Animation – Based Legendary Stories Materials from Banjarnegara to Teach Javanese in Junior High School

H Erwinsyah1,2*, Andayani3, Sumarwati3

1Magister Student of Post Graduate Program in Universitas Sebelas Maret, Indonesia
2Javanese Language Education of Universitas Sebelas Maret, Indonesia
3Faculty of Teacher Training and Education of Universitas Sebelas Maret, Indonesia

*erwin_cahspasi@yahoo.co.id

Abstract. The development of technology is increasingly rapid so it requires humans to follow and keep up. Various kinds of technology have been used by humans in everyday life, including in the educational system. This study discusses the use of technology in the form of teaching materials for Banjarnegara legendary stories based on animation for Javanese language learning in junior high schools. Through this animation, it is expected that students will be more interested and not feel bored while attending class learning. This study uses a qualitative descriptive method with data in the form of information on legend stories in Banjarnegara Regency. The results of this study are legend stories of Banjarnegara Regency which are used as teaching materials based on animations. The source of the data comes from sources, historical heritage, and written documents. This research is expected to be able to encourage other researchers to carry out various studies related to legend stories in one place as teaching materials at schools by utilizing existing technology.

1. Introduction
Technology is growing from time to time. We must keep up in order not to be left behind. However, it is better not to let the development of technology make people lazy because of the convenience provided. The use of technology must be done wisely and appropriately so that it is beneficial for its users. The use of technology can be done in the teaching and learning process in schools, one of them is in learning to read folklore understanding (legendary) through animation. Folklore is a story that lives and develops in a particular society in which the community members feel the ownership and belief in its truth. Folklores are parts of oral literature. Reflections on the past life can be seen in the oral literature [1]. Oral literature was then accepted as a cultural property of the community. Folklores are prose in a narrative that is considered fiction but not in the form of dogma or history [2]. Folklores are divided into three groups, namely myths, legends, and fables [3]. Legendary story is one type of folklores that is believed to be true by a particular society, but is not sacred / sacred.

Almost every place in the world has hereditary legendary stories told from generation to generation. One place sometimes has more than one legend. Legendary story is a folklore that has characteristics, namely as an event that really happened in the past and is located in the world as we know it today and is migration, that is mobile [4]. The story is not only a legend of the origin of the place, but also tells the story of someone who is respected in that place. Legendary story is a very...
prominent oral literature in people's lives as a tool to express their hearts, convey their intentions or thoughts, and convey a situation which according to cultural traditions must be conveyed [5]. Legendary stories contain many values of character education that can be conveyed by the teacher in the teaching and learning process. According to [6], stories can be used as a means to convey moral values to children. One way that teachers can do is to use legend stories as teaching materials.

In Javanese language learning at the junior high school level, folklore is one of the materials that must be conveyed and taught by the teacher in the classroom. The story is used as teaching materials. Teaching materials are all forms of materials used to help teachers and instructors in carrying out teaching and learning activities [7]. [8] designed a 3D animated short film based on a legendary story in Cilacap. The research aims to introduce the legendary story of the Village of the Nesters to the people of Cilacap. [9] also made the story of Ande-Ande Lumut legend become a 2-dimensional animated film. [10] develops social studies teaching materials for elementary students based on the value of Using culture in Banyuwangi, East Java. The development of cultural value-based teaching materials in Using art folklore is expected to be able to help teachers and students in finding teaching materials that are in accordance with the socio-cultural conditions of students.

Several studies related to folklore or legendary stories have been carried out, but there are still a few who use legendary stories as Javanese language teaching materials in an animated film-based junior high school. In Curriculum 2013 in the Javanese language at the junior high school level has basic competencies in the story of legend, namely in Grade VIII semester 1 and Grade VIII semester 2. The use of technology in the form of legendary animated stories in Javanese learning is needed to help students better understand the material and content of the story. The animated film using Javanese in local languages will also make it easier for students to understand the contents of the story. One of the obstacles in Javanese language learning in junior high school in Banjarnegera Regency is the teaching materials used using the Solo dialect, while Banjarnegera Regency is an area with Ngapak Banyumasan dialect. This difference in dialect makes it difficult for students to understand the contents of the story.

