



The Storytelling Method in Javanese Assisted by Loose Parts Media for Kindergarten Children

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ARTICLE INFO

Article history:

Received April 10, 2022

Revised April 11, 2022

Accepted July 10, 2022

Available online July 25, 2022

Kata Kunci:

Metode bercerita, Loose Part, Bahasa Jawa.

Keywords:

Storytelling method, Loose Parts, Javanese.



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ABSTRAK

Kemampuan berkomunikasi pada anak masih rendah dan belum berkembang sesuai dengan harapan dan tahapan usia. Anak kurang dapat berinteraksi dan berkomunikasi secara baik dan benar dengan lingkungannya. Penelitian ini bertujuan untuk membuat metode bercerita berbantuan media bagian lepas untuk meningkatkan keterampilan berbahasa Jawa di TK. Jenis penelitian ini adalah penelitian pengembangan, dengan metode penelitian ini mengacu pada teori Borg dan Gall. Teknik pengumpulan data yang digunakan adalah wawancara, observasi, dan kuesioner. Analisis yang digunakan dalam penelitian ini adalah kuantitatif dan kualitatif. Subyek penelitian ini adalah guru dan siswa TK. Penilaian proses validasi ahli materi diperoleh hasil rata-rata 3,83 dengan persentase 95% termasuk kategori sangat baik. Ahli bahasa mendapatkan hasil rata-rata 3,67 dengan persentase 92%, dan kategori sangat baik. Respon guru diperoleh rata-rata 3,63 dengan skor 30 dengan kategori sangat baik. Respon anak tersebut memperoleh hasil rata-rata 3,68 dengan skor total 138 dengan kategori sangat baik. Hasil penghitungan N-Gain pada uji lapangan sebagai kelas eksperimen diperoleh hasil post-test masing-masing 80,67 dan 80,33, sedangkan untuk kelas kontrol diperoleh hasil post-test sebesar 56,00. Hasil penelitian menunjukkan bahwa pengembangan metode bercerita bahasa Jawa dengan bantuan media bagian lepas untuk anak TK layak dan efektif dalam meningkatkan kemampuan berbahasa Jawa anak.

ABSTRACT

The ability to communicate in children is still low and has yet to develop according to expectations and age stages. Children can interact less and communicate properly and correctly with their environment. This research aims to create a storytelling method assisted by loose parts media to improve Javanese language skills in kindergarten. This type of research is development research, with this research method referring to the theory of Borg and Gall. Data collection techniques used were interviews, observations, and questionnaires. The analysis used in this study was quantitative and qualitative. The subjects of this study were kindergarten teachers and students. The material expert validation process assessment obtained an average result of 3.83 with a percentage of 95%, including the very good category. Linguists get an average result of 3.67 with a percentage of 92%, and the category is very good. The teacher's response obtained an average of 3.63, scoring 30 in the very good category. The child's response obtained an average result of 3.68 with a total score of 138 in the very good category. The results of calculating N-Gain in the field test as an experimental class obtained post-test results of 80.67 and 80.33, respectively, while for the control class, the post-test obtained results of 56.00. The results show that developing Javanese storytelling methods with the help of loose parts media for kindergarten children is feasible and effective in improving children's Javanese language skills.

1. INTRODUCTION

Early Childhood Education is a form of education that focuses on laying the foundation for growth and six developments, religious, moral development, physical development (gross and fine motor coordination), cognitive intelligence (thinking power, creativity), socio-emotional (attitudes and emotions), language and communication according to the uniqueness of the stages of development according to the age group that early childhood goes through (Amelin et al., 2019; Syahrul et al., 2021). Children's language and speaking skills must be honed early in the sensitive learning period because

communication is the essence of human relations. Children can be directed to learn to listen, read, write, and speak to develop the language skills of kindergarten children (Darmuki, 2020; Mulyaningsih, 2015). The language habituation carried out at TK Negeri 1 Kragan is by getting used to the Javanese language in learning, especially in local content activities and activities outside the classroom. Javanese is a learning that develops the functions of communication tools, culture, and individuals in the local content curriculum of Javanese language, literature, and culture subjects (Apriliani et al., 2020). Language competence is directed so that students are skilled at communicating orally. Communication skills are aimed at cultivating character, increasing humanity and social awareness, growing appreciation of Javanese literature and culture as well as being a means of expressing ideas, imagination, and creative expression (Budiantoro et al., 2021; Darmuki, 2020; Putra et al., 2020). Javanese language communication skills by the rules of language.

