Digital Wayang Kulit Develops A Love For Local Culture In Children Aged 5-6 Years

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A R T I C L E   I N F O

A B S T R A K

Pertukaran informasi, budaya, kesenian antar negara yang tidak terbatas menyebabkan akulturasi budaya yang menyebabkan hilangnya suatu budaya disuatu negara, salah satu kesenian yang mulai dilupakan adalah kesenian asli Indonesia yaitu kesenian Wayang Kulit. Salah satu upaya yang dapat dilakukan untuk mengatasi permasalahan tersebut yakni dengan memanfaatkan kesenian sebagai media pembelajaran. mendeskripsikan perencanaan dan menguji validitas produk media wayang digital. Penelitian ini tergolong kedalam jenis penelitian pengembangan, dengan menggunakan model pengembangan ADDIE. Subjek penelitian yaitu 3 expert judgment dan 8 anak TK B. Pengumpulan data dalam penelitian dilakukan menggunakan metode observasi, wawancara, dan angket, dengan instrumen penelitian berupa lembar uji validitas media. Data yang diperoleh dalam penelitian dianalisis dengan teknik analisis data deskriptif kuantitatif. Hasil uji validitas menunjukkan hasil bahwa ahli materi yang menguji kelayakan isi, indikator dan perencanaan dalam storyboard memperoleh persentase 75 % dengan kualifikasi layak, ahli media pembelajaran memperoleh persentase 96,00% dengan kualifikasi sangat layak, ahli kesenian wayang memperoleh persentase 91,60 % dengan kualifikasi sangat layak, uji coba lapangan memperoleh persentase 83,50% dengan kualifikasi sangat baik. Berdasarkan hasil analisis tersebut, maka dapat disimpulkan bahwa media wayang digital sangat layak digunakan pada proses pembelajaran anak usia dini, kususnya untuk menumbuhkan perilaku cinta budaya daerah.

A B S T R A C T

The unlimited exchange of information, culture, and art between countries causes cultural acculturation, which causes the loss of a culture in a country; one of the arts that are starting to be forgotten is the original Indonesian art, namely the art of wayang kulit. One of the efforts that can be made to overcome this problem is by utilizing art as a learning medium. Describe the planning and testing of the validity of digital wayang media products. This research belongs to the type of development research using the ADDIE development model. The research subjects were three expert judgments and 8 Kindergarten B children. The data collection in the study was carried out using observation, interview, and questionnaire methods, with the research instrument being a media validity test sheet. The data obtained in the study were analyzed using quantitative descriptive data analysis techniques. The results of the validity test showed that material experts who tested the feasibility of content, indicators, and planning in storyboards obtained a percentage of 75% with proper qualifications, learning media experts obtained a percentage of 96.00% with very decent qualifications, wayang art experts obtained a percentage of 91.60% with qualification is very feasible, field trials obtain a percentage of 83.50% with very good qualifications. Based on the results of this analysis, digital wayang media is very suitable for use in the learning process of early childhood, especially to foster love behavior for regional culture.

1. INTRODUCTION

The behavior of loving regional culture is behavior that shows love for regional culture, which is shown by the behavior of being happy to learn and use aspects of regional culture such as language,

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traditional clothes, traditions, etc. (Purwanto et al., 2021; Setiawan & Pradhikta, 2021). The behavior of loving regional culture must be developed early in children and can be started from the Kindergarten level of education (Gutiawati & Wulansari, 2022; Nur'aini et al., 2021). Children who take kindergarten education are generally in the age range of 5-6 years. Children at this age like new things and easily remember the various lessons (Fadlillah et al., 2022; Miranda, 2019). Cultural love education that is given starting from the kindergarten level will leave a deep impression on students so that students will continue to want to love their culture (Fauziyah & Tabi'in, 2021; Utomo et al., 2020). One of the regional cultures that can be developed starting at the kindergarten level is wayang art. Wayang is an original performing art from Indonesia that always tells the values, norms, traditions, and culture that grow and develop in the lives of local people (Liasari & Badrun, 2022; Nurcahyo & Yulianto, 2021). Wayang art existed around 1500 BC, in subsequent developments entered the Mahabharata and Ramayana stories from Hindu influence (Margana, 2021; Prasojo & Arifin, 2022). Gradually, the art of wayang underwent complete assimilation, forming a new culture as the Mahabharata of Java, now known as wayang kulit purwa (Kusyairi et al., 2018).

