ASEAN SPORT UNIVERSITY
INTERNATIONAL CONFERENCE

PROCEEDING

NATION CHARACTER BULDING THROUGH SPORT

PALEMBANG

2014

NATION CHARACTER BUILDING THROUGH SPORT
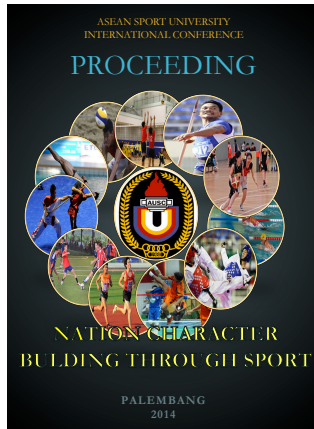

ASEAN SPORT UNIVERSITY
INTERNATIONAL CONFERENCE 2014

PALEMBANG
DECEMBER 11-12, 2014

Publisher: AUSCIC2014

AUSCIC Proceeding

Publication details, including instructions for authors and subscription information: http://auscic2014.jpesm.org

Editor' note: 'NATION CHARACTER BULDING TROUGH SPORT"

Published: 11 December 2014.

EDITORIAL BOARD

FOREWORD

ASEAN SPORT UNIVERSITY COUNCIL

Once every two years, ASEAN University Sport Council holds an International conference on sport science in conjunction with ASEAN University Games.

The 2nd AUSC International Conference, titled "Nation Character Building through Sport", will be held at Politeknik Sriwijaya in Palembang. It will deal with various topics on the sports agenda

The reasoning is that moral behavior is acquired through social interaction that occurs through sport and physical activity conducted in a collective. Whether or not sport has a positive impact on character-building in individual is highly dependent on the context of the program and the values promoted and developed.

In this respect, physical educators, coaches, trainers or community leaders have a determining influence on a young person's sporting experience and on the degree of "character building" that can arise. Some research also indicates that physical activity outside of competitive sport may be more effective in promoting mutual understanding and empathy among young people.

2# AUSC International Conference (AUSCIC) then focuses in the issue about how sports could develop character of a nation.

AUSC President

Prof. Dr. Anuar bin Hasan

CONTENT

The Effectiveness of Multimedia Class in Learning at Cipete Utara 16 Pagi Elementary School

Kusmajid Abdullah,
Mimin Ninawati
Faculty of Education, University of Muhammadiyah Prof. DR. HAMKA (UHAMKA), Indonesia
Email: cak_kuze@yahoo.com

Abstract
This study aims to determine the effectiveness of multimedia class in learning at school. This study was conducted in Cipete Utara 16 Pagi elementary school 4th, 5th, and 6th grade in the second semester (six months), school year 2012/2013. Research subjects in this study were all students who were in 4th, 5th, and 6th grade. There are 35 students in each class. This study uses descriptive analysis. The results showed the increased student learning outcomes, with an average of 78 for all studies, Math, Science, Social, Bahasa Indonesia, and Civic. All students have reached a predetermined standard; 70. The data show that students have a very high motivation to learn in a multimedia class, the teacher also has a very high motivation to implement the learning process in a multimedia class because it's very helpful in providing information to students. Thus multimedia class in school has effectively assist teachers in providing information to students and assist students in improving learning outcomes and student motivation.
Keywords: multimedia class, learning, elementary school

