

Increasing the Contribution of Ethics Education through Indonesian Language Speech Culture in Elementary School

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Abstract: Industrial revolution improving era had an impact on human behavior and attitudes. Through language, aside from being used as a means of communication, it can also be used for character building, one of which is ethics. The age of elementary school students is the right age to instill ethical values. This research aims to increase the contribution of ethics education through Indonesian language speech culture in elementary schools. This research is a classroom action research. The subject of this research is fifth grades student YPK Mopah Lama Elementary School of Merauke Regency. This research consisted of three cycles. The results of this study are the increase in students' ethics interacting in schools both to teachers and the interaction between fellow students. The Indonesian language used in communication is very effective in teaching good manners and socializing procedures without being written in the text. Reflections from the results of classroom action research found students are accustomed to using local languages or dialect regional languages in association, therefore through Indonesian can be uniformed and accustomed to in every politeness ethic. The conclusion of this study is an increase in ethics through the Indonesian language.

Keywords: ethics education; Indonesia language; elementary school.

Introduction

Education has a big role in the improvement and development of the next generation. Through education, understanding planting can be carried out continuously, which in turn creates a culture change from the unknowing to the knowing. In addition to the educational achievements of students in learning science, through education can also be used to instill positive character traits to students. An active effort to instill character education is done through good habits that are instilled in children since childhood (Sukoyo, 2017). This is justified that say one way to improve the character of the nation is through education (Saliman, Widiastuti A, Taat, 2013).

Students who are in the world of education get positive motivation obtained from the material and examples of teachers who teach it. After students understand the material provided by the teacher students will try to achieve learning outcomes. The ultimate goal of motivation from students is to encourage to improve good learning outcomes (Handayani, 2107). Supporting facts from the previous study is that since 2013, the government through the Minister of Education and Culture has supported the field of education

through the replacement of the school curriculum, which until now is known as the 2013 curriculum.

Until now, the implementation of the 2013 curriculum has been implemented in all schools in Indonesia. The emphasis of what appears in the 2013 curriculum is the domain of attitudes that are more dominant in student learning outcomes. Of the three advantages of the 2013 curriculum, as mentioned by Mulyasa point number two, the 2013 curriculum is character-based and competencies can underlie the development of other abilities (Mulyasa, 2013). The mastery of science, expertise in a job, the ability to solve problems can be done optimally based on certain competency standards.

Through education in schools, students get provisions that will be used in the next life. Education is life, therefore, learning activities are required to be able to equip students with life skills in accordance with the environment in which students will later grow and develop (Mulyasa, 2013). Besides in the world of education, the importance of the realm of attitude is also followed up by the Government which is applied to its people by the mental revolution movement. This serious effort has received a response from the

community by re-establishing harmony in the state based on mutual cooperation.

The government supports through the mental revolution movement, the underlying reasons are three points. One of the necessities of a mental revolution, in the area of integrity, is that citizens have formed a culture of allowing practices in the nation and state. What is done is by means of dishonest, irresponsible, not holding ethics and morals, cannot be trusted, and cannot be relied upon. In other words, the Indonesian people have lost the values of integrity.

Three of the pillars of mental revolution are people who have personality in culture. Through a mental revolution, the goal of a politically sovereign, economically independent and strong personality of the Indonesian nation was through the formation of a superior new Indonesian person to apply the values of integrity, hard work, and mutual cooperation. The four main actors of the national movement of mental revolution are the organizers of the state, the business world, the community and the world of education.

Through the education world also the process of changing both aspects of knowledge, attitudes and skills of students is updated and improved. Through the pattern of habituation students can form a positive attitude. This is in accordance with the personality theory revealed by Pavlov, known as classical conditioning, namely the type of learning that is more emphasis on neutral stimuli that require the capacity to be able to stimulate the original response stimulated by other stimuli (Yusuf S, 2011). For this reason, in school education efforts can be made to improve the educational process, one of which is to change the teacher-centered learning paradigm to be student-centered (Jatmiko A, 2017).