Today's wayang is still different from the old, but every change does not affect its identity. Wayang art remains a spectacle that has a solid foundation. Aside from being a means of entertainment, wayang also faithfully conveys messages (Iqbal, 2023; Sa'idah et al., 2020). Wayang functions as a means of information, education, and mass communication which is very familiar to the supporting community (Wicaksono, 2019). Wayang is one of the media that can be used to convey effective noble character education, especially for children. The characterizations and stories in Wayang can be used as ideas in presenting educational concepts through media suitable for children's psychology (Mukholifah et al., 2020; Permana, 2021; Salma & Tarpin, 2020). Wayang media is very effective for use in the learning process of early childhood. It is because early childhood tends to have the characteristics of being happy to play and try new things (Oktapiani et al., 2021; Taulany & Prahesti, 2019). Wayang as a medium has various characteristics to adapt to various learning content in schools. Besides that, wayang strongly appeals to students (Kurniawan et al., 2019; Lestariningsih & Parmiti, 2021). Wayang can be used in education because wayang is entertaining and easy to attracts children's attention.

The reality shows that the use of wayang in education is still rare. Through observations made in 2 kindergartens in Batang district, no wayang art media were found. Besides that, observations were made by looking for lessons that introduced wayang art or using wayang on the internet were not found. The findings were then analyzed, and it turned out that some teachers did not have knowledge related to wayang arts, so they did not dare to present material using media they were not mastered. In addition, another obstacle stated that the lack of available media made it difficult for teachers to introduce and use wayang arts. The researcher also had time to ask questions and answers to several students regarding wayang art. Only a handful of students knew about wayang art. It shows that students recognize wayang art, and the use of wayang media is still minimal. If left continuously, this will impact students' lack of knowledge about regional arts.

Wayang art, an original Indonesian art, has begun to be forgotten by the public through findings in the field (Kusyairi et al., 2018; Sari et al., 2022). Wayang can be used as an effective learning medium to convey messages to children, besides that wayang art has values and philosophies that are closely related to the life of the Indonesian people, which must be taught from generation to generation (Muhammadin & Muslim, 2022; Zdanevych et al., 2020). Wayang can be used in education because wayang is entertaining and easy to attracts children's attention. The introduction of wayang art must adapt to the changing times, and development must be carried out. Digitizing wayang will be able to make an innovation in the introduction of wayang art so that it is more accessible anywhere, free, and easy to use (Haggerty, 2020; Mustika et al., 2022). Wayang media can attract children's attention when combined with technology. Technology will help wayang art be recognized by future generations and used as a guide in doing good or good character (Halimah et al., 2020; Sukendar et al., 2019). The use of learning videos will also help children understand wayang art. Using videos, choosing colors, and storylines are expected to help children properly understand the message or content of learning.

Previous studies have revealed that wayang cardboard media can significantly improve children's storytelling skills (Muthohharoh et al., 2021). The results of other studies reveal that the papercraft wayang media that has been developed is feasible and can be applied in the learning process (Lestariningsih & Parmiti, 2021). Further research revealed that 5-character-based Wayang Sukuraga media could improve fifth-grade students' storytelling skills (Juliana et al., 2019). Based on some of the results of these studies, it can be said that Wayang media is very effectively used to improve learning outcomes and students' language skills. In previous research, no study specifically discusses the development of digital wayang media to foster a love for regional culture in children 5-6. So this research is focused on this study to describe the planning and test the validity of digital wayang media products.

