



PALANGAJA Media for Javanese Script Reading Skills

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ABSTRAK

Minimnya penggunaan media pembelajaran oleh guru menjadi salah satu faktor penyebab kurang minatnya siswa terhadap Bahasa Jawa terutama materi aksara Jawa. Hal tersebut berpengaruh terhadap keterampilan membaca Aksara Jawa. Penelitian ini bertujuan menciptakan media PALANGAJA untuk keterampilan membaca aksara Jawa. Jenis penelitian yang digunakan adalah Research and Development (R&D). Model pengembangan yang digunakan adalah model Borg and Gall. Subjek penelitian yang digunakan adalah 29 siswa kelas IV SD. Teknik yang digunakan dalam pengumpulan data menggunakan wawancara, angket, tes, dan dokumentasi. Teknik analisis data awal menggunakan uji normalitas serta analisis data akhir yaitu menggunakan Uji-t dan N-gain. Hasil penelitian menunjukkan bahwa media PALANGAJA berhasil dikembangkan, layak digunakan, serta efektif untuk meningkatkan keterampilan membaca aksara Jawa berdasarkan hasil belajar dengan penilaian ahli media dan ahli materi diperoleh persentase 78% dan 79%. Hasil belajar siswa pada nilai pretest dan posttest dengan uji-t diperoleh t_{hitung} (7,675) lebih dari t_{tabel} (2,051) maka H_a diterima. Hasil n -gain menunjukkan hasil sebesar 0,563 dengan kriteria sedang. Simpulan penelitian menunjukkan media PALANGAJA berhasil dikembangkan, layak digunakan serta efektif meningkatkan keterampilan membaca Aksara Jawa siswa kelas IV sekolah dasar. Implikasi penelitian ini yaitu media pembelajaran PALANGAJA dapat digunakan oleh guru untuk menciptakan suasana belajar yang menyenangkan bagi siswa.

ABSTRACT

Teachers' minimal use of learning media is one factor causing students' lack of interest in Javanese, especially Javanese script material. It affects skills in reading Javanese scripts. This research aims to create PALANGAJA media for Javanese script reading skills. The type of research used is Research and Development (R&D). The development model used is the Borg and Gall model. The research subjects used were 29 fourth-grade elementary school students—the techniques used in collecting data included interviews, questionnaires, tests, and documentation. The initial data analysis technique uses a normality test, and the final data analysis uses the T and N-gain tests. The research results show that the PALANGAJA media has been successfully developed, is suitable for use, and is effective in improving Javanese script reading skills based on learning results assessed by media experts and material experts, with percentages of 78% and 79%, respectively student learning results in the pretest and post-test scores with the t-test obtained count (7.675) more than table (2.051), so H_a was accepted. The n-gain results show a result of 0.563 with medium criteria. The research conclusions show that PALANGAJA media has been successfully developed, is suitable for use, and effectively improves fourth-grade elementary school students' Javanese script reading skills. This research implies that teachers can use PALANGAJA learning media to create a pleasant learning atmosphere for students.

1. INTRODUCTION

Reading is one of the most important basic language skills. Reading is one of the language skills that must be mastered to absorb the information in a word, sentence, text, or story and understand meaningful symbols or written signs so that the reader can receive the message. Reading skills are found in all subjects, but more specifically in language families, one of which is Javanese (S. M. Dewi & Subrata,

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2022; Eliantari et al., 2020; Yunita Anindya et al., 2019). Javanese is a regional language widely used by Indonesian people (Nugroho & Wulandari, 2020; Susilo & Ramdiati, 2019). Learning Javanese in formal schools is an effort to preserve Javanese culture. Javanese language subjects are now mandatory in the local content curriculum. The Javanese language subject is a language learning program to develop Javanese language knowledge and skills and a medium for transferring cultural values to society (Astutik et al., 2020).

However, students prefer to avoid Javanese language lessons because they are considered boring and difficult to learn. Some Javanese material is considered difficult to learn, including reading Javanese script. Javanese script is one of the most difficult materials for students. Students need help reading and memorizing Javanese scripts (Sari & Subrata, 2018; Susilowati, 2019). Fourth-grade students should be able to read and memorize Javanese scripts to learn Javanese scripts. However, in reality, children still need clarification about the letters of the Javanese script. With this, the teacher's role is to improve the quality of Javanese language learning by using appropriate and interesting learning media. In reality, the use of media in the learning process still needs to be used by teachers (Anggraeni et al., 2021; Mar'atusholihah et al., 2019).

