style-type: none"> <li>a. Gives direction about the contents of the film in the form of honesty, responsibility, caring, religious, politeness, hard-working, and independence.</li> <li>b. The assessment of the contents of the film in the form of honesty, responsibility, caring, religious, politeness, hard-working, and independence becomes the score of student's practice for religion studies.</li> </ol> </li> </ol>
C. Steps to make film	<p><b>Students</b></p> <ol style="list-style-type: none"> <li>i. Divide into groups ( 2 groups on each class)</li> <li>ii. Make a film scenario and propose it to the Indonesian Language teacher</li> <li>iii. Proposing a scenario that has been agreed to the religion teacher to find out the content of moral values and motivation.</li> <li>iv. Create story boards and determine the location to the audio-visual teacher.</li> <li>v. The making of the games is supervised and directed by Multimedia teachers.</li> </ol>

### 3. RESULTS AND DISCUSSION

Report Score (Tabel 2) it can be seen that the development of the learning obtained by the students while given a pre (theory) has a tendency to average score: Indonesian Language = 68.1 (6 students did not pass), Audio Visual= 88.63 (2 students did not pass), Character Building= 77.59 (9 students did not pass). Students who passed or got passed the limit score 75-10 on the pre-acts are Indonesian Language = 70.8%, Audio Visual = 91.7% and Character Building = 62.5%. With the existence of the data it can be concluded that the lowest score of the theory lesson is Character Building followed by Indonesian Language lesson. The highest score is in Audio-Visual lessons.

Next, the researcher tried to create a scenario by including Indonesian Language and Character Building lessons into the Audio-Visual film-making practice. It is intended for students to increase their score in Indonesian Language and Character Building through Audio and Visual practice. The results of Action 2 learned in Audio-Visual practice by pacing up Indonesian Language and Character Building increased as follows : Indonesian Language = 78.79 (3 students did not pass), Audio-Visual = 88.12 (1 student did not pass), Character building = 88.56 (24 students passed). The percentage of students in Indonesian Language = 83%, Visual Audio = 95.8%, Character Building = 100%. The results of action 2 indicate that the result have improved and that the learning process has changed a lot better than before. Based on the agreement between researcher and Indonesian Language, Audio-Visual, and Character Building teacher, the learning cycle discontinued.

Table 2. Statistics Data

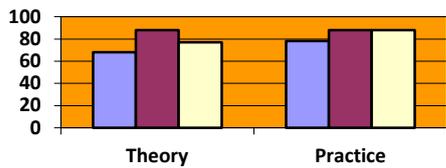


Table 2. Report Score

NILAI RAPORT  
 UJIAN AKHIR SEMESTER GENAP  
 TAHUN DIKLAT 2016/2017  
 MATA DIKLAT : AUDIO VISUAL

KELAS : XI MM 2  
 KKM 75

No.	Student Name	Agama	AUDIO VISUAL						Point		Final Point	Character Point
			THEORY			PRACTICE			MID	UAS		
			Pre	1st	2nd	Pre	1st	2nd				
1	Andreas Utama	Kristen	70	70	70	78	85	80	90	82	78	B
2	Dede Nurria	Kristen	75	85	70	75	85	85	85	84	90	A
3	Divan Fatana	Islam	90	75	100	75	85	90	75	96	96	A
4	Elsa Laurencia	Kristen	75	85	85	75	85	85	68	96	82	A
5	Evi	Katolik	60	80	60	75	85	85	78	90	77	B
6	Fabrian Setiawan	Kristen	50	85	100	70	100	75	80	72	78	B
7	Fikri Alamsyah	Katolik	80	90	100	78	90	80	80	96	84	A
8	Ferdiansyah	Kristen	90	85	80	80	85	85	75	94	83	A
9	Fransiska	Kristen	60	85	92	75	85	90	60	89	80	A
10	Frenkiy Armando	Kristen	70	90	70	72	70	85	50	93	75	B
11	Gregorius Danu Saputra	Buddha	80	85	75	85	100	90	70	96	78	B
12	Hecky Hariyadi	Islam	80	85	80	60	100	90	80	96	78	B
13	Hendra	Kristen	60	90	88	80	85	90	65	82	79	B
14	Indra Gozali	Islam	80	90	80	82	95	100	68	68	79	B
15	Johnson	Buddha	90	85	30	75	90	100	70	96	80	A
16	Josephina	Katolik	75	85	62	80	85	86	80	96	77	B
17	Kevin	Buddha	75	80	70	75	100	88	60	96	77	B
18	Leonardo	Kristen	70	85	70	75	80	90	70	84	77	B
19	Lindra	Katolik	75	85	70	78	100	95	75	90	84	A
20	Michael Allen	Katolik	60	70	96	70	75	97	75	75	77	B
21	Monica	Kristen	90	90	100	75	90	100	60	70	84	A
22	Muhammad Rizal	Islam	80	85	80	78	90	90	65	72	80	A
23	Nadia Marbel	Kristen	80	85	85	75	85	90	50	70	73	B
24	Oky Lianto	Islam	75	85	100	80	85	80	50	80	78	B

TOTAL : 1.655 : 2.015 : 1.913 : 1.891 : 2.115 : 2.126  
 Rate\_point : 69,1 : 85,63 : 79,71 : 78,79 : 88,12 : 88,58

Description :

- Theory tests : 1st (Indonesian Language)  
 2nd ( Audio Visual)  
 3rd (Character Building)
- Practice : 1st (Indonesian Language)  
 2nd ( Audio Visual)  
 3rd (Character Building)
- Midterm exams and Final exams : Audio Visual

Table 4. Percentage of Increase in Learning Outcomes

No	Action	Number of Student	Score						Increase in average value		
			≤ 75			≥ 75			Ind.Lang	Aud Vis	Char Build
			IL	AV	CB	IL	AV	CB			
1	Pre Action	24	7	2	9	17	22	15	70.8%	91.7%	62.5%
2	First Action	24	4	1	0	20	23	24	83%	95.8%	100%
3	Increase in average value	24	3	0	8	3	0	7	13%	4.1%	37.5%

#### 4. CONCLUSION

The “three in one” model provides a new breakthrough to develop learning model in the form of practice that covers three fields of study in order to develop learning outcomes and achievements in the field of study while conducting character education. The assessment process of Indonesian Language material and religious education in filmmaking on visual audio subjects can be synergized with audio visual material. Filmmaking that contained the value of character education included religious values, tolerance, honesty, responsibility, and so on.

The test model three in one via the film visual audio learning media is that there is a higher relative increase in learning. In the pre-act (theory) of the academic participants have the percentage of Indonesian Language = 70.8%, Audio Visual = 91%, and Religion = 62.5%. The result of action 2 in Audio Visual Practice with a percentage of completeness Indonesian Language = 83%, Audio Visual = 95.8%, Religion = 100%. Through interviews and polls, 97% of the students like the video game-making which contain character values for effective, fun, and not boring reasons. A three-piece syntax model in video games is a learning strategy that can improve students’ achievement and character development.

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