

Using the Heroes Puppets as the Learning Media for Elementary School Students

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ABSTRACT

Learning about hero characters in elementary school is still monotonous. Character education about heroism is not well known by children and 86% of children are less interested in Indonesian puppetry. The purpose of this study was to develop the learning media to encourage nationalism for elementary school children. The type of research is research and development. The development model was approved into three stages, which were defined, design, and developed. The research instruments used were the validation sheet, observation sheet, student response questionnaire, teacher assessment questionnaire, knowledge test, and nationalism attitude questionnaire. The results of the validation show that the folds of media developed are feasible to use with a very good category with a mean score of 42. The results of the trials show that the folds of the media developed are categorized as practical and effective. The media is categorized effectively because it can improve the sense of nationalism and students' knowledge of the story based on the results of the pretest and posttest. The learning media helps students to gain knowledge, both through observation, experience, readings that can be visualized directly to students.

Keywords: Media, snakes and ladders, puppets, heroes, nationalism

1. INTRODUCTION

In the era of globalization, an important issue to get attention is national identity. The rapid flow of globalization has led to the erosion of the values of national character education. Efforts to shape and develop national character can be done through educational institutions. Educational institutions are a place to create a generation of intellectuals. Law Number 20 the Year 2003 concerning the National Education System, explains that national education functions to develop capabilities and shape the dignified character and civilization of the nation in the context of the intellectual life of the nation. When referring to the goals of national education, quality humans are not only limited to the cognitive level but also affective and psychomotor. Citizenship Education is a subject that focuses on the formation of citizens who understand and can carry out the rights and obligations to become intelligent, skilled, and characterized citizens as mandated by the Pancasila and the 1945 Constitution (Depdiknas, 2006:49).

About the inculcation of character in the value of nationalism in the current era of globalization, one of the formal institutions that are responsible is elementary schools.

Considering that learning about the value of nationalism is an abstract lesson, the teacher becomes a fundamental figure in creating a new atmosphere to obtain meaningful learning. Teachers must have the ability to use learning media and learning resources that are relevant to the characteristics of students and subjects that can achieve learning objectives as a whole (Mendiknas, 2007: 19).

The current reality is that the learning process for heroes in schools, especially elementary schools, is still monotonous (Tim, 2005: 754). Learning is more synonymous with reading, memorizing, and remembering subject matter (Rusnilawati et al, 2020). Teaching is likened to just a process of transferring knowledge from teachers to students. The teacher only interprets teaching as delivering material. This can be observed in daily learning practices. The impact of this is, students become passive, easily bored, sleepy, and teachers dominate learning activities (Yulia, 2012: 87). There is a problem in character learning about the value of children's heroism, namely that students do not know well and 86% of children are less interested in Indonesian puppetry. Elementary school students are more interested in getting to know foreign cultures than the wayang itself (Denova, 2013: 3). In the current

technological era, children are more familiar with non-educating outside cartoon characters.

Possible causes of this problem are (1) the learning is saturated because the presentation is monotonous, dominated by lecturing, note-taking, and memorizing activities, (2) the learning model implemented is not suitable for the type of material, which aims to instill and increase awareness of the value of respect in students. (3) the lack of books containing the value learning model, (4) the lesson plan made by the teacher has included the goal of improving the affective aspects of students, but in reality, it has not been applied. This is because in general, learning success is only seen from good cognitive values. Learning is only concerned with improving cognitive learning outcomes (Haris dan Gunasyah, 2013: 2).

This condition, if left unchecked, will hurt the quality of learning. Every educator in the education unit is obliged to prepare comprehensive and systematic lesson plans so that learning takes place interactively, inspirative, fun, challenging, efficient, motivating students to participate actively, as well as providing sufficient space for the initiative, creativity, and independence by their talents, interests, and the physical and psychological development of students (Mendikbud, 2016: 6). To provide quality education services, strategies, and facilities that are relevant to the characteristics of children are needed. Media has a vital role to play in helping convey learning. The use of instructional media can not only simplify and streamline the learning process but can also make the learning process more interesting (Sanjaya, 2009:162). Media that can be used is through educational media that can be seen directly by students so that they get a real situation. One of them is through educational games. Educational games cause students to indirectly or unconsciously accept the content of the material contained in the game. At the elementary school stage, students tend to be more interested in games where there are 3-dimensional (3D) objects that are interesting and easy to play (Sudarmilah, 2013).

Based on the problems encountered in the field and the opinions of experts previously described, it is important to develop Layang Media "the adventure of heroes puppet" as a medium for arousing nationalism for elementary school-aged children. The problem studied is how to develop valid, practical, and effective layang media.

2. RESEARCH METHOD

This research aims to produce a product, namely the layang media which can increase the attitude of nationalism towards the historic events of SD grade V. In accordance with the research objectives that have been stated in the introduction, this research is designed using a research and development approach model.