Integral learning can increase student knowledge. This is in accordance that students can be facilitated by the variety of learning styles (visual, auditory, and kinesthetic) that can improve student understanding of the material provided (Nindiasari H, Novaliyosi, 2017). In addition to the interaction of learning devices must also be renewable. Learning tools must be updated and changed according to the needs to improve the quality of learning (Agustina P, Muhdhar M H I Al, 2017). In addition to the content and learning tools, students must also be socialized. Students in learning influenced by social aspects can be maximized in developing learning abilities (Wangid, 2017). Through various solutions that have been described above can be used as an effort

of a teacher to be able to improve student learning outcomes.

Communicating is a means for each individual to recognize and influence the other person. Through two-way communication able to know the intent and purpose. The communication process occurs both ways between the speaker and the speech community. Interaction in cooperation is certainly related to cultural values. Therefore, the language behavior of community members reflects the cultural values of the community (Samingin, 2016). Communication can also have wide influence. Through everyday language can influence national identity and character from the angle of language (Satinem, 2015). Through this communication process the aims and objectives of the speaker can be conveyed.

Communication in the speech of the Indonesian people, in which there are norms and rules. In accordance with tradition, potential owned by the community in an environment can be used as a source of learning in a community education (Sujarwo; Trisanti; F U, 2017). Among those already known is manners. Through politeness can be assessed the level of maturity in communication and socializing. The state of Indonesia, there are norms and beliefs in the form of a family spirit, this norm must be followed by every citizen (Darmawan, 2017). The norms in the community are unwritten guidelines that have been mutually agreed upon. The term of positive norms in society is usually known as local wisdom. Local wisdom is a form of knowledge and understanding in carrying out customs and ethics that are used as a means of supporting life through based on previous community experiences (Sumayana, 2016).

Character education launched by the government can be supported by achieving the contribution of ethics education. This will affect students' ability to think at the level of critical thinking. Achievement of critical thinking is part of the ability to reflect. This is in line with what was conveyed by Nindiasari et al that say the ability to think critically is part of the reflective ability (Nindiasari H, Novaliyosi, 2017). Therefore, if you will identify someone's critical thinking ability can be seen from the ability of reflective thinking. Through reflective thinking students are directed to things that are easily understood and easily found in the surroundings inhale. Character education in children is implemented with things that can be done real and directly observed, whereas in adolescent students more on language speech that is easily understood after being exemplified (Nasrullah, 2015).

Therefore, as a teacher in the school environment must innovate in creating interesting and innovative learning. Relevant learning models are learning models that can cause students to express/convey their ideas and ideas in writing (Supandi, Rosvitasari D N, 2017). Through learning Indonesian language education that is good and right and intonation in the appropriate delivery can make major ethical changes in student manners. Courtesy education can support student learning education according to its development (Suharti, 2004). For this reason, with the improvement of polite character education students, students can implement in life consciously. Moral action is a behavior and action taken by displaying knowledge and moral feelings that are consciously owned (Marzuki, 2017).

Gap analysis in this study is that there are still many elementary school students who daily recite languages with certain regional characters. Incorrect pronunciation in Indonesian will affect different attitudes and ethical characteristics. As happened in the Papua region, local wisdom can be passed on to the younger generation with the attention and delivery that is carried out continuously will shape the attitude and nature (Adi Sumarsono, 2019). The extent of its influence if it is both in the pronunciation of different regions, will cause new problems.

The novelty of the research presented in this study is that everyday activities in every communication can be used as a solution to foster and improve ethics both in politeness, regularity and togetherness through good and correct pronunciation of Indonesian. The research objective to be achieved from this study is the presentation of ways used to increase the contribution of ethics education through Indonesian language speech culture in elementary schools.