2. METHOD

This research is research development (Research and Development) developed using the ADDIE development model. The ADDIE development model comprises five research stages: analysis, design, development, implementation, and evaluation. This research was conducted in TK Ibunda, Batang Regency, with the research subjects namely one material expert, one media expert, and one wayang expert. The product trial subjects were group B children at Ibunda Batang Kindergarten in individual and small group trials. The test subjects were eight children in group A at Ibunda Batang Kindergarten. Data collection in the study was carried out using observation, interview, and questionnaire methods, with the research instrument in the form of media product validity test sheets. Trials with children will be carried out with pretest-posttest testing to see differences in children's knowledge before and after being given material with learning videos. Data analysis conducted by researchers consisted of qualitative and quantitative data analysis. Qualitative data will be analyzed using qualitative data analysis. In contrast, quantitative data will be obtained by calculating the pre-test before the intervention and the post-test after the intervention given using digital wayang media. The research instrument grids can be seen in Table 1, Table 2, Table 3, Table 4, and Table 5.

Table 1. Material Expert Instruments (Early Childhood Education)

No	Component	Indicator
1	Clarity	The clarity of the image in the video
		Sound clarity on the video
		Clarity of moving/animated media on video
		Clarity of font size on the video
		Clarity of dialogue on video
2	Attractiveness	The appeal of the image in the video
		The appeal of sound in the video
		Video appeal
		The appeal of moving images/animation
		Dialogue appeal
3	Consistency	Media consistency regarding the goals to be achieved
		Visual consistency with the material
		Visual consistency with the target group
		Consistency of images with videos

Table 2. Material Expert Instruments

No	Component	Indicator
1	Consistency	Material Consistency with Core Competencies
		Material consistency with Basic Competency
		Material consistency with the age of 5-6 years
		Material consistency with the content of the character of love for culture
		Consistency in the use of methods
2	Clarity	Clarity of learning objectives
		Clarity of the material presented
3	Material	Achievement of material with program objectives
		The accuracy of the sample with the target material and conditions
		Grammar in delivery

Table 3. Wayang Expert Instruments

No	Component	Indicator
1	Visualization	Wayang is by the original Wayang characters
		Wayang does not reduce the characteristic elements of the wayang characters
2	Sound	The illustrated sound is by the characteristics of wayang
		The illustrated sound does not reduce the intrinsic elements of the Wayang character
3	Philosophy	The digitization that has been carried out does not reduce the philosophical elements of wayang
		The characteristic elements and philosophical elements of wayang. Carry out digitization

Table 4. Instruments of Love for Wayang Culture

No	Aspect		Ability indicator	Item Number	Total Item
1	Understand	1.1	Explain the origin of wayang art.	1	1
		1.2	Explain the origin of each area of wayang art in Indonesia.	14	2
		1.3	Mention the types of wayang arts in Indonesia.	12,7	2
		1.4	Mention examples of characters in Wayang in Indonesia.	8.2	2
		1.5	Briefly explain how to make wayang golek.	3,13	1
2	Remember	2.1	Explain the origin of the art of wayang golek.	4	1
		2.2	Explain how to play wayang golek.	9	1
3	Look after	3.1	Explain how to play wayang golek.	5	1
		3.2	Practice how to play wayang golek.	11	1
4	Loving National Art Products	4.1	Demonstrating an interest in learning the art of wayang golek by demonstrating wayang art.	6	1
		4.2	Shows a happy attitude to learning the art of wayang in Indonesia.	10	1
			Total	14	

Table 5. Environmental Care Instrument

No	Aspect	Ability indicator	Item Number	Total Item
1	Pay attention to environmental damage	Children can help plant plants	4	1
		Children can do activities watering plants	5	1
		Children can help care for plants	6	1
2	Attention and affection for the circumstances that exist in the surrounding environment.	Turn off electronics when not in use	9	1
		Collect or separate recyclable items	8	1
		Maintain the cleanliness of the school environment	7	1
3	Love the environment	Throw garbage in its place	2	1
		Prevent damage to the school environment	1	1
		Reducing energy use	3	1
		Total	9	

