Development of Learning Media with Javanese Script Monopoly

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Abstract. Javanese language in educational institutions, especially the elementary level, is a local content subject. One of the materials studied in Javanese subjects is Javanese script, with basic competencies in reading and writing. Students on average are not interested in learning Javanese because learning is considered boring, difficult and old fashioned, Learning Media has not been used properly by educators. The formulation of the research problem, how to validate the feasibility of Javanese Script Monopoly for fourth grade students of Elementary School Islam Terpadu Assalafiyyah Pambon? The purpose of this study was to produce a valid Javanese script monopoly to improve reading skills of the fourth grade students of Elementary School Islam Terpadu Assalafiyyah Pambon Brondong Lamongan. This study uses the Research and Development (R&D) method which refers to the 4-D development model which includes 4 stages, namely define, design, develop, and disseminate. However, researchers limit this development research only to the development stage. This study resulted in the validity test of the material expert validator 90% and the media expert validator 85% with an average validation result of 87.5% through the calculation of the percentage of feasibility so that the Javanese Script Monopoly was feasible to use.

Keywords: Learning Media · Javanese Script Monopoly · Reading Skills

1 Introduction

Regional language is one of Indonesian culture. Regional languages are required in learning, because it aims to maintain and preserve culture through language learning. However. Millennials feel ashamed of the image of the Javanese language which is considered not to keep up with the times. There are several factors that cause the Java language to receive less attention. First, the lack of use of the Javanese language and the cultivation of a good base of love for regional culture in the family environment. Second, due to urbanization, the level of mobility of rural people to cities has affected the younger generation's lack of using the Javanese language. Third, because of the engineering of nationalism, the spirit of nationalism is valued more highly by using Indonesian than in Javanese.

The Javanese language in educational institutions, especially the elementary level, is a local content subject. One of the materials studied in Javanese language subjects is Javanese script, with basic competence in reading and writing. On average, students are not interested in learning Javanese because the learning is considered boring, difficult and old-fashioned (Muyasaroh, 2019: 7). Learning media has not been used properly, so that one-way learning occurs. In these conditions, the role of the educator unit is needed to be more creative and innovative in the learning process.

Based on the explanation above, it can be understood that the role of learning media is needed to be developed to be more interesting and not boring which can develop students' thinking skills in the cognitive and psychomotor domains. Learning media in the form of games that are popular with children, the game is Monopoly Javanese script which will improve students' reading skills of Javanese script.

The formulation of the research problem, how is the validation of the feasibility of the Javanese Script Monopoly to improve the reading skills of the fourth grade Javanese script at the Assalafiyyah Islamic Elementary School Pambon? The purpose of this study was to produce a Javanese script monopoly to improve the reading skills of the fourth grade students of the Islamic Elementary School Terpadu Assalafiyyah Pambon Brondong Lamongan which was valid.

This study uses the Research and Development (R&D) method which refers to the 4-D development model which includes 4 stages, namely defining or defining, planning or designing, developing or disseminating (Thiagarajan and Semmel, 1997: 5). However, researchers limit this development research only to the development stage.

Media comes from the Latin medius which literally means middle, intermediary or introduction (Arsyad, 2011: 3). Media are all forms and channels of message delivery from the source of the message to the recipient that can stimulate the mind, arouse enthusiasm, attention, and willingness of students, so that students are able to acquire knowledge, skills, or attitudes that are in accordance with the purpose of the information provided (Suryani et al. 2018: 3). Learning media are all forms and delivery of information that is made or used in accordance with learning theory, can be used for learning purposes in channeling messages, stimulating students' thoughts, feelings, attention, and willingness so that they can encourage a deliberate, purposeful, and controlled learning process (Suryani, et al., 2018: 4).

The development of learning media is very important because it is one of the determining factors for learning success. Through learning media, the teaching and learning process can be more interesting and fun (joyful learning). Actualization of the ability of educators in the use of learning media is needed to produce real work in the form of development products that can add insight and enrich the choice of learning media that can be used as references in overcoming learning difficulties and support learning effectiveness for educators. The main purpose of using a development model is to provide clear direction regarding the stages carried out in a development. The results of a development model are expected to produce a good learning media to be used in learning activities in the classroom (Suryani et al., 2018: 121). Learning media is something that makes students able to acquire knowledge, skills, and attitudes (Elizabeth, 2013: 328). So, from the above understanding, it can be concluded that the Javanese script

monopoly learning media is all forms of delivering messages or intermediary information in achieving learning objectives, to improve students' Javanese script reading skills.