Introduction

Educational facilities as well as the computer is one very important component in the learning process. Because by means of a complete and quality education, the better the quality of learning and student motivation will increase. It will result in increased absorption, which in turn will impact on improving the quality of education. Technological innovations make the computer more and more clever, compact, and easy to use. Which was large, it becomes smaller. It can be brought anywhere. Which was just to help solve complex calculations can now be used for word processing, data processing, image processing, and database various fields of life.Including for the purposes of education and entertainment for children. Moreover, with the advent of multimedia technology (dual media) that could present an interactive text, sound, images, animation, and video simultaneously or alternately. Children are more familiar with the world of advanced devices in the early decades of the '80s' is still a rare commodity. Now children are computer literate. Advances in computer technology made into a fast-paced activity and make the world be like without limit. Various types of information can be accessed quickly and accurately. This wave of change that rocked the education sector has been forced to rethink everything which we understand about learning, education and schooling. Technological revolution must also be balanced with educational reform, teaching and schooling. Primary education is the foundation that must be passed for someone to be able to continue to pursue the better. Experience that gained by the students during the learning in primary schools is the core experience which will further be developed in the further education.In the learning process, teachers act more as a facilitator and motivator of student learning, as well as help in terms of getting a learning experience. To achieve the desired objectives, teachers must learn to master a variety of media to support the learning process. There is an educational interaction in the process of teaching and learning, which is an active two-way relationship that is education. To ensure the effectiveness of this educational interaction required a variety of media as a means of liaison between teachers and students in the delivery of teaching materials. Because learning is an internal process in human beings then the teacher is not the only source of learning, but it is one component of learning resources.Along with the development of technology and communication in today's era of globalization, as well as to make use of human creativity. Technological developments can treat and improve outcomes smoothly educational process. Multimedia needs seems to have become a necessity in learning at school. This need refers to

the development of technology that is public information. Currently students can use multimedia-based technologies outside of school to find information relevant learning materials freely and without limit.Multimedia is a medium in which there is a mix or combination of elements of various forms of information, such as text, graphics, animation, video, and interactive voice as a support to achieve the goal of conveying information or simply provide entertainment for the target audience.Procurement multimedia class in school learning activities is a medium for teachers to facilitate teachers in providing information to students, so that learning objectives can be achieved. Learning that takes place in a multimedia class gives real interaction because among other media, multimedia interactivity or other computer-based media is the most obvious (overt). Real interactivity here is interactivity that involves physical and mental of the teacher and the students while trying to multimedia programs. For comparison, a book or television media actually also provide interactivity, but the interactivity is only vague (covert) because it only involves the user mentally. Physical interactivity in multimedia learning is varied, from the most simple to the complex. For example, interactivity simple, pressing the keyboard or clicking with the mouse to move the page (display) or insert answer from a training given by the computer. Interactivity is a complex activity, for example in a simple simulation in which the user can switch the particular variable or in a complex simulation in which a user moves the joystick to simulate the movements provided.Excellence in multimedia interactivity is capable of forcing the user to interact with the material, both physically and mentally. Of course, this ability depends on how effective instruction are able to attract users to try active learning are presented. SDN Cipete Utara 16 Pagi is a public elementary school located in South Jakarta. Since the year 2013 the SDN Cipete Utara 16 Pagi get assistance from the government in the form of a set of tools to create multimedia class consisting of computers, programs, sound system, projectors etc. Thus the learning process that takes place at this school, especially high-grade class has been able to use multimedia. We therefore conducted a study to determine the effectiveness of the use of multimedia in learning class in SDN Cipete Utara 16 Pagi.

Definition of Multimedia

While Gayeski (1992) interpreting multimedia as an interactive communication relation through computer that able to create, save, move, and transfer the data back in the form of text, graphics, animation, and audio systems. Presented by combining all of the elements of multimedia make information in the form multimedia that acceptable to the senses of sight and hearing, is closer to the original form in the real world. the role of multimedia in learning closely related as a means to convey a message to the students, with the incorporation of many elements of the media. In the learning process, media has a function as an information carrier from the source (teacher) to the achiever (students). While the method is a procedure that help the students in receiving and processing the information in order to achieve the learning. It concluded that multimedia is a technique that used to combine data, text, picture, graphics, animation, sounds and video which utilize tools and links to navigate, communicate, and interact with that media. Multimedia approach does not mean using a lot of media at once, but a particular media chosen for specific learning objectives.

