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**BUILD UP STUDENTS' CHARACTER IN ELEMENTARY SCHOOL WITH TIMES
SEQUENCE NARRATIVE WRITING**

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Abstrak

Diketahui pembelajaran proses pembelajaran perlu ditingkatkan. Fenomena pentingnya peningkatan proses pembelajaran disebabkan guru selaku pengajar di kelas perlu memberi solusi atas permasalahan yang dihadapi oleh peserta didik. Solusi yang diberikan adalah penyelesaian dari masalah selama proses pembelajaran. Peningkatan proses pembelajaran disebabkan keterampilan peserta didik dalam menemukan permasalahan perlu mendapat perhatian khusus. Keterampilan dalam menemukan masalah perlu perhatian khusus disebabkan peserta didik perlu diberi atensi yang memadai. Atensi yang memadai penting diberikan untuk melatih peserta didik agar mampu bertanggung jawab pada diri sendiri. Penelitian ini mengedepankan konsep narasi yang digunakan untuk pembelajaran di sekolah dasar) kelas 2. Dalam konteks ini murid diajarkan untuk mengedepankan prinsip narasi dalam menceritakan kehidupan sehari-hari, perjalanan dari berangkat sekolah hingga pulang. Dalam penelitian ini diperoleh hasil 1) terjadi peningkatan kemampuan bernarasi, dan 2) terjadi penambahan kemampuan improvisasi dalam bernarasi. Disarankan kepada pendidik untuk mengedepankan kehidupan sehari-hari dalam proses mengajarkan narasi di Sekolah Dasar (SD) pada kelas rendah.

Kata Kunci: Narasi, Sekolah Dasar, Kelas Rendah, Pendidikan karakter

Abstract

The phenomenon of the importance of improving the learning process caused teachers as teachers in the classroom needs to provide solutions to the problems faced by learners. The solution given is the solving of the problem during the learning process. Improving the learning process is due to the skills of learners in finding the problems need special attention. Skills in finding problems need special attention because learners need to be adequately cared for. Sufficient attention is important to train learners to be responsible for themselves. This research put forward the narrative concept used for elementary school learning) class 2. In this context students are taught to put forward the narrative principle in telling everyday life, traveling from school to home. In this study obtained the results 1) there is an improvement in the ability narrating, and 2) there is the addition of improvisational skills in narrating. It is suggested to educators to promote daily life in the process of teaching narrative in elementary school in low grade.

Keywords: Narrative, Elementary School, Early Graduate of Elementary Schools, Character Education

INTRODUCTION

In the global era, it is said to have life skills not because they are good at math, science or even language. The global era challenges humans to have intelligence in other areas. According to Gardner (2011), intelligent people are not people who master all areas. The smart person is the person who is able to maximize his potential for the good of himself and his environment. This opinion that intelligence there are eight aspects. The intelligence are mathematical, linguistic, spatial, kinesthetic, visual, naturalist, musical and interpersonal intelligence. In the elementary school needs time series learning. The learning of time series characters is expected to educate learners to be aware that every event has a relationship with each other.

Skills of learners in finding problems due to lack of supplementary material for the learning process. The lack of supplementary material is due to the teaching load of the classroom teachers too much. Learners are asked to explain the process rather than results. Skills explain important processes are done to provide opportunities for each problem. From the above initial data found some results that serve as a benchmark. The first initial data of the learners are less able to assemble the factors that cause and effect. The second preliminary data of time used to add less supplement material. Initial data third, teachers are required to teach as much as 24 hours until the time used to assemble less supplement material.

The lack of supplemental material is due to the time spent on assembling the material very much. The time to assemble supplemental material is less due to the demands of too many hours of study. The demands of teaching hours are largely due to the demands of a curriculum that requires teachers to teach as many as 24 hours. Action research is needed to address the problem of the learners' skills in finding the problem.

Ministry of Education and Culture (2011) defines character education as an effort to print future humans of Indonesia who have interpersonal intelligence. The main problem facing the Indonesian nation today is that there is a group of people who use their intelligence for destructive activities. One example of destructive activities, among others, corruption, provocation and spreading the disturbing news. In order that the intelligence possessed by a group of people is an intelligence that is not matched by adequate character.