This study uses a development model proposed by Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel, known as the 4D development model. The development model consists of four stages, namely the define stage, the design stage, the develop stage, and the disseminate stage (Thiagarajan, et.al, 1974: 5). The product developed is the overpass as a learning medium that combines the concept of a snake and ladder game. This educational game is packaged as a

forum for children to reminisce about the heroic story of the independence event as an effort to inspire nationalism.

The define stage has 5 steps, include initial analysis, student analysis, task analysis, concept analysis, and learning goal specifications. The purpose of the define stage is to determine the instructional requirements by conducting an analysis which includes the background knowledge and attitudes of students' nationalism as well as curriculum analysis so that the objectives of the layang media development can be determined.

The design stage consists of four steps, namely the preparation of tests, media preparation, format analysis, and initial design. This stage aims to compile the kite learning media, in order to obtain prototypes (examples of media) in an effort to improve students' nationalistic attitudes towards historical events and wayang culture. The media developed consists of a board game in the shape of a pentagon with a map background of Indonesia which is equipped with 100 squares of squares, 2 dice stones, 100 encyclopedia cards that contain questions about the Bandung theme of the sea of fire, the pioneer as a player symbol is a hero puppet. Bandung, a sea of fire, and a hero pin as a reward in the game. The materials used in the manufacture of this media are caddy waste and unused paper.

The development stage consists of two steps, namely expert validation and limited development tests. The purpose of the development stage is to produce revised learning media based on expert input and data obtained from trials. Expert validation in this development stage was carried out by 2 expert validators. Limited trial implementation was carried out in class V MI Muhammadiyah Kartasura. In the limited trial, data were obtained regarding student responses, nationalism questionnaires, and teacher responses to the Layang Media as well as the results of observations of the implementation of learning.

Table 1. Analysis of expert validation results, nationalism questionnaire

Score	Category	Expert and teacher validation
A	Very good	$x \geq 37,8$
B	Good	$30,6 < x \leq 37,8$
C	Enough	$23,4 < x \leq 30,6$
D	Less	$16,2 < x \leq 23,4$
E	Very Less	$x \leq 16,2$

Table 2. Analysis of student responses

Score	Category	Student Response
A	Very good	$x \geq 28,8$
B	Good	$21,6 < x \leq 28,8$
C	Enough	$14,4 < x \leq 21,6$
D	Less	$7,2 < x \leq 14,4$
E	Very Less	$x \leq 7,2$

Table 3.

Score	Category	Questionnaire Nationalism
A	Very good	$x \geq 42,06$
B	Good	$34,02 < x \leq 42,06$
C	Enough	$25,98 < x \leq 34,02$
D	Less	$17,4 < x \leq 25,98$
E	Very Less	$x \leq 17,4$

Source: Sukardjo (2005: 53) with modifications.

In the development test step, effectiveness data were obtained from the cognitive domains and student responses. Data analysis techniques were used to determine effectiveness. Furthermore, the percentage of effectiveness obtained from the results of students' cognitive assessments is classically referred to as the effectiveness level criteria.

Table 4. Criteria for Learning Implementation

Score	Category	Interval
A	Very good	81 – 100 %
B	Good	61 – 80 %
C	Enough	41 – 60%
D	Less	21 – 40 %
E	Very Less	0 – 20 %

(Trianto, 2010:243)

The disseminate stage cannot be carried out because of the limited time, energy, and costs that the researcher has. Based on Arikunto (2002: 112) statement, research can be limited due to the consideration of certain conditions such as limited time, energy, funds, the size of the observation area, and the size of the risk borne by the researcher.

Location and Research Subjects

This media was tested on students at MI Muhammadiyah Kartasura. The trial subjects in the limited trial were class V by taking a sample of 18 students. Students in the selected trial class are test subjects. The subjects chosen are students with heterogeneous abilities so that high, moderate, or ordinary students' abilities can be represented. The trial class gets learning from one teacher.

3. RESULTS AND DISCUSSION

This development research resulted in a product in the form of a layang media "the adventure of heroes puppet" as a media arouse nationalism for elementary school children. Layang is an acronym for the hero puppet ladder snake. Media Layang is an educational game as a learning medium that combines the concept of wayang heroes with the game of snakes and ladders. This educational game is packaged as a forum for children to reminisce about the heroic story of the independence event as an effort to inspire nationalism.

The theme raised from Layang media can be various kinds of events for Indonesian independence. However, the authors

took a sample for the theme of Bandung, the sea of fire. Because the Bandung event, the sea of fire, is a series of stories of the Indonesian nation's struggle after the nation's independence was obtained by the Indonesian people.

The implementation of this Layang media, the author intends to roll back outdated history so that it can be revitalized and packaged nicely through an attractive media and adapted to the characteristics of children so that the spirit of nationalism will always be reflected in the nation's children so as not to leave the history that has been bringing a good chance in the life of the Indonesian people.



Fig. 1. Media Layang "The Adventure Of Heroes Puppet"

After the media has been developed, and expert validation test is carried out. The validation activity was carried out by handing over the layang media to experts, namely two PGSD UMS lecturers to be given a score related to the validity of the layang media. In general, the results of the assessment of the two validators state that the Layang media is feasible and ready to be used for research.