Multimedia Class

The media is a tool of communication channels. In this case, the role of communication channels will be very important, because of the channel that a message was delivered. Teachers should use the best medium to facilitate the learning, because, a good process of communication and learning facilities can provide the better learning outcomes as well in order to the improvement of student achievement. Literally, the media means an intermediary or an introductory message from the sender (a source) to the receiver. Some things that are

included in the media is the film, television, charts, print media (printed materials), computer, instructors, and so forth. The main purpose of teaching media is to combine the affective, cognitive, and psychomotor aspect which is very important in the learning process of students.In the era of rapid development of science and technology, teacher professionalism is not enough just with the ability to teach students, but also to be able to manage the information and environment to facilitate student learning. Teachers should be able to package the student learning concept environmentally, learning methods place, media assessment system, and facilities and infrastructure so as to facilitate students in learning. Multimedia classroom is a room where there are a variety of electronic communication tools to support the learning process. Multimedia space as a means of learning. Improved quality of learning is increasing the quality of the delivery of educational materials so that students are more easily to catch it.International Standards of ICT-based learning can be carried out by using the multimedia class in the school. Multimedia space that is meant is that the room in which there are some computers that are representative of all students in the class and has been configured in a LAN (Local Area Network), an LCD for displaying the teacher presentations, headphones on each computer to listen to the voices of teachers from the host computer, microphone and sound system which functions as a loudspeaker that can be heard by all students in the classroom, internet connection, printer, AC (Air conditioning).In the process of learning using multimedia space, the forms of information that can be displayed are words, images, videos, music, numbers, or handwriting. For a computer, the information is all processed forms of digital data. Making it easier for students to absorb and remember the material presented in learning process.The components that need to be prepared to implement the ICT-based learning using multimedia space, are:Electronic media (computers / laptops, LCDs, mobile phones, etc.): The willingness of students and teachers for the renovation of learning, human resources (teachers and students) and school readiness to bear the burden of operating and maintenance costs.

Types of activities / tasks that can be implemented by teachers using multimedia space, are:

1. Delivering materials (presentation). One of the simplest tasks, which can be done by conveying the subject matter using media computer / laptop and LCD. The material presented to the students by posting material on the screen. Skills can use it to process the material using MS Power Point. Then the program can be developed using the Windows Movie Maker, Ulead Video Studio and others. Even with the video display related material can also be done without a teacher.
2. Play a song / music in the middle of learning activities, for example, when students access the course material via the internet.
3. Play videos related to the learning materials
4. Display Pictures relating to learning materials.
5. Send information / message from the teacher (computer servers) to the student (client computer).
6. Send a task / exam and restore it back to students through a computer server
7. Provide opportunities for students to access the material via the internet.

Using this space as a language laboratory because in it there are headphones connected to each computer and can hear the teacher's voice from the server computer.Efforts to make the children feel at home to learn in school to take advantage of multimedia technology, is a necessity, so the school is no longer a scary room with a variety of tasks and are instead opting threat or potential ability in students. To that end, the role of the community and parents, the school committee is a partner who can plan and promote the school.Multimedia

space is very important in improving the quality of learning in a school. Given the multimedia room, the learning process will become more practical, innovative, and effective.

Aspects in Education
Quintessence of education
The basic of education is a foundation or a solid foundation for any society to be able to change the attitude and behavior of the system and learn how to practice and are not limited to the school environment, so even though it was completed school will continue to learn anything that is not found in the school.

Education as a human activity in his life to put the goal as something to be achieved, both objectives are formulated that are abstract to the formulas established specifically to facilitate the achievement of higher goals. So also because education is guidance on the development of human moving towards certain ideals, then that is a central issue for education is to choose a direction or goal to be achieved. Ideals or objectives should be clearly stated, so that all implementers and target education to understand or determine a process activities such as education, if they do not have a clear goal to be achieved, then the process will be blurred. Therefore, the goal may not be achieved at the same time, it needs to be made in stages is a general purpose, institutional goals, curricular and instructional goals are clearly defined and focused. The purpose of Education will determine which way the students will be taken. In addition, education serves to develop skills and improve the quality of life and Indonesian dignity. The purpose of education can be viewed from two perspectives, namely by Islam in general and educational purposes.The true goal of education is not only fill the spaces of imagination and intellectual, honing their social sensitivity, or introduce them to aspects of emotional intelligence, but rather to prepare them to know God and one another to greater achievement for eternity. The purpose of education proposed by Herbert Spencer was based on what he thinks is the most valuable and necessary for every person to life in society.

