INTRODUCTION

Changes in the learning system implemented in the 2013 curriculum, which leads to the application of a learning system oriented to the formation of character traits, have become the cornerstone of hope for the continuity of Indonesia's national development. This is because there is an expectation that character learning is able to overcome the problem of moral decline that occurs in the younger generation. Even deeper, the learning policy has become a formula in order to create a plenary generation figure that is capable of elevating the dignity of the nation.

The implementation of education in schools is a formal civilization process or acculturation process. The process of acculturation is not merely a cultural transmission and cultural adoption, but also cultural change. As is known, education causes a variety of changes in the sociocultural, economic, political and religious fields. But at the same time, education is also a tool for cultural conservation, transmission, adoption, and cultural preservation. For this reason, the success of character education lies entirely in the implementation in schools through the application of learning that upholds the hope of realizing a generation that has character.

Character education must be given to students well. In this case the teacher as the implemented of education in the school is expected to be able to hold learning activities that are more interesting and easily understood by the students and hold regular evaluations of all components which include values in character education.

The implementation of learning character education in class at each educational institution will certainly encounter obstacles and challenges. These various obstacles will be overcome by each educational institution in a way that is not the same. Even between one class and another class in one school is not necessarily the same in implementing this new character curriculum. Particularly at the level of junior high school (SMP), one of the obstacles that will be experienced by teachers is to decide the character of learning media based on information and communication technology (ICT). Considering, the 2013 curriculum policy has determined the application of ICT-based character learning for junior high school education.

The lack of implementation of ICT-based character learning for junior high school teachers is an sign that the 2013 curriculum implementation has not been correlated effectively at the junior secondary level. So far, the guideline provided is the 2010 Implementation of Character Education Guidelines for Junior...
High Schools which only outlines the importance of implementing character education in junior high schools and has not touched on the specifications of ICT-based character learning in accordance with 2013 curriculum policies.

Planting values in character education can be instilled by junior high school teachers through ICT-based learning media. Where, learning activities that say character education should be carefully planned by being based on the use of ICT as a learning orientation so that the ICT media that are utilized becomes teaching materials that are not able to support the planting of desired character values. In connection with that, it is necessary to formulate learning media that can accommodate these two things, namely (a) the application of ICT-based character learning that reflects the planting of character values and (b) the use of character ICT media that is capable of being a means of developing character education values.

MATERIALS AND METHODS

The stages of the research carried out in accordance with those developed by Borg & Gall and have been modified by Sukmadinata (2005: 189) which were then adjusted to the conditions of the study which consisted of three stages, namely the preliminary stage, the development stage and the implementation stage. The three stages are then subdivided into 8 (eight) steps, namely (1) exploitative studies, (2) literature studies, (3) analysis and design of instructional media, (4) verification and validation by experts and practitioners, (5) revisions media, (6) limited trials, (7) analysis and revision, and (8) recommended ICT-based learning media.

RESULTS

The results of the practicality testing of ICT-based media in Padang City Junior High School from the tests conducted at the sample schools, namely SMP 1 Padang, SMP 2 Padang, and SMP 8 Padang, found the percentage of the practicality level of the media when tested. The findings of the practicality test at SMP 1 Padang on the aspects of media use were 83.79%, on aspects of character values of 87.76, on aspects of language, audio, video at 81.75, and on the technical aspects of media at 82, 33%. The findings of the practicality test at SMP 2 Padang in the aspect of media use were 80.78%, in aspects of character values of 83.45, in aspects of language, audio, video at 74.57, and on the technical aspects of the media at 78, 02%. The findings of the practicality test at Padang 8 Middle School on aspects of media use were 87.59%, in aspects of character values of 87.78, and on the technical aspects of the media at 90, 41%. To be clearer, the practicality aspects of ICT-based media for the Grade VII Middle School at the sample schools in Padang City are illustrated in the following graph.

CONCLUSION

This development research produces products, namely ICT-based Learning Media to develop character education for
Padang City Middle School students. Learning Media with ICT-based characteristics was developed through the literature review stage, field observations and the Assessment will receive responses or opinions from observers and participants. Based on opinions and see and participants obtained Results of product practicality data show that obtained the first design value with an average of 83.87%, so it can be expressed in practical categories.

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