3. RESULTS AND DISCUSSION

Result

Research on the development of wayang media was carried out according to the stages of the ADDIE model development, while the results of each stage of the ADDIE model development were as follows: the first stage was analysis. The results at the analysis stage show that Mother's Kindergarten has taught various regional arts in Indonesia but only provides knowledge to children that this art or culture is a culture from one region in Indonesia. The introduction of local culture and arts is also classical, using only one medium, which is insufficient to describe the art or culture fully. The media is one way to introduce culture and art in Indonesia. The media is combined with the teacher's description or storytelling method. The teacher also added that the children did not understand what was explained by the teacher if it was explained only with the media because they used a story and only one picture. At the analysis stage, the researcher also discussed with the teacher if media development was carried out in introducing wayang using video, whether it would attract children's attention and make it easier for teachers to introduce wayang art.

The second stage is the product design stage which is carried out by designing products that will be developed based on the results collected at the analysis stage. The initial steps taken at this stage are determining the software and hardware to be used, storyboard design, implementation design, and product assessment instrument design in questionnaires distributed to experts and trial subjects, namely individual and small group trials. The description of the media product design process can be seen in Figure 1.
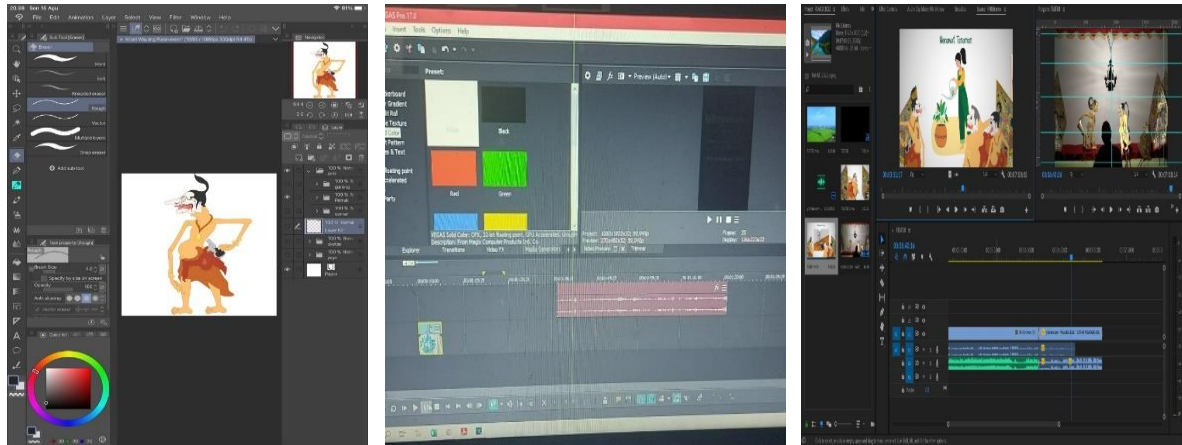
Figure 1. The Process of Designing Digital Wayang Media

The third stage, namely the development stage, is carried out by developing stories made with storyboards and linked to material content and indicators that will be tested on children. Characters created in the design stage are then animated and moved using the Adobe Animate application in 2D format. At the video development stage, it must be pre-tested before implementation. Preliminary trials were carried out with three predetermined experts: the fourth stage, namely the implementation stage, which was carried out involving eight children and one teacher. The teacher becomes the class facilitator leading the class when the research is conducted. The application of observing children's behavior was carried out for six meetings. Each meeting was carried out for 45 minutes every day.

The fifth stage, namely the development evaluation stage, has been implemented. At the evaluation stage, an assessment will be made of the results of the implementation that the researcher has carried out. The assessment given is in the form of criticism and suggestions for researchers. Researchers will consider the results of the assessment for improvement. After repair, researchers conducted trials in small groups. This small group comprises 5-10 children aged 5-6 years. Data collection used a questionnaire to test product validity by learning material experts, learning material experts, learning media experts, and wayang experts. This evaluation is carried out so that researchers can see the achievement of the goals of developing the content that is applied to the video. The results of the validity test for the development of learning videos from the results of learning material expert tests, learning media experts, wayang experts, and large group trials in more detail can be seen in Table 6.