Based on the facts that occur in kindergarten, it is found that the ability to communicate in children is still low and has not developed according to expectations and age stages, children are less able to interact and communicate properly and correctly with their environment and children tend not to have trust themselves to respond when asked by the teacher in the process of learning or playing. Children still tend to be silent in learning (N. P. A. P. Dewi et al., 2021; Kharisma et al., 2019; Nurlaeni et al., 2017). In addition, the child answers questions from the teacher with inappropriate words. Children still need clarification with the words spoken when telling their experiences. This confusion is caused because the language is mixed between Indonesian and the mother tongue or region (Maulidha et al., 2017; Pramana, 2020). In addition, children's communication limitations are caused by similar methods teachers use. Teachers more often use the conversation method without using the media. It makes children less active in the learning process because, in every meeting, the method used by the teacher is the same. Meanwhile, to improve communication skills, many things can be done. The same problem was also found in Kragan 1 Public Kindergarten. It is known that children's skills in communicating using Javanese still need to improve due to monotonous learning and the lack of media used in learning. So children are less motivated and feel bored or bored in learning because of the lack of media or because the methods used must be updated.

In response, educators should develop learning methods appropriate to the era by using media already available in the environment where the child lives. The use of Loose Parts as a learning resource requires children to play. It can create a richer environment for children to play so that anything can be used for them because loose parts do not have special ingredients, providing unlimited possibilities (Furi et al., 2019; Safitri et al., 2021). Through loose parts, children are guided and facilitated to continue expressing their creative imaginations and concretizing them or making them into real works so that children feel they have the freedom to express and be creative according to their abilities (Debeturu et al., 2019). Loose Parts are educative materials because they encourage children to think about what these materials will be made of. Materials with value and the potential to be transformed into new creations and inventions that encourage creativity and imagination (Wahyuningsih et al., 2020). Children can find a variety of new things which become a reference for acquiring new knowledge and are then facilitated with various materials that can be used to produce various works from the child's imagination.

Previous research findings stated that storytelling effectively improved children's language skills (Lestari et al., 2020; Pebri et al., 2017). Storytelling can train linguistic intelligence (R. Dewi et al., 2019; HT et al., 2020; Musyadad et al., 2018). Loose Part media can increase children's creativity aged 5-6 years (Safitri et al., 2021). The application of Loose Parts media can overcome child boredom during the co-19 pandemic. Loose parts media is based on natural materials because it comes from and is prepared from the surrounding environment. When children do direct exploration in the environment, it enriches creative ideas and curiosity tries to discover by optimizing the child's five senses. A stage strategy, starting from the person, driving force, process, and product observed by the teacher, is hoped to develop children's creativity more optimally (Safitri et al., 2021). Using loose parts of media with materials around the environment is hoped that learning will be closer to the child's environment and improve children's language skills, especially Javanese as the child's daily language. This study aims to create a storytelling method assisted by loose parts media to improve Javanese language skills in Kindergarten B Rembang.

2. METHOD

This study uses a research and development design with ten implementation steps referring to the theory of Borg and Gall. Research and development methods are used to produce new product designs, test the effectiveness of existing products, develop and create new products and test the effectiveness of these products (Sugiyono, 2015). R&D, in simple terms, is an intentional research method and systematic aims to find, formulate, improve, develop, produce, and test the effectiveness of products,

models/methods, services, and procedures of course that are superior, new, effective, efficient, productive, and meaningful (Sugiyono, 2014). Research development is product-oriented research. Products developed include media, teaching materials, strategies, or learning methods. This research develops teaching material products in the form of storybooks. The development procedure used in this study adapts the development procedure developed by Borg and Gall. The procedure consists of ten steps. The steps in the research are presented in Figure 1.