Banjarnegera Regency is one of the districts that has many legendary stories, one of them is the story of Asal-Usule Kadipaten Banjarnegera. The concept of the animated film uses the Javanese dialect Ngapak Banyumasan. The use of Ngapak Banyumasan dialect aims to make the story easily understood by students because it is in accordance with the dialect and language of the students. The characters in animations use human figures. The duration of the film is not too long so that students are not bored in watching and easily remember information about the contents of the story.

This research was conducted to employ Banjarnegera legendary stories as Javanese language teaching materials based on animations for the level of junior high school (SMP) in Banjarnegera Regency. The aim is for teaching materials to be delivered by the teacher. In addition, the teaching materials will foster a sense of pride and responsibility in the preservation of legendary stories. Moral values and the value of character education embedded in the stories can be used as examples for students to live in the society.

2. Method
This study belongs to a qualitative descriptive study, in which the data obtained is in the form of information on various legendary stories in Banjarnegera Regency in the form of words. The object of this research is a legendary story from Banjarnegera entitled Asal-Usule Kadipaten Banjarnegera. Data sources come from people’s statements, historical heritage, and written documents. The technique of collecting data were observation, interviews, and documentation. The data validation was carried out using source and method triangulation. Source triangulation was conducted by comparing information and data from one informant and another informant, while triangulation method was carried out by digging the same data using different methods. Interactive analysis was used to analyze the data.

3. Result and Discussion
Legendary stories are included in Curriculum 2013 at the junior high school level, namely in Grade VIII semester 1 and 2. This requires the teacher to provide teaching materials for legendary stories. In Banjarnegera Regency, there is a legend entitled Asal - Usule Kadipaten Banjarnegera which tells
about the origin of Banjarnegara Regency. The story was written using Ngapak Banyumasan Javanese dialect in accordance with the students' language to facilitate understanding the contents of the story. The variety of Javanese that is used uses a variety of Javanese languages that are known as Ngoko Alus, and not Krama Alus. Ngoko alus was chosen because the language was easier to understand than Krama Alus.

Teaching materials for Banjarnegara legendary story based on animations can be made using several applications, such as Macromedia Flash, Photoshop, Cool Edit Pro, and Windows Movie Maker. Macromedia Flash is used to create animations, Photoshop to modify images or photos, Cool Edit Pro voice recording (dubbing), and Windows Movie Maker to edit videos. Animated films are made with a duration that is not too long so students will not get bored watching it. The language used is Javanese dialect of Ngapak Banyumasan in accordance with student dialects. There are not many characters and the image is made in colors so it will be interesting for students.

Table 1. Animated Based Legendary story of Asal-Usule Kadipaten Banjarnegara

| Content         | Description                                      |
|-----------------|--------------------------------------------------|
| Title           | Asal-Usule Kadipaten Banjarnegara                |
| Duration        | 7 minutes                                        |
| Language        | Ngapak Banyumasan dialect with the variety of ngoko and ngoko alus |
| Characters      | Humans                                           |
| Pictures        | Colorful                                         |

There are already many studies related to legendary stories, but those that are specifically made to be used as Javanese language teaching materials in junior high schools are still very limited. Most of these studies only use technology so that legendary stories become more interesting and modern. The research of [11] made the legendary story of Malin Kundang as an object to be made by comics with using the advanced technology. Images supporting the story are made modern and the characters are made more alive with creation and imagination. Bahasa Indonesia is chosen because it is intended for the general public. It is in contrast to the Banjarnegara legendary story which is intended for Javanese language teaching materials so that it uses regional language in accordance with the socio-cultural conditions of students. [12] employ folklore in Demak Regency to be the object of research. There are five folktales that are examined and made into digital books (E-Book). Through this E-Book, they hope students, teachers, and the community can use it as reading materials at home or teaching materials at school. In contrast to this study, their research did not specialize in Javanese language teaching material in junior high school and digital book based. Whereas, this research is teaching material of legendary stories based on animated films.