Reading is the process of translating meaningful writing into human understanding (Sibarani: 1993). Further explained by Sibarani that reading is a complex skill. Because when reading, readers match between what the text reads with the schemata he has. Thus the process of translating a meaningful text into a human understanding is achieved.

Schemata is a process skill to process a feed from a speaker to a reversal of the message recipient (Sibarani: 1993). Further explanation by Sibarani, that the schemata are a map of understanding of a topic. Everyone has a special schema related to a topic that is understood. Discussing reading then cannot be released discourse competence. Canale and Swain (1980) explain that a discourse is constructed from linguistic, socio-linguistic elements, strategies to build a discourse.

Brown and Yule (1983) explain that a discourse is formed from understanding the meaning of intertext and co-text. The meaning of intertext means readers are able to link a discourse with other discourse. The co-textual formation of discourse comes from the smallest elements such as phoneme, morpheme, syntax, and semantics. The reflection of discourse formation both co-textually and intertextually is reflected from the sentences written by the students.

Method

This research is a qualitative research because it focuses on the meaning of learning in the classroom. Conditions that occurred before, when and pre-action were interpreted to draw a conclusion about the effectiveness of the study.

The researcher is a class performer, so this research has a function as an improvement over the learning conditions that occur in the classroom. In this research, researchers act as analysts as well as decision makers.

The subjects of this study are students who sit in the second grade of elementary schools. They are divided into three social groups. The first social group is the housing group. The second social group lives in the shelter. The third social group lives on the streets. So it needs an integration between the three social groups.

RESULTS AND DISCUSSION

The process of data analysis in this study using descriptive approach. The researcher makes a written description of the stages performed during the research process. The process is pre-learning, process of learning and post-learning. The evaluation process is done by comparing the records of the analysis results during the pre-learning, learning and post-learning stages with existing theoretical studies. The process of reflection is based on two things. The first thing to do is to write down what steps to take in addressing the results of this study. While the second is suggestions for future researchers.

The procedure in this study is divided into two cycles. Each cycle is divided into two processes. The process is pre-Learning, Interview with the teacher, observation of class conditions, achievement analysis of learning outcomes, arrangement of success parameters, and preparation of action plans.

Implementation of teaching and learning process in accordance with the original plan. For evaluation, comparison of action results with success parameters.

Continue to cycle 2 include pre-Learning, interview with the teacher, observe class conditions, achievement analysis of learning outcomes, arrangement of success parameters, preparation of action plans, and learning. The implementation of teaching and learning process in accordance with the original plan.

The first step of the material is prepared by the teacher after reviewing the classroom conditions. It takes the material to teach learners to make an analysis of an event. The second step brings the material into the classroom. Learners are invited to start the learning process. The third step is to reflect on the learning process. The learning process is discussed together among teachers to complete the conditions. The process of reflection creates a creative and innovative learning climate. The learning process invites learners to be able to make process analysis. Processes are designed on the basis of causal principles. This learning needs to be done to overcome the existing learning.

The problem in the learning process is the lack of sufficient time for teachers to assemble supplement material. Teachers are challenged to teach 24 hours based on recommendations from the Ministry of Education and Culture. Teachers need a solution to solve this problem. The solution offered is building supplement material. Supplementary materials are built on the principle of time sequence. Learners are asked to sort events into a unified whole. Thus learners are expected to provide solutions to various events.

Time-based teaching process teaches learners to understand the process. Each event is the result of a series of previous events. Thus learners are able to make an analysis.

CONCLUSION

Based on the results of the above research can be drawn a conclusion that (1) the process of time sequence teaches cause-effect, (2) process of learning sequence invites learners to be able to think the process and (3) process of learning time series teach learners to be able to think logically.

This research process can be used to teach the sequence of events in other activities. Thus learners are expected to be able to find the trigger of an event. The same event comes from a different trigger. The learning process with time series logic is recommended to be developed into an opportunity analysis process. Learners are taught to be able to see each issue as an opportunity. It is expected that learners become active and creative in addressing the issue

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