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Title of Research

**DEVELOPMENT OF MORAL COMICS as MEDIA INFORMATION SERVICES FOR JUNIOR HIGH SCHOOL STUDENTS**

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**DEVELOPMENT OF MORAL COMICS as MEDIA INFORMATION SERVICES FOR JUNIOR HIGH SCHOOL STUDENTS**

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Abstract: Development of Moral Comics For Media Services Information for Junior High School Students. This research aims to develop a moral comics as a medium of information services for junior high school students. The design of this research is the development of research. Subjects of research include BK experts, experts instructional Media, Language experts and potential users that junior high school students. Data collection research using open questionnaire. Research data analysis using descriptive analysis. The results showed that the developed moral comic declared valid and fit for use as a medium of information services for junior high school students.

Keywords: Development, comic moral, junior high school students

Adolescence is an important period in the development of the individual. During this period, changes occur in the physical, social interaction, cognitive, emotional, and moral. Moral development is an important one in the teens. Adolescent moral development with regard to how the adolescent process in understanding the values, rules, norms prevailing in society (Hurlock, 1990). In adolescence there is a change of control moral behavior: from the outside to be inside. At this time the case is also a change from the special moral concepts into a general moral principle in adolescents. Therefore at this time a teenager already can be expected to have moral values that underlie moral behavior. However, in adolescence, they also experienced inconsistencies in behavior, especially its

moral aspect. This situation is something that is reasonable given the teenager is still in the development phase, especially in a phase of search for identity.

Expected inconsistencies in behavior, especially the behavior of morality, is not sustainable when they've entered a phase of adulthood. For the environment necessary to facilitate the contribution of youth in developing moral values. Inconsistency morality behaviors that are often shown by teenagers, especially junior high school students often cause much harm to them. Many junior high school students involved in the conflict either with parents, teachers, the environment, and conflicts with peers. Not infrequently these conflicts led to the settlement of the problem legally. This condition is certainly detrimental and would hinder the development of junior high school students in all aspects of life.

A person can be said to be immoral, if the behavior is consistent with moral values upheld by society. It is therefore important task that must be mastered teen is learning what is expected by the public and then want to establish their behavior to conform to social expectations without being guided, supervised, pushed, and punishable as experienced in childhood. Teens are expected to replace the concepts generally accepted moral and formulate it into a moral code that will serve as a guideline for behavior.

According to Kohlberg (in Santrock, 2012), judgments and moral actions are essentially rational. Decision of the moral is not about feelings or values, but always contains an interpretation of cognitive towards a state of moral dilemmas and is the construction of cognitive are active against the point of view of each individual while considering all sorts of demands, obligations, rights and involvement of each person against something good and fair. all these are cognitive measures.

In harmony with the cognitive development that has entered the formal operational phase, expected to junior high school students are able to consider all the decisions and behavior dimunculkannya carefully in order to align with the values prevailing in society. For the junior high school students need to develop the ability to reach the adult morality, the moral understanding the concept in general, develop his own moral code as a guide behavior and the most important

is exercise control over their own behavior. If it is able to do well then the individual will be relatively free of problems and are well received in the environment wherever he is.

Developments related to the moral rules and values regarding what to do in a person's interaction with the environment. Children when they are born have no morals, but in him there is the potential that is ready to be developed. Through his experience interacting with the environment, children learn to understand where the good behavior, which should be done and what is bad behavior, which should not be done.

A phenomenon that occurs eventually found many students who are good but the behavior is very far from the existing values or ethics. This condition is in line with the facts on the ground which indicates the success of individuals, largely the contribution of affective aspects. Facts on the ground show that the behavior of learners lately tend to show that moral degradation is quite high. This is evident from some of the things that the high rate of drug abuse among teens, free sex among teenagers who figures so far recorded 50% of teens who have free sex , the high level of crime involving teenagers as the culprit, more widespread fighting between students, etc. This condition is certainly very alarming considering the teenagers are the future generation who should show a positive mental attitude.