Research methods

This research is a classroom action research (CAR). The design of this study uses a cycle consisting of four stages, planning, training, observation and reflection. The cycle will continue to the next cycle if the results of the observation have not yet reached the predetermined completeness. This research was gradually carried out at fifth grades student YPK Mopah Lama Elementary School. The implementation of this study for three months was carried out alternately in accordance with the achievement of completeness in each research subject.

The data collection technique was carried out using two assessment instruments consisting of

observation and interview assessment instruments. Each instrument has passed the validation process by social instrumentation experts and has undergone an instrument revision improvement. Data analysis techniques in this study, the data were analyzed qualitatively and also through quantitative. The absorbency of the research cycle results is terminated if the objectives of the study have been achieved. Apart from the qualitative results based on input suggestions from collaborators, they were analyzed using qualitative methods. The results of the reflexes from each cycle are effective tools in improving the implementation of the subsequent learning. The presence of researchers in this study as the actors providing learning and also as an instrument in qualitative data.

Result and Discussion

Result

Research done by YPK Mopah Lama Elementary School. On average, the students who attend elementary school are native Papuans, even though the class is mixed with migrant students. Broadly speaking, the results of this study can be conveyed as follows: the increase in learning done in fifth grade occurs in the third cycle. The increase in the contribution of Ethics education occurred based on observations which in the previous two cycles had not increased. Indonesian speech culture properly and correctly influences the speech of speakers who are always guided by the class teacher. Improvements in the third cycle prove that repetition in clear and detailed learning makes students follow the rules in language delivery. The teacher as a collaborator with a colleague admitted that previously he had become accustomed to a situation that had gone down. Therefore, proving that changing habits is very difficult if not monitored systematically by the teacher.

Indonesian identification in the dialogue of delivering messages on communication between students in schools is still often found in language delivery that is influenced by the accent that is often found in Papua, including your words which are only abbreviated as “*ko*” and the words want to be “*mo*”. In addition to the delivery in the classroom in the communication reaction to the teacher, there is still a delivery of the word “*dong*” or “*dorang*”, which means they. Submission of words in language delivered in ethics that are less fitting. Through reflection is improved by reminding students that the rules in the classroom use good and correct Indonesian. An overview of the

improvement in the results of changes from this class action research can be seen in Figure 1.

level of student ethics in communication. In addition to habituation in speaking, the

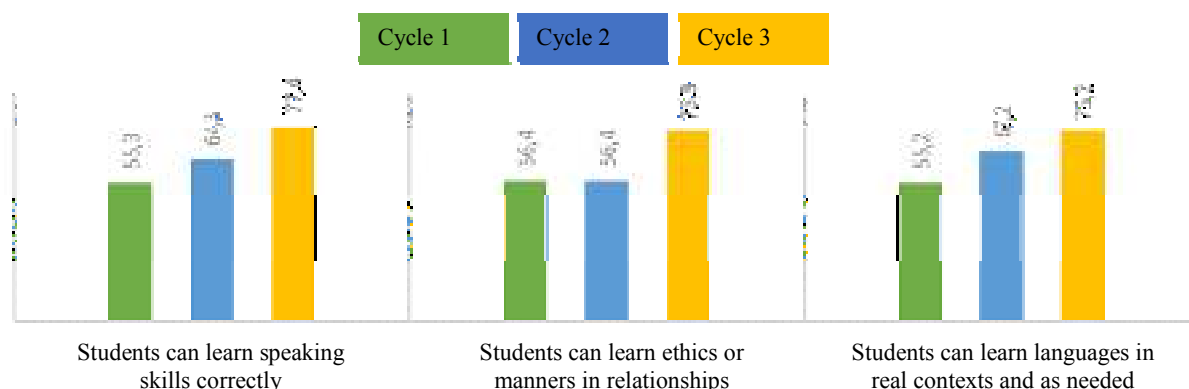


Figure 1. Research Results at the YPK Mopah Lama Elementary School

Based on Figure 1, can be concluded that in Cycle I, students are still accustomed to the delivery of language that involves accent and family language. In the second cycle has started to memorize words and already have polite speech to teachers and friends who are higher level. In the second cycle the classical average of students has increased but there are still many unfinished. Based on the improvement in the third cycle the fifth grades students have been completed with a percentage above the YPK Mopah Lama Elementary School minimum completion criteria of 70.

