The Development of Indonesian Language Learning Model through Puppet Creation Media

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Abstract. The aim of this research is to analyse the development model in learning Indonesian language through puppet creation media in fifth-grade students of elementary school NW Rekat Lauk. The research is research and development. It orients the development to produce and test a product of language learning media through puppet creation. Direct interviews conducted the research step. The development steps were product design, expert validation, and testing. The learning media by using puppet creation which developed and used based on the media expert which categorized “good enough” because it was between 26,04 < x < 33,96 with a total score was 27 and the mean was 2.7. It categorized the material expert “good” between 30,6 < x < 16,8 with a total score was 32 and the mean was 27. The learning result of the highest score was 85, the lowest score 55, the number of minimum total criteria was 60, and the percentage was 88.23%. The students’ learning response were excellent students who answered “no” showed which no” with the mean percentage of “yes” was “97.05%. And “No” were 2.95 %. Thus, media of learning by using puppet creation can influence the students’ learning outcomes.

Keyword: Research and Development, Indonesian Language Learning Model, Puppet Creation Media

1. Introduction
Education is a deliberate and planned effort to help the development of the potential and ability of children to benefit their life interests as an individual and as a citizen or community, by choosing contents (materials), activity strategies, and appropriate assessment techniques[1]. As in Law No.20 of 2003 concerning National Education System, namely: "Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed for themselves, community, nation and country”[2].

It is linked with educational goals[1] which have a large role in achieving success in child development. The purpose of education is an activity conscious of the goal[3]. Thus, the goal is one of the important things in educational activities, because it will not provide direction where to go, but also provides definite provisions in choosing the material (content), methods, evaluation tools in the activities carried out educational goals which could bring children towards to the level of maturity[4]. That's bring the students so that they can standalone (independent) in their lives in society. In this chapter, we outline
four types of educational objectives are outlined with different levels, namely; (1) national education goals, (2) institutional goals, (3) curricular goals, (4) instructional goals[1].

Indonesian language education has a central role in the intellectual, social and emotional development of students. We expect Indonesian language learning to help students get to know themselves, their culture, and the culture of others, and be able to express their ideas and feelings[5]. In the Indonesian language learning curriculum, there are four aspects of skills that must developed including: listening, speaking, reading and writing skills. These four aspects also connected in the true Indonesian learning objectives. Indonesian language learning in elementary schools needs understanding, so the teacher should consider the age, and mental development, in order to determine the activities that teacher will give so that the concepts in Indonesian language lessons can make the student master it[6].

Thus, teacher creativity is needed to continue to find and create innovative learning models in learning to listen skills so student can achieved basic competency for. One of them is implementing learning to use the PAIKEM method[7]. The problem faced by education, especially experienced by teachers, is the lack of competence. One of the competencies teachers must possess that is the teacher as an environmental regulator needs to have the skills to prepare and provide tools and learning materials. Teaching preparation reflects what the teacher will do in making students easier to learn, how to do it and why the teacher did it.

Media used for learning does not have to be media that has a high nominal value, but based on the theme chosen by the author, the utilization of the existing environment can be an effective learning media, one of it is by creating a puppet media using materials or items in the surrounding environment[8]. Puppet media is an interesting medium used in the learning process. Besides teaching about Indonesian culture, we can develop puppet media into learning media that adjusted to the learning material to be learned[9].

People know about puppet (wayang) only in stories or legends from Java. But, with the development of the puppet era can be an educative and effective media in learning with different packaging and attract student learning interest. Creating puppet media with easy ingredients. Anafi, a student at Yogyakarta State University, used puppet media as an assistive medium in learning Indonesian language[10]. In addition, states that "actually the media for puppets do not bound in the nature of the subject nature itself[10]. A teacher does not teach only adapted to one learning material, but is also implicative for other subject. "Learning development is designing learning logically and systematically to determine everything that will carried-out in the activity process learning by paying attention to students' potentials and competencies"[11].

The reality in the field shows that the learning process carried out is still teacher dominant[12], while students only listen to the teacher's explanation. This learning, causes students to be less active in class[13]. This phenomenon also occurs in elementary schools MI NW Rekat Lauk, based on a temporary interview with some teachers. The information got that the learning outcomes of fifth-grade students at elementary schools MI NW Rekat Lauk on Indonesian subjects is lacking, it’s caused by students whom do not play an active role in the learning process. The factors causing it such as, the lack of teachers’ creativity in creating effective learning media[14], because most of what happens in the field, that teachers often still apply lecture methods that often make students uninterested in learning that will have implications for student learning outcomes, then based on this learning outcomes, researchers are motivated to develop learning models through learning media[15] which in the implementing learning to use developing visual media.

The benefits of learning media in the learning process are (1) teaching will attract more attention of learners so it can generate the motivation to learn; (2) teaching materials will be clearer in meaning so students can understand; (3) learning methods more varied, not merely verbal communication; (4) the learner does more learning activities, because not only listens to the instructor's description, but also other activities such as observing, doing, demonstrating[16].
One of the learning media used is puppet creation media using the role playing learning model[17]. We developed this puppet media creation to attract the attention of students and more lead to student involvement in the teaching and learning process. The researcher also collaborate puppet creation media using role playing learning models and adapted to the subject. Based on the background, the researcher aimed to develop the Indonesian language learning model through puppet creation media in class V elementary school MI NW Rekat Lauk in Academic Year 2017/2018 in order learning becomes more active[18], interesting, enjoyable, able to foster cooperation among students, and generate students a sense of knowing on Indonesian subjects.

It aimed at answering the following questions: How’s the development of Indonesian language learning models through the puppet media creation in class V elementary schools MI NW Rekat Lauk in Academic Year 2017/2018.