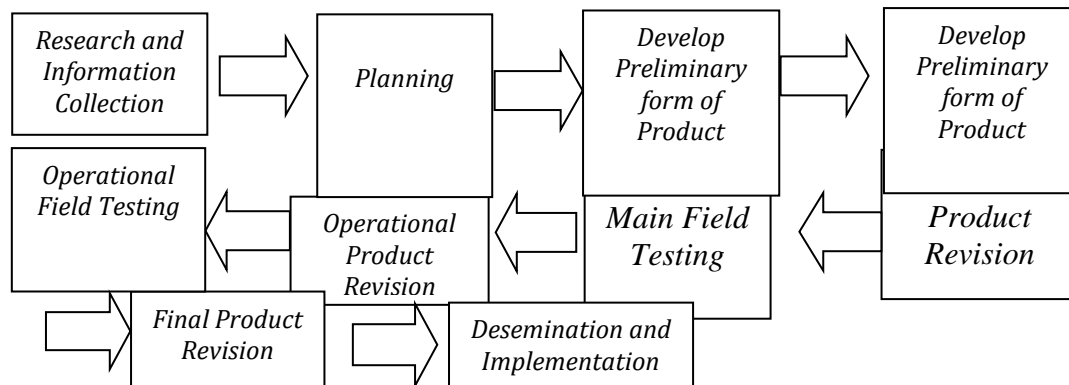


Figure 1. The development procedure

In the implementation of research and development (R&D), research uses two collected data, quantitative data, the type of data that can be measured or calculated directly in the form of information or explanations expressed in numbers which are in the form of information or explanations which are translated by an assessment score (SB = 5, B = 4, Enough = 3, less = 2, very less = 1). Qualitative data is data in the form of descriptions and sentences. This qualitative data is in the form of the validator's criticisms and suggestions for the product being developed and a description of the implementation of the product trial, which is translated into SB (very good), B (good), C (enough), K (poor) SK (very poor). The population of this study was group B students in the Early Childhood Education Dahlia cluster, Krangan District, Rembang Regency, for the 2021/2022 academic year. The research subjects on media development using corn husks through this storytelling technique were group B students in the Dahlia Early Childhood Center, with 15 students as the experimental class and 15 as the control class. Research on developing Javanese storytelling methods with the help of loose part media to build children's character was carried out in semester 2 of the 2021/2022 school year in the Mawar cluster, Krangan District, Rembang Regency, Central Java. Data collection techniques used are interviews, observation, questionnaires, and documentation.

3. RESULT AND DISCUSSION

Result

The results of the development of the loose parts-assisted storytelling method describe four problems following the existing problem formulation regarding the needs analysis of the loose parts-assisted Javanese storytelling method to improve the development of the Javanese language in kindergarten children in Rembang Regency, the design of the development of the Javanese language storytelling method with the help of loose parts to improve the language skills of kindergarten children in Rembang Regency, the feasibility of the Javanese storytelling method assisted by loose parts to improve children's language skills in Rembang Kindergarten, and the effectiveness of the Javanese storytelling method assisted by loose parts to improve children's language skills in Rembang Kindergarten. Data were obtained from preliminary observations to get an overview of the implementation of learning in group B kindergartens in the Dahlia PAUD cluster unit. These data will be used as a basis for this research on developing Javanese storytelling methods with the help of loose parts appropriate to the developmental stages and characteristics of kindergarten children. The development of this storytelling method is related to the needs of children in learning storytelling to improve children's language development.

Observation results obtained data from 3 (three) Kindergartens showing that in learning to improve aspects of language, especially Javanese, the teacher delivered only using the lecture method, question and answer, singing, and telling stories without tools. Children will be more interested if the teacher uses the storytelling method using interesting tools. However, because interesting aids do not accompany the application of the storytelling method, the child pays less attention and lacks

concentration when the teacher tells a story. Based on observations made by the teacher, the result is that the teacher has prepared learning tools. The teacher has applied the storytelling method to improve children's language development. However, storytelling techniques are less attractive to children because the teacher uses storytelling techniques without tools so that children do not respond to storytelling learning. The impact of children's language development could be more developed. The results of the interviews and observations clearly show that to improve the language development of Kindergarten children in Rembang Regency, even though they have applied the storytelling method, the technique, and presentation have not used interesting teaching aids or media, according to the characteristics of early childhood who like to imagine and fantasize. According to the needs analysis, it is necessary to develop storytelling methods to improve children's language development.