Another fact is found in the field of moral degradation lately even more mengkahawatirkan because many occur at the level of secondary education, namely junior. Many junior high school students who show deviant behavior of values that exist. Kompas (March 2015) reported the presence of junior high school students who netted Satpol PP in a hotel with his girlfriend. This fact shows the moral degradation among junior high school students. See the facts mentioned above, the moral issue is the responsibility of all parties. Need to do a fundamental effort to raise awareness of the importance of moral values in the life of teenagers, especially teenagers in junior high schools. Teens junior level needs serious attention as to prevent deviant behavior is increasingly becoming in the next life.

Efforts to prevent behaviors that were not expected as mentioned above, is to develop the potential of students, especially the development of the moral aspects and facilitate them systematically, and collaborative programmed to be able to achieve competency standards and moral values are expected. This effort is an arable area of guidance and counseling should be done proactively, intentional and organized collaborative data-based comprehensive development of learners in different aspects of life.

One guidance and counseling services in schools is the provision of information services to students. Service information is given with the aim to facilitate the development of learners so that the functions carried is a function of development and prevention. Moral development of learners can be facilitated through the provision of information services. Information services at school are given in a classical setting, groups and individuals.

In fact, often the counselor difficulties in transferring the message given to students through counseling services. This is evident from the enthusiasm of the students were low when counselors provide counseling services. The counselor considered less attractive in providing services because it is still using conventional methods, such as expository. Students feel bored and considers the delivery of information services with lectures like they are receiving advice, the usual advice should they receive from their parents.

Discuss moral for teenagers as if caught impression that morale is a fairly heavy and discussion concerning the affairs of the Lord. Teens tend to be resistant to the environment, especially when adults give advice or input about morals. They tend to ignore and assume all of the input from the environment as it is not important. Responding to these conditions is important creativity in disseminating information about the moral to adolescents. Moral information must be packed as light as possible, without being patronizing and close to the life of a teenager. It required the presence of a media that is considered an effective answer to these problems, especially the delivery of information moral counselor at school. Preliminary studies conducted by researchers at several schools, especially at the junior level, it was found that the counselor had tried to present the information

regarding moral services to students. What happens is the provision of moral information referred to by counselors that arouse students' awareness of the importance of morality in everyday life did not achieve the expected goals. A condition that occurs opposite of student assume counselor can only give advice such as that done by others so that it can be said the presentation of moral information service that has been done is not effective counselor to sensitize students about the importance of moral values in life.

Through the media, counselors and students trying to make a communication. Communications in the form of delivering messages from the counselor who then received by students in the form of meaning and understanding of a message. Messages given by counselors in the form of symbols of verbal and non-verbal. The accuracy of the delivery of the symbols in communication depends on how much accuracy recipient in interpreting the information given sender of the message.

Gagne (in Sadiman, et al, 2002) suggests that the media are different types of components in the environment that can stimulate students to learn. Then Briggs (in Sadiman, et al, 2002) suggests that the media is all the physical tools that can present the role and stimulate students to learn. From these statements it can be concluded that the media can deliver a message to someone who needs the message, in this case the students. Media interest would foster interest and motivation for students to learn about the important issues in achieving development.

One medium that can be used counselors in providing information regarding the moral is comic. Comics used as a medium of information is made with a variety of images and stories that simple, of course, using language that is easy to understand the students, would make them more happy reading. Based on the results of previous studies, the results obtained regarding the description of the moral development of junior high school students in East Java and the level of their need for the development of moral comics as a medium of information services. From the analysis of the needs of junior high school students to the moral comics, all students are 90 students (100%) requires the existence of

a media to help them develop a moral aspect. The entire junior high school students are 90 students (100%) want developed moral information in the form of comics.

Based on the results of previous studies had findings regarding students' needs will be the development of BK media services, especially the moral mengena1 information. A large part of junior high school students want some information related to moral development, wants dimasukkannnya four themes in comic moral development. The four themes that are needed to facilitate the development of moral junior high school students, are as follows: 1) the theme of the family, 2) the theme of friendship, 3) the theme of the relationship with the opposite sex and 4) the theme of technology. The four themes are arranged in the form of a comic strip that sifatya glow.