Bloom distinguishes three categories of educational objectives, namely:

Cognitive (head) Purpose with respect to cognitive ability to know the world around the individual include intellectual or mental development. Cognitive Objectives also include; Knowledge (Knowledge), comprehension (understanding) which is the ability to express a definition, formula, interpreting a theory. Application (Application) is the ability to use an implement or understanding, concepts, principles, theories that require the acquisition of knowledge and deeper understanding. Analysis (Analysis) That is the ability to decipher something in the elements, for example the analysis of the relationship between people and nature and the universe. Synthesis (Synthesis) That is the ability to see the relationship between the number of elements. And Evaluation (Assessment) Assessment based on the evidence or specific criteria.

Affective (heart) The purpose of the development of affective attitudes, feelings, and values or emotional and moral development. The purpose of affective include Receiving, paying attention to a certain value. Responding that showed a reaction to certain norms, showed a willingness and readiness to respond, feel satisfied in response. Valuing (Cherish) that is receiving a norm, appreciate a norm, and bind themselves to these norms. Establish an organization that is the concept of a value, to construct a system of values. Characterization by Value or Value Complex Realizing that the personal values so that a person's character, it becomes part of the norm personally

Psychomotor (hand) Objective psychomotor development involves an element of motor skills. Psychomotor Objectives are goals that relate to the ability of a person's skil. There are

six levels that include this domain; Reflexes, basic skills, perceptual skills, physical skills, movement skills, non-discursive communication.

Learning

The learning process is at the core of the educational process as a whole with the teacher as the main stakeholders. According to Carey in Saiful Sagala, "learning is a process in which a person intentionally managed environment to allow it to participate in behavior specific behavior in particular conditions or produced in response to a particular situation". The process of learning as a process aimed at seeking knowledge or information that can be used by learners provision in his life. Brown suggests "learning is a acquiring or getting of knowledge of a subject or skill by study, experiences, or instruction", which means that learning is a process of seeking knowledge of a subject or the ability to learn, experience, and command.

From all the above definition can be concluded that learning is a process of interaction between learners and educators as an effort to achieve a particular goal.

Motivation

Learning activities are not always done in the classroom there are also learning activities conducted outside the classroom. With the learning activities conventionally in the classroom, students study to fulfill the demands of the task and the design of the teacher. But there are so many learning activities without following the conventional rules which are reflected in instructional design. That is, students learn because of their own desires. Therefore awareness of "learning" as assigned and self-motivated to learn is "important" for teachers. On students, there is a mental strength that drives the learning. The strength comes from various sources. Students learn because it is driven by his mental strength. Mental power in the form of desires, concerns, wishes, or the ideals. The mental strength can be classified as low or high. There are educational psychologists who called motivation is mental strength that encourages learning. Motivation is seen as a mental impulse that drives and directs human behavior, including learning behavior. In the absence of motivation contained desires, expectations, needs, goals, objectives, and incentives.

James O Whittaker said that motivation is a condition or circumstance that enable or encourage the creatures to behave achieve the goals posed by the motivation. While Mc Donald gives a definition of motivation as a force of change in a person marked by encouragement and reactions in order to achieve the goal.Motivation can come from a person in itself, known as the internal motivation and external motivation. External motivation is the drive to something someone's behavior, which is outside the act of doing, do something, because of the encouragement from the outside such as the reward or avoid punishment.

There are two types of learning motivation; intrinsic and extrinsic. While the reinforcement of those learning motivations are in the hands of the teacher, educators and community members.

The ideals or aspirations of students.