The development of the Javanese storytelling method with the help of loose parts to improve children's language development in Rembang Kindergarten in this study used the T-test (Paired Sample T Test). However, before carrying out the test, the data obtained must be normally distributed and come from the same population to find out the data is normally distributed and comes from the same population by using normality and homogeneity tests. Furthermore, an effectiveness test was carried out using the paired-sample t-test to determine whether the development of the Javanese storytelling method with the help of loose parts improved the language development of kindergarten children in Kragan District, Rembang Regency. Based on the results of the paired samples statistic, it was found that the language skills of the children in the Experiment class (Harapan Bangsa Kindergarten, Darma Persada Kindergarten), learning using the development of Javanese storytelling methods assisted by loose parts, in Harapan Bangsa Kindergarten obtained a post-test score of 80.7; the post-test score at TK Darma Persada was 80.3. These results can be interpreted that the average value of children's language skills from the experimental class both at Harapan Bangsa Kindergarten and Darma Persada Kindergarten, which both use the Development of Javanese storytelling methods assisted by loose parts, have relatively the same Children's language abilities,

Meanwhile, compared with the average value of children's language skills in the control class at Kragan 1 Public Kindergarten, learning without using the development of Javanese storytelling methods assisted by loose parts obtained a post-test score of 56.0. These results are lower than the experimental class. So children who are given learning using the development of Javanese storytelling methods assisted by loose parts have better children's language skills compared to children who are not given learning using the development of Javanese storytelling methods assisted by loose parts. Based on the results of initial field testing, teachers and children need storytelling methods in Javanese with the help of loose part media to support the development to build polite, honest, and disciplined characters in children. It can be seen in the child's positive response of 86% and the teacher's positive response of 92% towards using media using corn husks through similar storytelling techniques.

Discussion

The application of the development of the Javanese storytelling method with the help of loose-part media is good, and I like it. Storytelling is a form of communication that can engage listeners with the story's content. Through telling stories, children gain experience and knowledge that will be conveyed through stories orally. In addition, the storytelling method can help children develop and practice the ability to remember and repeat material that has been previously presented so that the storytelling method can be used in the learning process. Storytelling activities can be done orally with or without tools (Darmayanti et al., 2017; Pertiwi, 2020). This process becomes a child's experience, and the teacher's task is to create a pleasant impression when telling a story. Telling stories is not only with book media but can use puppets. Storytelling can also be complemented by the use of other media (Anggraeni et al., 2019; Elya et al., 2019; Ruiyat et al., 2019). The purpose of applying the storytelling method is to show that children can listen well to what other people are saying.

The application of the development of the Javanese storytelling method with the help of loose-part media is good, and I like it. The learning media used is very helpful in the learning process. Loose Part is a mindset with a process-oriented approach. When a child plays suddenly, a conversation appears to the child, making learning meaningful (Harun et al., 2022; Wahyuningsih et al., 2020). The loose parts theory was first developed by Nicholson in 1971 based on the desire to provide a place for children to channel their creativity using natural materials that can be manipulated, scanned, and recreated, as well as objects or items that are easy to find. The child needs to play according to the child's rights, which must be fulfilled. Play is important for health and well-being and promotes the development of creativity, imagination, self-confidence, self-development, social, cognitive, and emotional strength, and physical skills to develop a child's full potential (Anggraheni et al., 2019; Justesen et al., 2020). That is the main reason for selecting media to develop children's creativity.

Based on the discussion of the Javanese language storytelling method assisted by loose part media, it is feasible to use in the learning process. This finding is reinforced by previous findings stating that storytelling effectively improves children's language skills (Lestari et al., 2020; Pebri et al., 2017). Storytelling can train linguistic intelligence (R. Dewi et al., 2019; HT et al., 2020; Musyadad et al., 2018). Loose Part media can increase children's creativity aged 5-6 years (Safitri et al., 2021). However, the application of the storytelling method requires quite a long time. This research implies that learning media for children will provide greater opportunities to make learning fun and meaningful.

4. CONCLUSION

The application of the development of the Javanese storytelling method with the help of loose-part media is good, and I like it. The need for learning media to develop children's Javanese language skills through storytelling methods assisted by loose parts media which can connect storytelling activities with children's imagination can encourage teachers to be more creative and innovate in making aids or teaching aids as aids in presenting stories that can be interesting children in listening to stories so that it will also affect children's language development. Test the development of the Javanese storytelling method with the help of loose part media according to the validation value of material experts and media experts in the good and very feasible category to build polite, honest, and disciplined characters in children. The response of children and teachers to implementing the development of the Javanese storytelling method with the help of loose part media was good, and they liked it.

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