Student learning media, which is still conventional, is one of the factors causing students' lack of interest in Javanese scripts. Classroom learning tends to be less interesting and interactive. This is one of the causes of students' need for more interest in Javanese script (Avianto et al., 2018). Problems regarding the low use of learning media and lack of innovation and interest are still experienced by several teachers, for example, in learning Javanese scripts at SD Muhammadiyah Danaraja, Banjarnegara Regency. The observations and interviews showed that most fourth-grade students at SD Muhammadiyah Danaraja had difficulty learning Javanese script and were less interested. This is due to the minimal use of media in learning and the need for more innovation in learning media presented by teachers. The media used during learning is simple: books, posters, and whiteboards. If left untreated, it will impact low student learning outcomes and failure to achieve learning objectives (Setiani & Handayani, 2022).

Efforts can be made to overcome this problem by developing learning media to encourage students to play and learn. According to (Mardiah et al., 2021), learning media is a tool or supporting facility that a teacher can use to convey information so that it is well received. Using learning media can create an effective learning situation, speed up the learning process, and help students understand the material presented by the teacher in class (Yusuf et al., 2016). Learning media is expected to improve the teaching and learning process quality so that learning objectives can be achieved. In this case, the game was chosen as a learning medium to ensure that learning is not passive and fun (Setiani & Handayani, 2022). One game that is popular with children is the Snakes and Ladders game (Yuningsih, 2019). The Snakes and Ladders game is played by two or more people using dice, and there are boxes and pictures of ladders and snakes (Syawaluddin et al., 2020; Wati, 2021). *PALANGAJA* learning media (Javanese Script Snake and Ladder Board) is a media that has been modified so that it becomes a game media that is communicative, easy to understand, and fun for students to use, where in each box there are Javanese Script letters along with sandhangan. There are question cards containing Javanese Script reading. *PALANGAJA* learning media was created so that students can learn while playing and develop Javanese script reading skills. The advantages of *PALANGAJA* learning media are that it can help teachers in the learning process, create fun learning activities because students are invited to learn while playing, help the effectiveness of the learning process in preparing learning, and raise student motivation. Using the snakes and ladders game can improve the cognitive development of children with learning difficulties (Rekysika & Haryanto, 2019; Wulanyani et al., 2019).

Several studies have previously revealed that the snake and ladder game effectively improves Javanese script reading and writing skills (Sukmawardani et al., 2021). The Snakes and Ladders game is suitable for learning (Wati, 2021). The Snakes and Ladders learning media are valid and practical for learning (Setiani & Handayani, 2022). Educational snakes and ladders games can increase children's confidence (Fransisca et al., 2020). Based on several research results, the Snakes and Ladders game media is very worthy of being developed in learning because using the Snakes and Ladders learning media can improve reading skills. There has yet to be a study on snakes and ladders learning media in Javanese language learning. This research aims to create *PALANGAJA* media for Javanese script reading skills. The existence of *PALANGAJA* media can improve Javanese script reading skills.

2. METHOD

This research and development (Research and Development) develops the learning media *PALANGAJA* (Snake and Ladder Board Javanese Script) for fourth-grade elementary school reading skills. According to Borg and Gall, this research uses a development procedure or model with ten stages.

However, the research and development of *PALANGAJA* learning media only reaches eight development steps because it only tests the feasibility and effectiveness of the media and because of the limited costs and time to carry out mass production. So, out of 10 development steps, only eight are carried out, including potential problems, data collection, design and product, design validation, design revision, product testing, product revision, and usage testing.

The techniques used are quantitative data analysis and qualitative descriptive analysis of qualitative data. Data from material and media validation results are analyzed to obtain scores assessed by the validator. Data from teacher and student response questionnaires were also analyzed. The pretest and post-test gains will be analyzed by comparing the average student pretest and average post-test scores and determining the N-Gain score. In the material and media validation instruments, as well as teacher and student response questionnaires, a Likert scale reference is used, with five alternative answers selected by ticking the score column desired by the validator, teachers, and students. Linkert scale measurements are presented in [Table 1](#).

Table 1. Likert Scale Measurements

No	Criteria	Score
1.	Strongly agree	5
2.	Agree	4
3.	Disagree	3
4.	Disagree	2
5.	Strongly disagree	1

After the material and media validation sheet is filled in, it will be analyzed by calculating the percentage obtained. After the validator fills in the material and media validation sheet, it will be analyzed by calculating the percentage amount ([Purwanto, 2013](#)). Then, after knowing the percentage of score obtained, the results can be used to determine the suitability of the media by referring to the product suitability criteria presented in [Table 2](#).