2. Method

This is a research and development model. It oriented to produce and test a product that is Indonesian learning media with Puppet media creation on the media. This development model from Borg & Gall and simplified and modified to be in line with the goals and conditions of the researchers. The Brog & Gall development model in[19] consists of 10 stages.

"Research and development methods or in English Research and Development is a research method used to produce certain products and test the effectiveness of these products"[20]. Based on the needs of the development carried out, this stage is simplified into 5 stages, namely 1). Research Data Collection (research and information collection) at this stage the needs analysis is carried out and identify the factors that cause problems so there is a need to develop a new model. The data collection used was an observation in the learning process to determine the problems that appears during the learning process. 2). Planning, model developed in the form of media puppets are pictorial or shaped like a type of leather puppets made of duplex boards, each character comprises 4 characters and has a play stage made of plywood and wood. 3). Development of Product Draft (Develop Preliminary form of Product), the research process carried out by validating from media and material experts. The results of the validation reviewed to improve the design of the model before trialled. 4). Limited Trial, after the product developed, the next step is to test the field to determine the feasibility of the product development of Indonesian language learning models through Puppet creation media. Validity test used to the validity of media experts, namely material and media experts. 5). Refinement of Final Product (Final Product Revision) refine the product developed after conducting field trials. By correcting the deficiencies and completing them from the field trial to be more accurate.

3. Result and Discussion

3.1. The data from media expert validation results.

We convert the data validation results by media experts into five scale quantitative data. Based on the formula, we obtain a category used as a reference for learning media products. There are five categories that can a reference for puppet media creation products, such as.

a. X>41,88 (Excellent)
b. 33,96 <X≤41,88 (Very Good)
c. 26,04 <X≤33,96 (Good)
d. 18,12 <X≤26,04 (Not Good)
e. X≤18,12 (not very good)

Table 1. The Results of Validation by Media Experts
Table 2. The Results of Material Validation by Experts

| No | Rated Aspect                                | Score | Criteria |
|----|--------------------------------------------|-------|----------|
| 1  | Language                                   |       |          |
|    | a. Using good and correct language         | 3     | Enough   |
|    | b. Using communicative language and simple sentence structures, according to the level of thinking and abilities of children according to the age of the child | 4     | Good     |
|    | c. According to students' needs and characteristics | 4     | Good     |
| 2  | Content                                    |       |          |
|    | a. Compliance with SK and KD              | 3     | Enough   |
|    | b. Clarity of learning topics             | 4     | Good     |
|    | c. The order in which the material is presented | 4     | Good     |
|    | d. The depth of material is right          | 3     | Enough   |
|    | e. The extent of the material is correct   | 4     | Good     |
|    | f. Ease of choosing the flow of assignment material | 4     | Good     |
|    | Total score                               | 32    |          |
|    | Average                                   | 3.5   | Good     |

Based on the results of the validation, it show that the product in the form of a puppet creation media categorized as "Very good" cause it’s at a value of 26.04 <X≤33.96 with a total score of 27 and an average of 2.7.

3.2. The Data from Material Expert Validation Results

The material data validation results by experts converted into quantitative data on a scale of five. Based on the formula, we categories that it can reference products for role playing learning models through puppet creation media in Indonesian subjects. There are five categories that can reference for puppet a creation media products, such as:

a. X>37,8 (Excellent)
b. 30,6 <X≤16,8 (Very Good)
c. 23,4 <X≤30,6 (Good)
d. 16,2 <X≤23,4 (Not Good)
e. X<16,2 (Not Very Good)
Discussion

Based on the results, it can be the manual book product for role playing learning models through puppet creation media categorized as "good", because between values 30.6 <X≤16.8 with a total of 32 and an average of 27.

This research uses the Borg and Gall model with 5 stages. Before testing the role playing learning model through puppet creation media is validated by two experts, namely material experts and media experts. The validation results of the two experts were analysed. The results in a product validity value by media experts amount to 27 with an average of 2.7. Value 27 is at 26.04 <X≤33.96 which means the product validity is very good. The results of validation by material experts amounted to 32 with an average of 3.5. The value of 32 is between values 30.6 <X≤16.8, which means the product validity is good.

After the validation results are obtained, further testing was done. This field trial conducted in class V elementary school MI NW Rekat Lauk with 17 students. Based on the results of the learning test, the 17 students whose grades were not completed are 2 students. The highest value is 90, the lowest value is 55, and the overall percentage result is 88.23% . It’s stated that using the role playing learning model through this puppet creation media have a good impact on the Indonesian learning process in the listening aspect. While the results of student responses to the Indonesian learning model questionnaire through the puppet creation media showed that students strongly responded positively to the puppet creation media used in this study with the average response of students who answered "yes" were 97.05% and those who answered "No" is 2.95%.

4. Conclusion

Based on the results of the analysis of the validation of the role playing learning model products through the puppet creation media by the two experts. The validity of the product by the media expert is 27 with an average value of 2.7 being in the "Very Good" category. Whereas by material experts 32 with average values of 3.5 are in the "Good" category. The feasibility of learning media for fifth grade students of elementary school (Madrasah Ibtidaiyah) NW Rekat Lauk in terms of after the learning process is carried out using role playing learning models through this puppet creation media have a good impact on the learning process and student learning outcomes in Indonesian subjects for the aspect of listening with a percentage 88.23%. While based on the results of the questionnaire analysis of student responses to the role playing learning model products through the puppet creation media was 97, 05% whom answer "Yes" and 2.95% percentage whom answer "No". Therefore, the role playing learning model through puppet creation media that developed is appropriate to use in the learning process in class V elementary school students.

5. References

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