Monopoly is one of the most popular board games in the world and is very popular with children. Board games to be used as learning media require some adjustments or additional rules, this is one of the strongest sides of monopoly games as education. One example is by designing a challenge card containing learning materials. A learning media can be taken from anywhere, one of which is the game of monopoly. Creative modifications are needed from educators so that a learning media is effective in the learning process for students. With creative modifications to monopoly, educators can make students not only master wealth in monopoly but also master knowledge and skills at the same time (Rishak, 2020: 5). Meanwhile, according to Zahro Monopoly Javanese script is a medium that will be developed to overcome the limitations of learning media to read Javanese script. The use of this media is packaged in the form of games to suit the characteristics of elementary school students who like to play (Zahro, 2015: 35). Characteristics of a good learning media consider three aspects of the quality of validity, practicality, and effectiveness (Akker, 1999: 11) and (Nieveen, 1999: 127–128).

So it can be concluded, Monopoly Javanese script is a set of learning media in the form of a fun educational board game to help achieve educational goals with the game method presented in Javanese script writing equipped with challenge cards that can improve Javanese script reading skills.

2 Methods

This study uses the Research and Development (R&D) method, because this model is systematic in its stages. The R&D method before being tested in the field must be validated for feasibility first to maximize the results to be achieved. The R&D method refers to the 4-D development model. The 4-D development model includes 4 stages, namely defining or defining, planning or designing, developing or developing, and disseminating (Thiagarajan and Semmel, 1974: 5). However, researchers limit this development research only to the development stage. The disseminate stage is not used because of cost and time management constraints. This study developed a Javanese script monopoly product to improve students' reading skills in Javanese script at the Assalafiyyah Integrated Islamic Elementary School Pambon Brondong Lamongan. In particular, the skills of reading Javanese script through the subjects of the Javanese language of Sandhangan Panyigeg Wanda and Sandhangan Wyanjana.

This research was conducted to test the product feasibility validation. The instrument used in this study was a validation sheet instrument. The validation sheet instrument is a validation test sheet from material expert validators and media experts. Data analysis was obtained from the calculation of the percentage of validation of material experts and media experts. The data obtained in the form of qualitative and quantitative data, qualitative data in the form of criticism, input and suggestions from material expert validators and media experts while quantitative data in the form of obtaining scores from the validation sheet.

3 Results and Discussion

The result of this research and development is the Monopoly Javanese script product to improve reading skills of the Javanese script material Sandhangan Panyigeg Wanda and Sandhangan Wyanjana. The research was conducted at the Assalafiyyah Integrated Islamic Elementary School Pambon Brondong Lamongan. The subjects of this study were fourth grade students, totaling 10 children at the Assalafiyyah Integrated Islamic Elementary School Pambon Brondong Lamongan. The results of the trial data of the Javanese Script Monopoly from this research and development were obtained through the results of the feasibility validation test of the Javanese Script Monopoly.

The Javanese script monopoly is said to be feasible to use if the minimum level of achievement is in the valid criteria. The results of the assessment of the validity of the Javanese Script Media Monopoly, the calculation of the percentage of the feasibility level was obtained from the validation assessment of material experts and media experts. The results of the percentage assessments obtained are summarized and can be seen in Table 1.

Based on Table 1 the results of the validation of the assessment of the material and media expert validators of the Javanese Script Monopoly. Based on the results of the validation of the Javanese script monopoly which was developed by both the assessments of the two validators, the validation test of the Javanese script monopoly meets the very valid or very feasible category. Validation of the feasibility of material expert data obtained a percentage of 90%. Validation of the feasibility of media expert data gets a percentage of 85%. The average validation results got a percentage of 87.5%. Through the calculation of the percentage of Monopoly Javanese script is feasible to use. Qualitative data obtained from the two validators are presented in Table 2.

Table 2 is the result of validation suggestions and inputs carried out by material expert validators and media experts to revise the Javanese Script Monopoly. The results

Table 1. Results of Obtaining Values from the Validator

No.	Research result	Validity	Criteria
1	Material Validator Assessment Result	90%	VeryValid
2	Media Validator Assessment Result	85%	VeryValid
Average		87,5%	VeryValid

Table 2. Validator Suggestions and Feedback

No	Validator	Suggestions and Feedback
1	Material Expert Validator	The presentation is emphasized even more, so that more easy to remember Javanese script
2	Media Expert Validator	Attention to media design layout
		Writing language in media, correct again

of the validation assessment of the Javanese Script Monopoly from material experts and media experts obtained comments, corrections, criticisms and suggestions that will be a reference in revising the developed Javanese Script Monopoly, which is presented in Table 3.

