

Development of Mini *Ludruk* Festival Learning Model to Embed Social Care Values of Class XII Students in SMKN 3 Malang

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Abstract—Schools become educational institutions that have an active role to instill the values of character education in students. Efforts to instill character education can be done in various ways. This study aims to develop a mini learning model of the ludruk festival to instill the value of social care for class XII students of SMKN 3 Malang. This research uses the research method of plomp model development which consists of preliminary research phases, model development, and assessment. In these three phases, conceptual models, hypothetical models and empirical models are produced. Conceptual models are tested on experts and practitioners to get hypothetical models. Hypothesis models are tested in small groups to get empirical models and empirical models are tested in the field to get mini ludruk festivals, learning models. The experts consisted of 1 lecturer with Professor Performing Ludruk's qualifications. Practitioners consist of a ludruk artist. The small group consisted of selected Malang SMKN 3 students. Field tests were conducted on all students of class XII SMKN 3 Malang. The effectiveness of the learning model is known by examining scores through the social care questionnaire distributed before applying the learning model and after applying the learning model, this is done to test the extent of the impact of the learning model on students' social care behavior. The Learning Model that was tested tried to increase the score in 30% of class XII students, by 75%. The mini ludruk festival learning model uses a culturally responsive pedagogical approach to re-instilling the values of social care through folklore through the mini ludruk festival.

Keywords—*component, social concern, ludruk festival, folklore, learning model.*

I. INTRODUCTION

Indonesia's education world is facing a moral and social crisis that befell the next generation. The emergence of the phenomenon of violence and fighting shows how society experiences identity degradation and a decline in the dignity of a civilized nation. These cases seem to color the dynamics of Indonesia's education development because it involves students as the culprit. The character crisis that affects Indonesian students indirectly influences their personality and behavior.

Today's challenges in education also involve a crisis of cultural nobility that is in line with national identity. The cultural crisis is very influential on how to behave and act that is contrary to the culture of the local community. This phenomenon is a deviation from a noble culture that has led to various forms of criminality, sadism, and widespread moral and social crises. The rapid flow of globalization also affects the fading of the values created and realized in the nation's culture. The world of education has the duty and responsibility to provide balance and harmony in life in the context of developing a more cultural education.

Schools as formal educational institutions are not only places to learn, but also to instill character in students. Character is a value inherent in a person through experience, education, sacrifice and environmental influences, as well as being the basis in attitudes and behavior. Character education is very important to instill because people without knowledge are the source of disaster and damage in this country. Therefore, an educator needs to design a learning system that is oriented to the development of character education. The aim is to produce graduates who are not only smart, but also have high integrity, are loyal, care for others, respect, obey the rules, and are responsible (Zubaedi, 2012: 13).

Lickona (1992) in Kartadinata (2011: 74) argues that the forms of character values that must be taught in school are honesty, fairness, tolerance, wisdom, self-discipline, please help, care for others, cooperation, courage, and attitudes democratic. These special values are a form of social values that can motivate someone to realize expectations by their role. The social value must be instilled in students because it serves as a reference for behavior and interacts with others. Social values provide guidelines for humans to live compassionately with fellow human beings, live in harmony, live a disciplined life, live a democratic life, and live responsibly. Conversely, without human and state social values, there would be no harmonious and democratic life. Thus, these social values have a very important position for the community, nation, and state.

Based on Law Number 20 the Year 2003 it is explained that character building is one of the goals of national education, namely to develop the potential of students to have intelligence, good personality, and noble

character. This means that education not only shapes intelligent Indonesians but also personalities or characters, with the hope that the next generation of the nation will grow and develop with characters that exhale the nation's noble values (Wibowo, 2012: 19). Realizing the golden character with the nation's culture that is inherent in students is the solution for the implementation of learning that is happening right now. In this case, the role of educational institutions, educators, and cultural leaders who have an interest in art is needed.

Culturally responsive pedagogy is praxis (theory and application) of education that emphasizes the link between education and its socio-cultural dimension. Emphasis on student culture and society is not only used as an effort to bring students closer to context, but more than that is expected to bridge the emergence of student awareness about their cultural identity. This educational model not only aims to improve student achievement but also helps students accept and strengthen their cultural identity. According to Ladson-Billing (1995: 164) there are three educational propositions that are culturally responsive, namely: first, students achieve academic success; second, students are able to develop and have cultural competencies (cultural competencies); Third, students build critical awareness so that they can participate in overhauling an unjust social order.

Examples of art are the right approach to instill social values and at the same time build awareness of the importance of maintaining cultural heritage through art. Art models are easier to find in themselves through artistic activities. Art activities used in the learning process have a far greater effect so that they can give a deep impression to students. This agrees with Niswan (2018) opinion if theater performances can influence the behavior of the audience.

Ludruk is typical art of East Java. Ludruk including theatrical performance which contains elements of motion, singing (kidungan), music, decoration, stories, and others. Ludruk usually takes folklore, history, and daily life that are worth raising in an educational environment.

From the background of the explanation above, this research was conducted to develop a mini ludruk festival learning model to instill the values of social care to class XII students at SMKN 3 Malang. Ease of Use.

II. RESEARCH METHODS

This research uses the research method of plomp model development which consists of preliminary research phases, model development, and assessment. Borg & Gall in Navel (2013) states that development research is an effort to develop effective products for use in schools. The design of the development of this research refers to the model proposed by Plomp. Plomp (1997: 5) states: "We characterize educational design in a nutshell as a method where one works systematically towards the solution of the problem of make." The design of the Plomp model development research in this study is explained as follows.