Table 2. Product Eligibility Criteria

Percentage	Criteria
76%-100%	Very Worth It
51%-75%	Worthy
26%-50%	Decent Enough
0%-25%	Not Worth It

([Widoyoko, 2015](#))

Furthermore, the effectiveness of the media on reading skills can be determined based on analysis using the paired sample t-test formula ([Sugiono, 2016](#)). Next, the pretest and post-test gains were analyzed using the n-gain formula ([Lestari & Yudhanegara, 2017](#)). Gain index interpretation criteria are presented in [Table 3](#).

Table 3. Gain Index Interpretation

N-Gain Score	Criteria
N-Gain \geq 0.70	High
0.30 < N-gain < 0.70	Medium
N-gain \leq 0.30	Low

3. RESULT AND DISCUSSION

Results

This research obtained results in the form of learning media products used for learning to read Javanese scripts for fourth-grade students at SD Muhammadiyah Danaraja. This research describes the formulation of the problem to be proven, the suitability of the media, and the effectiveness of the media that has been developed. This research uses a procedure or development model according to Borg and Gall, which was adapted by Sugiono and had ten stages; however, the research and development of *PALANGAJA* learning media only reaches eight development steps because it only tests the feasibility and

effectiveness of the media and because of the limited costs and time to implement it mass production. So, from ten development steps, only eight development stages were carried out, including potential problems, data collection, design and product, design validation, design revision, product testing, product revision, and usage testing.

The first stage was carried out through pre-research, interviews, and document data from the fourth grade of SD Muhammadiyah Danaraja so that the problems that existed at SD Muhammadiyah Danaraja could be identified from this data. The second stage of data collection was carried out by identifying information that could be used as planning material to overcome the problem. The third stage is developing *PALANGAJA* learning media with several specifications. Development begins with designing the media format, determining the theme and subject matter, compiling the material and media, and completing the text/evaluation questions. The design and content were based on a questionnaire analysis of teacher and student needs for media. The fourth stage, design validation, which is a validation of the suitability of the *PALANGAJA* learning media, was assessed by two experts, material and media experts. Each expert provides an assessment or validation using a feasibility assessment validation instrument for the *PALANGAJA* learning media design. The two experts also provided suggestions for improving the media. The percentage results show the results of assessments from material and media experts from *PALANGAJA* learning media. These material experts obtained a validity percentage result of 79% with a very feasible category. Media experts received a validity percentage of 78% with a very feasible category. The results of the percentage of material and media experts are presented in [Table 4](#).

Table 4. Presentation of Material and Media Experts

Assessor	Maximum score	Score obtained	Percentage	Criteria
Materials Expert	75	59	79%	Very feasible
Media Expert	100	78	78%	Very feasible

The next stage was product testing. *PALANGAJA* learning media product testing was conducted on a small scale with six students at SD Muhammadiyah Danaraja with different academic levels (low, medium, and high). The selection of students was based on a purposive sampling technique. The purpose of small-scale trials is to determine the feasibility of the *PALANGAJA* learning media before the learning media is tested in large-scale product trials/coca trials. The results of the product trial analysis are presented in [Table 5](#).

Table 5. Summary of Questionnaire Responses from Teachers and Students

Assessor	Score obtained	Percentage	Criteria
Teacher Response	72	96 %	Very Good
Student Responses	59	98.3 %	Very Good

Based on [Table 5](#), the analysis results of teacher responses in the small group trial at SD Muhammadiyah Danaraja are very good. In small-scale product trials, no revisions need to be made so that researchers can proceed to the product use trial stage or large-scale trials. Student responses to small-scale product trials on *PALANGAJA* learning media were in the very good category. Based on the questionnaire that has been given, no improvements to learning media products need to be made. The next stage is to use trials or large-scale trials. The large-scale trial aims to identify the effectiveness of using *PALANGAJA* learning media with Javanese script material. The large-scale trial was conducted in the fourth grade at SD Muhammadiyah Danaraja with 29 students. The large-scale trial phase was carried out after the *PALANGAJA* media had been improved according to suggestions in small-scale product trials. The instruments in large-scale trials are pretest and post-test questions. The pretest and post-test results are presented in [Table 6](#).