The emergence of the ideals accompanied by the development of reason, morality, willingness, language and values of life. The emergence of ideals is also accompanied by the

development of personality. Student aspirations to become someone will strengthen the spirit of learning and direct the behavior of learning.

The ability of students

The desire of someone needs to be coupled with the ability or skill to achieve. With supported capabilities, the success of achieving something will add a wealth of life experience, satisfying and pleasing to children. Therefore, the ability will strengthen the child's motivation to carry out the tasks.

The condition of students

Conditions include students physical and spiritual conditions affect motivation to learn. The conditions to students include; (1) the environmental condition of the student, (2) the dynamic elements in teaching and learning, (3) Teacher efforts to teach the students.

To increase the students' motivation to learn there are some efforts that can be done to increase a child's motivation to learn, there are:

Optimization of the learning principles applications. Some of the conditions that must be owned by a teacher to the student in the learning efforts include: (a) Teacher has to learn the lesson material. (b) The teacher has to understand the parts are easy, medium and difficult. (c) The teacher has mastered the ways to learn the material. (d) The teacher has to understand the nature of the subject material. (e) The use of strategies, methods or approaches are good and right.

Optimization of Dynamic Learning Elements. Efforts to optimize the dynamic element in learning and teaching, are: (a) Provide opportunities for students to express their learning barriers. (b) To maintain interest, willingness and enthusiasm of student learning. (c) Request an opportunity to parents of students in order to provide opportunities for self-actualization. (d) Utilizing environmental elements. (e) Using a time in an orderly manner. (f) Stimulate students to give confidence booster.

Optimizing the utilization, experience and ability of students. Some of these optimization efforts are: (a) assigning students to read previous teaching materials. (c) Teachers learn things difficult for students. (d) Teacher solves and look for ways to solve difficult things. (e) The teacher teaches how to solve and educate the courage to overcome adversity. (f) The teacher invites students to experience and cope with problems. (g) Allow the students who are able to solve problems to help his fellow.

Development of the ideals and aspirations of learning. There are some ways to educate and develop the ideals of learning (a) Creating a learning environment that is encouraging. (c) Encouraging all students to maintain a learning facility. (d) Encouraging parents in learning.

Learning Result

Learning outcomes can be explained by understanding the two words which form it, namely the elements and learning outcomes. The results are something that the learner has achieved the learning activities. From this definition, it is the mastery of learning outcomes or skills developed by the subjects, usually indicated by test scores or numerical value is assigned by the teacher.

The result of learning is a change in the behavior of both increased knowledge, improved attitudes, and skills improvement experienced by students after completing learning activities.

The result of learning is the ability of the targeted teachers. Learning outcomes can also be interpreted as the expected change in behavior after students learn something, both in terms of cognitive, affective, and psychomotor. Learning outcomes is a measure to determine how far the lessons can be absorbed by the student. Thus, it can be concluded that the study results is a state or value of a person or the ability to learn and use what he had learned by including knowledge, attitudes and skills that have been acquired from the learning process.

Previous Result.

This articel reviewed the report of a research result that has been done by Beacham and friends. (Beacham, N. A., Elliott, A. C., Alty, J. L., Al-Sharrah, A., in *Media Combinations and Learning Styles: A Dual Coding Approach*, Association for the Advancement of computing in Education (AACE), 2002), which aim to find out whether the combination of several types of media would increase students' understanding of computer-based learning materials. In addition, this study reported also used for knowing whether the style of students' learning effects on the level of students' understanding of different types of media. The combination of several types of media has considered **dual coding theory,** which states that information is processed through two independent channels, ie verbal and visual channel. The result of the research indicates an increase in students' understanding when the learning material was presented using sounds and diagrams. The understanding decreased when the learning material was presented through text and diagrams. The result of the research shows that the sounds and diagrams could increase the students' understanding regardless of the preferred learning styles of students, and student who has an intuitive learning style tend to have a better understanding.