Similar research was also carried out by [13] in which they designed an interactive children's book application based on Papua legendary stories about the origin of birds of paradise. The application is a children's application to introduce local culture and learn to read. There are two languages used, namely Bahasa Indonesia and English. However, this application cannot be used as Javanese language teaching material in junior high school because it is not intended for learning in junior high school. In addition, the language used in the story is also not Javanese. In addition, they use technology to design an interactive book application, while this research is in the form of animated films.

[14] employ folklore-based stories to be used as teaching materials for BIPA program. It aims to use folklore-based teaching materials to teach moral values and character education of the stories to students. Another goal is to make folklore being remembered by the local community so that it can be introduced to foreign learners. It is in contrast to this research which used folklore based animated films as teaching material in junior high school.

[15] research employed Eskimo community's folklore in the form of Yup'ik's story. He took a story entitled "Never Sleepy Man" and "How Attu Became a Hunter" which is part of the myth of Yup'ik. He did not discuss the folklore as teaching materials in schools, but only introduced it to the Eskimos,
especially children so that they could know, recognize and preserve it. [16] examined one local culture called Begalan Banyumasan to be used as a source and teaching material in schools. Their focus is on the religious values contained in the tradition. The value of character education in the Begalan Banyumasan tradition is relevant to the curriculum and learning process at school. This can be used by teachers as teaching materials and learning resources. It is in contrast to this research in which the teaching material used is sourced from folklore.

The advantages of this research compared to the above studies are that the object of research is a legendary story that lives and develops in the Banjarnegara region, not a story that is popular and known by the public in general. Malin Kundang's story is a story that is popular among the public and if used as teaching material in junior high school, students already know the content of the story and might feel bored. Students will easily answer questions about the content of the story so that the teacher is less able to analyze the results and evaluation of learning. Moreover, the story is often adopted using the Javanese dialect of Solo or Surabaya, even though Banjarnegara is an area with Ngapak Banyumasan dialect communities. In contrast to the legend story in this study, the stories presented are stories that are rarely or even not recognized by most Banjarnegara people and are prepared using the Ngapak Banyumasan Javanese dialect in accordance with the students' language. This is an added value in the world of Javanese education and literature in which various stories were reintroduced to students and Banjarnegara community as the owners. The teaching material of legendary stories based on animated films is also one of the teacher's alternatives in teaching folklore. The use of technology in the form of animated films will attract students' interest in learning. They can watch movies while learning about the stories of the Banjarnegara legendary story. This will have a positive impact on student learning outcomes.

To attract students' interest in learning, the story was made into a simple animated film. The contents of the story using the Javanese dialect of Ngapak Banyumasan dialect are in accordance with the student dialect so that it is more easily understood and the contents of the story will be well conveyed. The duration of the film that is not too long (7 minutes) and it will make students not feel bored. Animated films are colored so students will be interested in watching them. This teaching material on legendary stories based on animated films is one of the ways teachers can present teaching material in class. Students will feel bored if the teacher only tells stories. The teacher must use the available technology so that Javanese language learning becomes more interesting. It doesn't have to be an animated film, but it can also be in the form of a comic or picture series.

4. Conclusion
There are many studies of legendary stories that use technology. However, most of these studies are limited to modifying legend stories to make them look modern. The teaching material of the Banjarnegara legendary story based on animated films is one of the alternatives for teachers in learning Javanese in junior high school. The language in the story uses a variety of Javanese language of ngoko and ngoko alus. The dialect used is Ngapak Banyumasan dialect in accordance with the student dialect to make it easier to understand the storyline. The combination of the use of technology and the legendary story of Banjarnegara aims to make Javanese language learning in junior high school more attractive and modern. This study is expected to be able to encourage other researchers to carry out various studies related to legendary stories to be used as teaching materials in schools supported by the advanced technology.

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