Table 6. Test Results for the Implementation of Learning Video Media

No	Trial Subjects	Validity Test Results (%)	Description
1	Learning Media Expert Trial	96 %	Very good
2	Trial of Early Childhood Education Material Experts	75 %	Good
3	Wayang Expert Trial	91.6 %	Very good
4	Child Pre-test Trial	30 %	Low
5	Child Post-test Trial	83 %	Very good

Discussion

The development of Semar Cares for the Environment learning video media is based on globalization, which has led to the exclusion of local culture and arts. On the other hand, globalization raises various problems in the field of culture, for example, loss of the original culture of a region or a country, erosion of cultural values, decreased sense of nationalism and patriotism, loss of kinship and cooperation, loss of self-confidence, lifestyles that are not by our customs (Fauziyah & Tabi'in, 2021; Utomo et al., 2020). Globalization causes an unlimited exchange of information, including foreign culture and art, that enters Indonesia. This can cause many local arts to go unrecognized if the community or teachers do not introduce them to the next generation (Margana, 2021; Prasojo & Arifin, 2022). The development of learning videos shows that the developed learning video media obtains a very good category. So that the development carried out is very feasible. The video media gets very good marks because it contains interesting content and uses wayang characters that children like (Iqbal, 2023; Sa'idah et al., 2020; Wicaksono, 2019). Wayang

is not only a 2D form. Children perceive Wayang as a figure that can interact with children, so what is conveyed by Wayang will be more noticed by children. In addition, the material developed by carrying environmental care content is close to children. The material presented does not confuse children because it contains good habitual activities and children's daily activities (Mukholifah et al., 2020; Permana, 2021; Salma & Tarpin, 2020).

Learning video media containing wayang as carriers of environmental care content material is effectively used to introduce wayang to children as well as provide education to children regarding a healthy environment and taking good care of the environment. This is evidenced by an increase in the results of the knowledge score test before and after watching the video. Children's knowledge increases by an average of 53%. Utilization of the times by using Youtube in introducing video development is very effective in introducing wayang art. Apart from being easily accessible, this online video channel will also provide much knowledge to the next generation in the globalization era. Globalization makes life easier for humans, but regional culture must remain. The wayang kulit taught is modified to adapt to changing times and can be easily accessed by teachers, the community, and parents (Oktapiani et al., 2021; Taulany & Prahesti, 2019). Wayang art is modified into an animated video form that can be accessed on Youtube's online channel. This is intended so that teachers or the public who will teach wayang art can easily get media related to wayang art (Kurniawan et al., 2019; Lestariningsih & Parmiti, 2021). The development of wayang digitalization learning videos is very helpful for teachers in obtaining new and interesting learning strategies for students

The research analysis results also show that children are enthusiastic about watching the videos played by the teacher. This is because children are happy with characters that seem funny and unique. In addition, children make animated wayang characters as role models in protecting the environment. The children remind each other to protect the environment and remember Semar's message always to protect the environment together. This proves that wayang art should be taught in schools. In addition to preserving culture, wayang is very effective for introducing material that the teacher will convey to children (Putri & Tanto, 2021). The results obtained in this study are in line with the results of previous studies, which also revealed that wayang cardboard media could significantly improve children's storytelling skills (Muthohharoh et al., 2021). The results of other studies reveal that the papercraft wayang media that has been developed is feasible and can be applied in the learning process (Lestariningsih & Parmiti, 2021). Further research revealed that 5-character-based Wayang Sukuraga media could improve fifth-grade students' storytelling skills (Juliana et al., 2019). Based on some of the results of these studies, it can be said that Wayang media is very effectively used to improve student learning processes.

4. CONCLUSION

The product produced in this research is a digital wayang learning video that teaches environmental care behavior for early childhood, using the ADDIE development model. From the results of validity and trials on children, it can be concluded that digital wayang media is very suitable for use in the learning process of early childhood, especially to foster love behavior for regional culture.

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