METHOD

The method used in this study is a descriptive analysis method is a method to describe or depict phenomena that exist, either a natural phenomenon or a human invention (Sukmadinata, 2008: 72). The purpose of the use of the descriptive method is to create a description, picture or painting in a systematic, factual and accurate information on the facts, properties and relationships between phenomena are investigated / examined. For example : using animation blog for Science, Audio system for Bahasa Indonesia, video for Civic and Social, Picture for Math. Sometime teacher combine all the system in learning process.

Technique of collecting data is done through the interviews, questionnaires and achievement test and observation sheets. Interviews were conducted to determine the responses, opinions, and feelings of a person to a problem. The questionnaire is a written communication that is used for data on students and teachers. Achievement test is used to obtain quantitative data to measure the success of learning in a class of multimedia learning, observation sheets used take into motivation in the students run the multimedia learning in class.

In this study, researchers wanted to see the effectiveness of multimedia in learning class. In this study, research subjects were teachers and students who apply their learning in a multimedia class.

RESULTS AND RECOMMENDATIONS

The results showed the increased student learning outcomes, with an average of 78 for all studies, Math, Science, Social, Bahasa Indonesia and Civic. All students have reached a predetermined standard; 70. The data show that students have a very high motivation to learn

in a multimedia class, the teacher also has a very high motivation to implement the learning process in a multimedia class because it's very helpful in providing information to students.

Learning in a multimedia class has given a very high contribution for students and teachers in implementing the learning. By means of multimedia students have achieved increased understanding than before, because the process of learning in a multimedia class provide a meaningful experience for the students, the students not only listen to information from the teacher, but the students can see and feel the direct learning through programs that have been provided. Increased creativity is also shown by teachers in implementing the learning in multimedia class, because with multimedia, the teacher must be creative in presenting the material to be delivered to students through the available media in the multimedia class.

Thus, it can be concluded that the availability of multimedia class has an impact for students and teachers in implementing the learning process, it is proved by the increasing student learning outcomes, increasing the motivation of students and teachers as well as increased teacher creativity in implementing the learning process, it is proved that the presence of multimedia class is very effective in creating meaningfulness in learning.

REFERENCES

Dimyati dan Mudjiono. (2011). *Belajar dan Pembelajaran*. Bandung: PT Remaja Rosdakarya

Indriana Dina. (2011). *Ragam Alat Bantu Media Pembelajaran*. Jogjakarta: Diva Press

Musfiqon.HM.M.Pd. (2012). *Pengembangan Media & Sumber Pembelajaran*. Jakarta: Prestasi Pustaka

Niken Ariani dan Dany Haryanto. (2010). *Pembelajaran Multi Media Di Sekolah*. Jakarta: Prestasi Pustaka

Ridwan.Drs.M.B.A. (2009). *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Penelitian Pemula*. Bandung: Alfabeta.

Sudjana Nana.DR. (2010). *Penilain Hasil Proses Belajar Mengajar*. Bandung: PT Remaja Rosdakarya

Sugiono.Prof.Dr. (2010). *Metode Penelitian Pendidikan*. Bandung: Alfabeta

Sunarto dan Agung Hartono.M. (2008). *Perkembangan Peserta Didik*. Jakarta: Rineka Cipta

Supriyadi, Dedi. (1997/1998). *Kebudayaan dan Perkembangan Iptek*. Bandung: Departemen Pendidikan dan Kebudayaan.

Suryosubroto.B.Drs. (2009). *Proses Belajar Mengajar Di Sekolah* (edisi revisi). Jakarta: Rineka Cipta

Suyono dan Hariyanto. (2011). *Belajar Dan Pembelajaran*. Bandung: Remaja Rosdakarya.

Tiantono. (2007). Model *Pembelajaran Terpadu Dalam Teori Dan Praktek*. Jakarta: Prestasi Pustaka

Triantono.M.Pd. (2010). *Model Pembelajaran Terpadu*. Jakarta: PT Bumi Aksara

Warsita, Bambang. (2008). Teknologi Pembelajaran Landasan & Aplikasinya. Jakarta: Rineka Cipta