Table 5. Analysis of Expert Validation Results

Validator	Total Score
Validator 1	43
Validator 2	41
Average Score	42
Category	Very good

Based on the assessment criteria described in the research method, expert validation results were obtained. The average actual score is 42 with a score range of 9 - 45. This means that the Layang Media is valid and is suitable for testing after several revisions were made based on the validator's suggestions and input.

The development of layang media as a learning medium has proven feasible to be tested at the next stage. This media serves to visualize past stories of historical events using a puppet. Sponge Puppet's strategy can bring students to learn cooperatively and teaching assisted by several teaching aids can reduce anxiety and foster moral values, as well as fluency in speaking (Boeriswati, 2013:410).

Furthermore, in the development test stage, students' learning effectiveness data obtained using the developed layang media. The data was obtained from the results of the average post-test of students in one class, then referred to the level of effectiveness. Limited trial implementation was carried out in class V MI Muhammadiyah Kartasura. In limited trials, data on student responses and teacher responses to Layang Media were obtained and the results of observations of learning implementation. The limited trial results score for the Layang Media assessment and responses to the learning process were obtained from 18-grade students.

The limited trial aims to determine students' responses to the learning process using kite media. The average score for students' responses to layang media at each ability level is 6-30. The average score for students' responses to the learning process with ordinary abilities namely 23.7; The average score of students with moderate ability was 24.5, and the average score of students with high abilities was 24.7. The average total score for student responses to the learning process in limited trials was 24.3.

The results of the student response questionnaire to the Layang Media were at least good. These results indicate that the developed product in the form of Layang Media meets practical categories according to student assessment. In addition to student assessment score data, inputs, or suggestions are also obtained on the use of Layang Media. This data is used as input for revisions or improvements to product development.

The limited trial score for Layang Media was obtained from two MI Muhammadiyah Kartasura teachers. This practicality assessment data was carried out to obtain input from the teacher for revision material. The actual average score is 41.5 with a score range of 9 - 45. The results of the teacher's assessment of Layang Media reached a very good category. These results indicate that the Layang Media fulfills the practical category according to the teacher's assessment. These results are in line with research on the application of the VCT (Value Clarification Technique) learning model to increase awareness of the value of appreciating hero services to elementary school students, that the activities of teachers, students, awareness of values, and student responses during learning have increased significantly over three cycles with each percentage of completeness (Haris, 2013: 1).

Delayed learning is obtained by observing learning activities using Layang Media using observation sheets. The implementation of learning using Layang Media has reached 91%. The learning implementation using the layang media developed is in the very good category. Knowledge Test Data and Nationalism Questionnaire. Scores were obtained using a knowledge test instrument and a nationalism questionnaire.

Table 6. Knowledge Test Results

Class	Total students	Test	
		Pretest	Posttest
V	18	33,2	88,7

Based on these data it can be seen that Media Layang can increase students' knowledge about the Bandung sea of a fire incident. The data from the nationalism attitude questionnaire were taken before and after learning at the field trial stage. Students with very good categories increased from 0 to 6 children, students with good categories increased from 8 to 10. Based on these data it can be seen that layang media can increase the attitude of nationalism.

Judging from the value of effectiveness, the layang media is categorized as effective because it can increase the sense of nationalism and students' knowledge of hero stories. This is in line with the results of Oktavianti's (2014: 65) research regarding the development of the Gayanghetum media (Animal and Plant Puppet Pictures) in integrated thematic learning for grade IV SD. The result of his research is the development of the Gayanghetum media, which is the development of wayang media that has been tested effectively for use in learning.

Media development is an effort as a form of visualizing the value of nationalism in elementary school-age children through the Layang media "The Adventure Of Heroes Puppet". With the media, students can learn while playing. This activity allows children to gain knowledge, either through observation, experience, or reading that can be visualized directly. Learning is a vehicle for discovering their world as well as knowing everything that is seen, touched, and felt. These results are by research conducted by Manos, et al (2005: 54) that playing while learning is a solution to learning methods that seem rigid and full of rules that are considered to be confusing for some children who have low absorption if faced with learning conventional model.

Layang Media can make students learn through educational games that make children unconsciously instill the value of nationalism. Memorization lessons that are considered boring about years, names of characters, places of incidents, and so on can be faded with the presence of fun educational games.

4. CONCLUSION

The Class V Elementary School Layang Media that was tested at MI Muhammadiyah Kartasura was categorized as valid. The average actual score of Layang Media was 42 (Very Good) with a score range of 9 - 45. Based on these results, the Layang Media is suitable for use as a learning medium. The trial results showed that the Layang media developed were practical and effective. The practicality of the Layang Media which was assessed by the students reached 24.3 with the good category and the practicality of the Layang Media which was assessed by the teacher reaching 41.5 (very good). The implementation aspect of learning reaches 91%. There was an increase in the scores obtained by students on the knowledge test. Based on the nationalism attitude questionnaire, there was an increase in the attitude of nationalism after using the layang media in fifth grade students of MI Muhammadiyah Kartasura.

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