Discussion

Indonesian used as a medium of communication can foster a sense of unity, especially in the Papua region. Before the use of Indonesian, students' communication was limited to the use of local languages from which each ethnic group originated. The dialect that is built makes students compartmentalized communicate using local languages. At the beginning of the study students tend to use regional languages according to the region of origin. Particularly at the elementary school, it has applied the rule that the official language that must be used in communication within the school environment is Indonesian. Through the use of Indonesian language that is good and right, can increase the contribution of ethics education. Character that is grown on students from an early age is proven effective in shaping students' habits in attitude and action.

The findings of this study are the habit of using Indonesian on students in communicating the habit of speaking softness of speech. Through regular and structured pronunciation makes the

implementation of pronouncing Indonesian also results in rules which if used to communicate able to shape student ethics. Increasing the contribution of ethics to students can be seen from the achievements of the third cycle that has formed the preference for a significant increase in student ethics.

In the realm of effective as a benchmark for the delivery of messages in communication occurs with the acquisition of calls that are not like the beginning again. Refinement in the calling tone can be seen by switching the title sister to someone who is more mature and more respected. Changes in the increase in research are also influenced by the motivation given both by the teacher and the motivation that appears in students. This is in accordance with what was expressed that the learning process is influenced by two things, namely learning motivation and learning outcomes (Ratnaningsih S, 2018). Through strong motivation students can adjust to the learning outcomes.

The improvement identified from the results of this study furthermore is the change in student attitudes. This can be exemplified by the tone and manner of greeting done by students with a gentle, reprimand greet with a good friend for example calling as an older sister if you call a friend of his level. This process of change gives rise to a dominant character in students. Character education that lasts long in school-age children is a pattern of habits taught since childhood (Weissbourd R, Scherer M, 2009). In addition to long-lasting characters, good and fluent Indonesian language learning can provide a pleasant learning experience. The earlier students are taught with positive activities will lead to positive things that stick to a long time.

Students at the elementary school age are accustomed to playing activities, these activities are at the same time to adjust their abilities with their peers (Sumarsono, 2016). As in motion activities at an early age. Based on the experience possessed by everyone, the experience of movement at a young age will determine abilities in the old days (Sumarsono, Syamsudin, Hermansyah, & Iswahyuni, 2018). Aside from motion and the dominant Indonesian language can also be applied in learning models through games. Through obeying the rules of the game, it is used as a means to instill positive character influences.

Provision of ethical changes that exist in students can stock in old age later. Therefore, youth is not a guarantee that the character remains dominant, but if it gets older the character is attached, so it is useful in old age later. Success as an adult is more important than achievement when school and character traits or behaviors are the capital for success, therefore the school's effort is to optimize honesty, discipline, hard work, diligent, responsible, abstinence, smart, creative, many friends and smart see opportunities (Muchlas, 2012).

Conclusion

Classroom action research that has been carried out can be explained that Indonesian is a must for students at school age since elementary school. The term in Indonesian properly and correctly is an expression that, in every speech must be followed by norms inherent in the Indonesian language. The improvement of the results of this classroom action research requires that Indonesian speech in elementary school students occurs because of the role of educators to always teach, remind and assist students to do language exposure properly and correctly. In learning there has been an increase and can be measured by speaking skills, ethical manners in relationships and discussion in real contexts.

The results of this study is the achievement of an increase in the contribution of ethics education through Indonesian language education. Ethics inherent in later can be used as a guarantee of student character. The findings found in this study are very diverse, given the characteristics of different students. The existence of teachers in teaching, introducing and always supervising Indonesian language learning is needed. From the findings in the field that the average grammar at each meeting students feel awkward in implementing the habit of speaking Indonesian that is good.

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