Given that not all junior high school students a love of reading, it is necessary to consider the type of comics that will be developed. One type of comics that are considered to represent all junior high school students is a kind of comic strip. Comic strip is a short comic, so it is more appropriate to accommodate students who do not like reading activities (Atmowiloto, 1982). For that moral comic that will be developed, packaged in the form of a comic strip. For the purposes of the development of a viable moral comics used as a medium of information services for students, especially junior high school students, is necessary to draft a comic moral validation test both conceptually and in terms of potential users. The purpose of this study was to determine the validity of the products developed, which in terms of the conceptual side, the side of instructional media and prospective users of the comic itself that junior high school students. From a series of comic moral development stage for the junior high school students, is expected to be produced in the form of comic moral product for junior high school students were tested scientifically and is needed by stakeholders in order to develop moral values junior high school students.

**METHOD**

The design of this research is the development of Borg and Gall (2003) in

accordance with the development of research .Subjek development activities itself, the model validation test phase and limited testing. In the test phase valdasi models and limited testing, the study subjects were involved consisted of one expert guidance that will scrutinize conceptually preliminary draft comic moral, 1 expert media that would criticize the design of comic moral, and 1 expert Language and prospective users ie counselors and junior high school students Limited testing done by involving potential users that junior high school students in the city of Malang number of 5 students. Instruments used in testing the validity of the research product is a semi-open questionnaire to determine the input of experts / expert guidance and expert media and potential users that junior high school students about the product developed. Statements and questions in the questionnaire to measure the acceptability and feasibility of moral comics that have been developed.

Data obtained from the questionnaire will be analyzed using descriptive percentages. Having obtained the percentage of each instrument, then calculate a score criterion by way of validation results are averaged and then compared with the eligibility criteria moral comic products that have been set.

**RESULTS**

**Product development**

Comic moral development for junior high school students conducted by the following steps. 1) Identify Needs At this stage it does is identify the needs in the field related to moral comic that will be developed. 2) Conducting Assessment of Student Characteristics SMP. Assessment characteristics of junior high school students is important so that researchers really fully understand the characteristics and needs of junior high school students. 3) Selection of Comic Themes Moral. At this stage, the selection of comic moral themes that will be used as a guideline to develop a comic script. The theme used is the theme that has been chosen by junior high school students. There are 4 comic theme chosen by junior high school students that awards against parents, friendship, association with the opposite sex, and make friends with technology 4) Preparation of scenario stories Comics.

Comic script writing was developed based on a predetermined theme. In the scenario, determined characters who will fill the comic story and a moral message that will be delivered. 5) Translating the scenario stories in comic form. The final stage of preparation is the moral comic scenario visualize the story in comic strip form. At this stage, efforts to revive the moral message to be conveyed through images. Developed moral comic is kind of a comic strip. Selection of the type of comic strip comic strip with consideration of a comic story that is not too long so that it can accommodate junior students who do not really like to read. Moral comics in comic strip form consists of four books each with a thickness of about

10-15 pages. 6) Revision moral comic product. Moral comic product revision is based on inputs received from the expert test BK, Instructional Media expert and Language expert, and the results of the validation of potential users that junior high school students. This revision is done so that the resulting product moral comics really fit for use as a medium of moral information services for junior high school students.

**Validity Test Products**

Analysis of the validity of the products made by experts as deemed appropriate by the required criteria on the subject of trials to test the suitability of the product theoretically moral comics. Trial data is analyzed and converted to a percentage and is described as qualitative data.

Comic moral validity of the products required in this study before being used in the service activities of BK at school. Exposure trial data validation of expert content / BK materials, instructional media experts and linguists are supporting data to test the feasibility of the product. Results of the test data display experts will be summarized to facilitate determine the feasibility of the overall product.