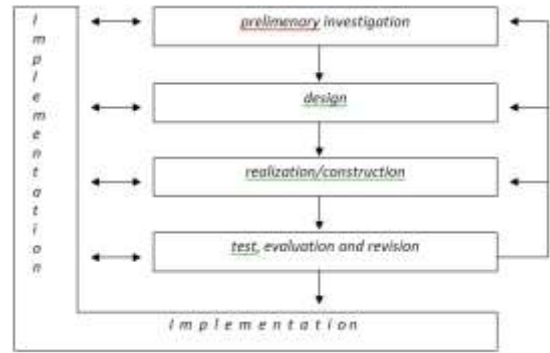


Fig. 1. The Design of The Plomp Model

First, in the initial investigation phase, the researcher defines the problems that occur in the current educational environment. The method of data collection is done by observing at SMKN 3 Malang. One problem that requires special attention is the diminishing value of social care for others. Second, the design phase in which researchers design problem solving solutions. The solution offered by researchers is to conduct a mini ludruk festival learning model to instill the value of social care to students.

The next phase is realization or construction followed by a test and revision phase. In this phase the researchers designed a mini ludruk festival learning model that was tailored to the needs of students. The conceptual model is then tested with experts and practitioners to get a hypothetical model. The experts consisted of 1 lecturer with Professor Performing Ludruk's qualifications. Practitioners consist of 1 teacher who supports Javanese. This hypothetical model is tested on small groups to get an empirical model. The small group consisted of selected Malang SMKN 3 students. Finally, the implementation phase where the learning model is tested in the field.

III. RESULTS AND DISCUSSION

a. Preliminary Investigation and Design

The researchers designed a mini learning model for the ludruk festival that was tailored to the needs of students. Researchers conducted a pre-research that is through interviews, distributing questionnaires aimed at measuring the level of student concern, and consulting with experts. The results of the development of the initial learning method are (1) obtained an average level of student care below the expected results ie at point 1 of the maximum value of 4, (2) The results of interviews with teaching teachers who stated that the level of student attention is low and students seem to ignore teachers, (3) The results of consultation with experts obtained a format that will be used as a supporting medium in the application of early learning methods, while the format in question is a technical guide for performing performances, examples of performance texts, examples of ludruk performances, collections of Malang gagrak music notations, Gamelan Mechanique simulation programs, performance journal process programs, performance process journals, and performance evaluation forms.

b. TRIAL RESULTS

After conducting the stages of developing the initial method, the researcher conducts a feasibility test for the learning method. The results of the trial are divided into two parts, namely (1) expert study of learning methods, (2) feasibility study of learning methods. There are two experts or validators in the development of this research. First, the validator of the learning method material is Prof. Henricus Supriyanto, M.Hum, a lecturer at PGRI Adi Buana University in Surabaya, an expert in the field of ludruk performances, both validators of the feasibility methods of learning material from a ludruk practitioner Mr. Marsam Hidayat, as chairman of the Ludruk Lerok Anyar group in Malang and an art extracurricular lecturer.

TABLE I. TABLE OF ANALYS VALIDATION DATA BY EXPERTS AND PRACTITIONERS

No.	Validation Data by Experts and Practitioners		
	Aspect	Average Score	Qualitative Value
1.	Quality of learning model Expert matter	4,02	B
2.	The Quality of Javanese language teacher learning models	4,16	B
3.	The Quality of the theater extracurricular teacher learning model	3,09	B

Based on the analysis of validation data by experts and practitioners of the material, the researchers made several revisions. The results of the revision can be seen as follows; 1) revision of material experts, following the development of East Java Javanese dialect, which is used in the community; supervise and direct students in the learning process. 2) revisions from expert practitioners, providing clear limits in technical guidelines so that students more easily understand the direction of performance and direction of assessment.

The Mini Ludruk Festival Learning Model Development Products are said to be effective if they can improve the average results of at least 30% of class XII students from the results of the pretest that has been done. This development product can increase the posttest average score to an average pretest score of 75% in 37.5% of students in grade XII of SMK Negeri 3 Malang. This states that there has been an increase in the average grade of students because students are encouraged to compete with each other in the learning process undertaken.

TABLE II. TABLE OF ANALYSIS RESULT OF PRETEST AND POSTEST STUDENT ING GRADE XII OF SMK NEGERI 3 MALANG

No.	Analysis Result of Pretest and Posttest		
	Aspect	Pretest	Posttest
1.	Self-care	1	3

No.	Analysis Result of Pretest and Posttest		
	Aspect	Pretest	Posttest
2.	Caring for other	1	3

Therefore, it can be concluded that the development of the Ludruk Festival Mini Learning Model product is effective and can be used in learning. The selection of the right learning model will improve student learning outcomes. Therefore, a teacher is required to be able to choose and implement a learning model that is appropriate to the situation and conditions of the school environment so that learning objectives can be achieved optimally.

IV. CONCLUSION

The results of this research and development can be concluded that: This research and development produces a product of learning models used for Javanese subjects through several stages, namely: (a) data collection: observation and study of literature; (b) planning; (c) development: material collection, material processing, and application; (d) validation and trials, which include: validation I by material experts, revision I, validation II by Javanese language teachers and Theater extracurricular teachers, revision II, and product trials by class XII students in vocational high schools. Based on the results of the validation and trial use of the Ludruk Mini Festival Learning Model, the average score of the results of expert validation scores from expert material 4.09 or Good category, validation with the Javanese teacher 4.16 or Good category and validation by the extracurricular teacher Theater 3.90 or Good category. The Mini Ludruk Festival Learning Model for Javanese subjects targeting the XII grade students of SMK that has been developed is declared suitable for use with the Good category.

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