Table 3 is an assessment of the validation of the Javanese script monopoly product before and after repairs are made. Monopoly Javanese script is very feasible to use with several product revisions.
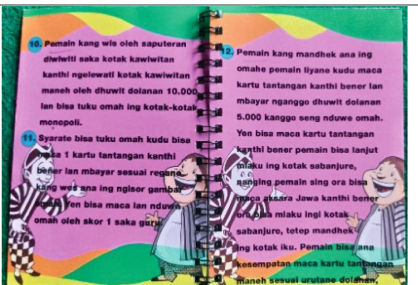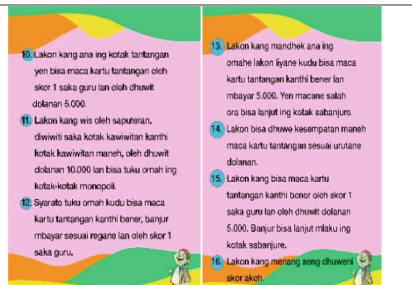
The results of the trials that have been carried out are then used to see the results of the Java Script Monopoly that has been developed. The Java script monopoly developed must meet the validity criteria. Monopoly Javanese script is a learning media designed

Table 3. The Results of the Validation of the Monopoly of Javanese Script

Kartu Tantangan/Challenge Card

Comments and Suggestions:	Improvement:
Based on comments from material expert, the challenge cards are good, no need to revise. Only in the presentation is more emphasized, so that it is easier for students to remember Javanese characters	No improvement is feasible in the presentation of the subject matter

Monopoly Board Before Revised	Monopoly Board Before Revised

Table 3. (*continued*)

Comments and Suggestions:	Improvement:
Based on the comments from the media expert, this monopoly board needs to be corrected because the writing of *kawiwitan* and challenges has not been included in Javanese script, and the writing on the price of a house plot on the monopoly board still overlaps or overlaps with the picture.	*Kawiwitan* writings and challenges are presented accompanied by Javanese script writing. The writing on the price of the house plot on the monopoly board is tidied up by presenting a box under the picture that reads the price of the house plot.

"Hak Milik Rumah" Card Before Revised	"Hak Milik Rumah" Card After Revised

Comments and Suggestions:	Improvement:
Based on the comments of the media expert, this "hak milik rumah" card needs to be repaired because the writing on house prices and house rental prices still overlaps with the pictures.	The writing of house prices and house rental prices on "hak milik rumah" card is presented in the box below the picture of the house.

Pathokan Dolanan Before Revised	*Pathokan Dolanan* After Revised

Comments and Suggestions:	Improvement:
Based on the comments from experts on the "*pathokan dolanan*" media, improvements need to be made because the explanatory sentences per point are too long (try like the first page which is not too long), the background color is too prominent so that it is equally striking with the text, the background design image still overlaps with the text presented.	The explanation of the rules per point is broken down so that the presentation is not too long, the background color is lighter or lighter so it is not the same as the writing, the background design image is adjusted in size so that it does not overlap with the text presented.

so that students are skilled at reading Javanese script easily. Monopoly Javanese script is designed and designed to help students achieve the goal of learning to be skilled at reading Javanese script. Based on this, it can be said that the target media or learning tools must involve students both in thoughts, skills, mentally or in the form of real activities so that learning can be carried out properly. The validity of the learning device developed in this study was based on the assessment of the material expert and media expert validator by filling out the validation sheet. The monopoly of Javanese script meets the criteria of validity and obtains the results of the assessment suitable for use by carrying out several revisions as suggested by the expert validator (Nieveen, 1999: 127). The results of obtaining validation from material experts and media experts are then calculated by the percentage of validity.

The media developed in this study obtained the results of an assessment from the validator of the Javanese Script Monopoly based on the table of achievement level and quality of feasibility according to (Arikunto, 2012: 35). The average number of validity levels is 87.5% with very valid criteria at intervals of 81–100%. Assessments were obtained from each validator, namely 90% material experts and 85% media experts. Because all assessments are in the very valid category, the Javanese Script Monopoly can be used for further development, namely field trials in classroom learning to further measure its practicality and effectiveness.

Based on the notes given by the validator for each component being validated, it is necessary to make small improvements according to the notes provided. Notes were obtained from the two validators, namely the material expert validator who suggested that the presentation be more emphasized, so that it was easier for students to remember Javanese characters. Media experts suggest that the layout of the media design is improved so that the images do not overlap with the writing and the language writing in the media needs to be corrected again, because there are some words that do not use the Javanese language and have not included Javanese script writing.

Based on suggestions from material expert validators in terms of content, it is said to be very valid because the material from the Javanese Script Monopoly Media is in accordance with the material to be presented. The Javanese script monopoly in terms of design after being revised can be said to be very valid because the appearance of the Javanese script monopoly is attractive with pictures and sizes designed for several students presented in game media so as to create a fun learning atmosphere. So it can be concluded that the use of Javanese script monopoly is valid to be applied in Javanese language learning.

4   Conclusion

Based on the results of the data analysis of the Java Script Monopoly test that was developed, both the assessments of the material expert validators and media experts, the Javanese Script Monopoly validity test met the very valid or very feasible category. Validation of the feasibility of material expert data obtained a percentage of 90%. Validation of the feasibility of media expert data gets a percentage of 85%. The average validation results got a percentage of 87.5%. Through the calculation of the percentage of Monopoly Javanese script, it is very feasible to use.

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