Table 6. Pretest and Posttest Results

Action	Average	Highest Score	Lowest Score	Number of Students Who Completed	Mastery Learning	Enhancement
Pretest	48.2	96	16	5	17%	70%
Post-test	86.4	100	70	26	87%	

The effectiveness of *PALANGAJA* learning media can be determined based on the pretest and post-test learning results carried out in large-scale trials at SD Muhammadiyah Danaraja with 29 students. The

results of the pretest scores obtained an average score of 59.31 with three students who completed it, while the results of the post-test scores got an average of 82.2 with 27 students completing it. Then, analyze the data in the initial data analysis, the normality test of the pretest and post-test data. The normality test shows that the pretest and post-test learning results have a normal or abnormal distribution. The normality test is calculated using the Lilifors formula and is declared to be normally distributed if $L_o < L_t$. Based on the normality test results, the L_t or Lilifors table for 29 students is 0.164 with $\alpha=0.05$. It is known that L_o in the pretest results is 0.1625. It shows that $L_o < L_t$ means that the pretest results at SD Muhammadiyah Danaraja are normally distributed.

Meanwhile, the post-test normality test results show that $L_o < L_t$ with L_o is 0.1066, which shows that the post-test results at SD Muhammadiyah Danaraja are normally distributed. After calculating the initial data, the final data, analyzing the difference test between the pretest and post-test averages (t-test), was analyzed using the t-test to find out whether there was a significant difference. The results of the average difference test can be seen in [Table 7](#).

Table 7. Average Pretest and Post-Test Test Results

Data	t _{count}	t _{table}	Description
Pretest post-test	7.675	2.051	H _a accepted

The gain test aims to determine the average increase in fourth-grade students' pretest and post-test results at SD Muhammadiyah Danaraja. After calculating the average increase in pretest and post-test results using the test-gain formula, the results are obtained using a number called n-gain. The results of the trial to increase the average pretest and post-test are presented in [Table 8](#).

Table 8. Test Results of the Average Increase in Pretest and Post-Test

Pretest Average	Post-test Average	N-gain	Criteria
59.31	82.2	0.563	Medium

Based on the n-gain calculation, the results showed that the *PALANGAJA* learning media achieved an increase with an n-gain of 0.569, which is included in the medium criteria, so it can be concluded that the *PALANGAJA* learning media with Javanese script material is effectively used to improve Javanese script reading skills in Javanese language content in the fourth grade at SD Muhammadiyah Danaraja.

Discussion

A material and media experts feasibility test assessed the findings on using *PALANGAJA* learning media in Javanese language learning content with Javanese script material. It is done to obtain a media assessment that is suitable for application to students. The results show that the *PALANGAJA* learning media is worthy of being tested on students because it meets the criteria for being suitable as a learning media for students. It can be seen from the fact that the learning media developed a design using images that have bright color patterns. Bright images interest students in participating in the lesson ([Eleser et al., 2023](#); [Suwastawan et al., 2022](#)). It can indicate that the media developed in this research will be very useful in learning because it can increase student activity. Using the snake and ladder game media to get question cards. Students become more enthusiastic about learning because a game of snakes and ladders accompanies the learning process. Through playing or fantasizing, a person can project his hopes and conflicts. Play plays an important role in children's emotional development ([Afifah & Hartatik, 2019](#); [Mar'atusholihah et al., 2019](#)). Using the snake and ladder game media can increase students' interest in learning and improve learning outcomes.

PALANGAJA learning media is effectively used in fourth-grade Javanese language learning at SD Muhammadiyah Danaraja. The snake and ladder game is a game of full chance. Every student has a balance of landing on good or bad practices. Therefore, this game is equally fair for everyone ([T. L. Dewi et al., 2017](#); [Fransisca et al., 2020](#); [Wati, 2021](#)). Using Snakes and Ladders game media can create a fun learning environment and foster students' interest in learning activities. In general, in Javanese script subjects, teachers are more dominant in providing explanations using the lecture method because Javanese script is a subject that is dominant in concepts and memorization, so a certain method is needed to be able to create a learning environment that is fun and not monotonous for students.

Meanwhile, for students, *PALANGAJA* media can facilitate learning to understand the substance presented in different ways so that learning objectives are conveyed optimally. This finding is strengthened by previous research findings stating that the Snakes and Ladders learning media is suitable

for use (Setiani & Handayani, 2022). The Snakes and Ladders game media is a suitable medium that can improve students' learning outcomes and interest (Aziz, 2018). Based on several research results, the PALANGAJA learning media is effectively used in fourth-grade Javanese language learning at SD Muhammadiyah Danaraja. This research implies that teachers can use the PALANGAJA learning media developed to create a pleasant learning atmosphere for students.

4. CONCLUSION

Based on the research results on developing fourth-grade PALANGAJA learning media, PALANGAJA learning media to improve Javanese script reading skills is feasible and effective for learning.

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