The feasibility recapitulation of expert test products reach an average of

92%. These percentages indicate that this product is at valid criteria and can be used in the service of the moral aspects of information BK especially at the junior level. The validity of views with moral suitability of the product in the form of

comics based on the criteria on aspects of the content / materials, instructional media (design) and language.

Exposure validation trial data from potential users has been presented in the foregoing discussion is supporting data to test the feasibility of the product. Results of the above presentation of data will be summarized to facilitate determine the feasibility of the overall product. The results of feasibility level product recapitulation of this limited field test reach an average of 95%. These percentages indicate that this product is at valid criteria and can be used in the service of the moral aspects of information BK especially at the junior level. The validity of views with moral suitability of the product in the form of comics based on the assessment test prospective users.

**DISCUSSION**

As has been formulated that the purpose of this research is to develop moral comics as a medium information services for junior high school students and test draft moral comics. Based on that goal in this study successfully developed moral comic to services media, especially as BK. Moral comic is expected to be used as a medium for students to develop the moral attitude in everyday life and as a medium for counselors to carry out services in particular moral information services. The preparation of this moral comic through several processes including assessing the characteristics and analysis of the needs of junior high school students, especially in the moral aspect. Assessment and analysis of the characteristics of junior high school students' needs is important so that researchers really fully understand the characteristics and needs of junior high school students. Based on this understanding then selected the themes that important where the theme is used as a basis for developing a moral comic scenario.

Once the draft is composed comics, then be validated by materials experts, instructional media experts, linguists and prospective users are junior high school students. Based on the results of the validation of the content / materials and designs are carried out by the validator experts and also by the students stated that

the comic moral validity in both criteria. Besides validated, moral comics were also revised based on suggestions and comments validator. Based on these two activities, namely the validation and revision of moral comics then this moral comic declared eligible to be used by students as a medium to facilitate the development of their moral and can also be used by counselors as an alternative media information services morale in the classroom. This moral comic designed, specifically to convey educational messages that contain good moral values (Azhar, 2006). Moreover, this moral comic has a positive role in developing reading habits as there are imaginative images that can help junior high school students to understand the concept or moral messages in the comic.

This moral comic has advantages as an alternative BK services medium interesting, because in this moral comic themes developed its own determined and chosen solely by junior high school students so expect really right on target. Besides the comic is part of the identity and lifestyle of today's teenagers so comic more easily accepted by the junior high school students. Identity is important for adolescents, especially junior high school students because it will affect how your identity environmental acceptance of the existence of juvenile (Santrock, 2012). Because of this moral right comic once that can be used by junior high school students and counselors.

**CONCLUSIONS AND RECOMMENDATIONS Conclusion**

From the research moral development of comics as a medium of

information services for junior high school students, the conclusion as follows: 1) Product comic moral for junior high school students that has been validated to expert guidance and counseling (BK) in terms of content / material showed score gains of 90.6 %. Thus the moral comic product is categorized as very valid. 2) Products moral comics for junior high school students that has been validated to an acquisition Learning Media showed a score of 98%. Thus the moral comic product is categorized as very valid. 3) Products moral comics for junior high

school students that has been validated to an English show scores acquisition of

87.5%. Thus the moral comic product is categorized as very valid. 4) Product comic moral for junior high school students that have been validated by the validator field BK, Field and Field of Language Learning Media shows the summary score of the acquisition of 92%. Thus the moral comic product is categorized as very valid. 5) Product comic moral for junior high school students that has been validated to prospective users (limited field testing) showed score gains of 95%. Thus the moral comic product is categorized as very valid. **Suggestion**

From the results obtained, it can be given suggestions as follows 1) The

use of this Moral Comic for junior high school students should be followed by mentoring of counselor so that students can actually understand the content and message of the comic well. 2) The use of this moral comic needs to be enriched with intensive discussion. Is expected to facilitate the implementation of the in- class discussions with students after the students were given the opportunity to read comics completely moral.

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