

THE EFFECT OF WAYANG MEDIA ON FOLKLORE LISTENING SKILLS

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ABSTRACT

The aim of this study is to describe the difference in the results of the pre-test and post-test of the experimental class using wayang media with the control class without using learning media as well as describing the increase in the ability to listen to folklore in Indonesian subjects in class V SDN 1 Windusengkahan. The method used is quasi experiment with the experimental class using wayang media and the control class without using learning media. Data collection techniques are test and documentation. This learning process uses the Non-Equivalent Groups Pretest-Posttest design. This research was implemented on 20 students in the control class and 20 students in the experimental class. The conclusion of the research results are based on the differences folklore listening skills in Indonesian subjects between classes that use wayang media and classes that do not use learning media after treatment (posttest) and an increase (gain) folklore listening skills in Indonesian subjects between classes that do not use media Classroom learning using wayang media.

Keywords: *folklore, listening skills, puppet media*

INTRODUCTION

One of the ways to improve the quality of life of the people of a country is to increase the quality of education. This effort can be done by increasing the ability to teach teachers to students. However, the more development of the world of education, the greater the challenge for teachers to be able to develop their research, especially those implemented in the curriculum. As a teacher or educator, the teacher is a determining factor for the success of any educational effort. The teacher's task is not only to convey information to students but also to be a facilitator in charge of providing learning convenience to students. In addition, teachers must also use learning media to get optimal results. Therefore, in learning the teacher as a facilitator must try to provide services so that the material presented is oriented towards the competencies to be achieved, appropriate and the desired targets will be achieved and individual students will develop completely and thoroughly. According to Law number 20 of 2003 concerning the National Education System, Article 3 which reveals that:

Education is a conscious and planned effort to create an atmosphere learning and the learning process so that students are active develop his potential to have spiritual power religion, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

Learning will be more interesting and successful, if it is related to experiences where children can see, feel, say, do, try and so on. Lessons are not only intellectual, but also emotional, the joy of learning can enhance learning outcomes.

Language is the most effective human communication tool. Language helps humans to convey ideas, feelings, and thoughts to others. Everything that we think, we want is meaningless until it is expressed in language and known, responded to or given a reaction by other individuals.

Students can develop language skills through Indonesian subjects, based on Ministerial Regulation number 57 of 2014 concerning the 2013 curriculum, Indonesian is one of the material content that is included in thematic learning in the 2013 curriculum. Indonesian is included in the general subjects of Group A as well as an advocate for other subjects, so that language has a very large role. According to Tarigan (2008: 2) that language skills in the curriculum in schools usually cover four aspects, namely listening skills (listening), speaking skills, writing skills, and reading skills. Each skill is closely related to other skills in various ways. As stated by Zulela (2012: 4) Indonesian language learning in elementary schools is directed at improving students' ability to communicate well, both oral and written.

Listening is an early stage ability that must be mastered in language skills, it is said that because listening is a way to obtain information conveyed by other people so that it can be implemented at the next stage, namely speaking, reading and writing. According to Tarigan (2013: 31) listening is a process of listening to oral symbols with attention, understanding, appreciation, and interpretation to obtain information, capture content or messages, and understand the meaning of communication that has been conveyed by the speaker through speech or spoken language.

Based on the results of the interview at SDN 1 Windusengkahan, the students' ability in listening especially at the time of learning Indonesian was very lacking. This is because during the learning process the teacher does not use learning media so that it makes students feel bored, sleepy and does not understand what the teacher assigns, especially in listening to a folk tale. Low student listening activity is evidenced by the number of students who play alone during the learning process. According to Djuanda (2008: 31-31) in class activities, listening has become part of language learning. However, in the practice of learning in the classroom, listening is often not considered as learning that needs preparation or planning. Or, listening skills are only part of the activity of listening to reading texts that are read aloud without planned preparation and assessment. In other words, listening learning has not been carried out optimally.

Teaching listening skills is not easy. Practicing listening skills requires good concentration, a supportive environment, and high student interest in learning. In addition, to have good listening skills, regular exercise must also be done. According to Zahro (2010: 33) learning listening so far has not provided students with experience in practicing listening. Lack of practice for students, will make students less interested in learning to listen and affect the results of listening skills. Based on this, according to Pratiwi (2018: 67) teachers must compile a creative, interesting, and systematic learning plan. Therefore, a teacher must be able to make interesting lesson plans, and be able to carry out fun learning and in accordance with the planned learning objectives. According to Eliyanti (2016: 212) The use of instructional media is expected to increase and maintain students' attention to the relevance of the teaching and learning process, provide opportunities for the functioning of motivation, form positive attitudes towards teachers and schools, provide possible choices and learning facilities for individuals and groups, and encourage students to love learning.

The teacher has an important role in learning to listen to. The difficulty of students in learning to listen is that when students listen to folk tales told by the teacher, using less attractive media, students get bored quickly and when they are going to work on the folklore based questions they listen to students find it difficult because when listening to the student's concentration is not focused on listening. Various kinds of media used in learning are adjusted to the material to be delivered. One of the materials in elementary school is about listening to folk tales. In learning about folklore, puppet media can be used, so that the teacher tells folk tales using the puppet media. Students will listen to folk tales that are being sung by the teacher. From these activities, students participate in listening to folk tales with serious attention.

Learning can be said to be successful if students are able to achieve the competency standards applied. However, this is difficult to do because there are still many students who have not been able to achieve competency standards. Listening results that have not reached the KKM (Minimum Completeness Criteria) are said to have not been successful.

Table 1. Data on Daily Test Values for Class V SDN 1 Windusengkahan Students

Class	Students	>KKM	%	<KKM	%
VA	20	10	50%	10	50%
VB	20	9	45%	11	55%

Based on the table above, it shows that the learning outcomes of students in class V SDN 1 Windusengkahan in Indonesian language learning are still low, most of them have not reached the Minimum Completion Criteria (KKM). The low student learning outcomes can be caused by several factors, one of which is the use of learning media, because basically learning is carried out by teachers only with conventional methods which cause students to become inactive in the learning process.

Wayang is a form of traditional culture that is enjoyed so that students will be more interested in learning. The use of wayang media, especially in Indonesian subjects, the listening skills of grade V students are very good to use because it will increase even better learning outcomes. Wayang here is used by a teacher who plays an item to explain a material or lesson or also plays a character in the story, the teacher simply does this which can produce good values and teach the character of the puppet character to be emulated and used as a source of student learning motivation.

The advantages of using wayang media in learning are that it can attract students' attention, increase student interest in learning, make learning more enjoyable and the use of wayang media can also make the learning process interesting, especially when learning to listen to stories, using this wayang media does not require a lot of money like other media and practical and efficient. Telling stories about wayang media does not require supporting facilities in any form. All it takes is the teacher's ability to express the story in neat sentences so that it is easily understood by students.

Based on the explanation above, the researcher is interested in conducting further research on "The the effect of wayang media on the listening skills"

RESEARCH METHOD

Research Design

This study uses a quantitative approach. The method used is quasi-experimental with Non-Equivalent Control Groups research design. This study used two classes, namely the experimental class and the control class, while the second class was given different treatment from the experimental class using puppet media and the dick class without using learning media.

Participant

The subjects of this study were students of SDN 1 WindusengkahanKec. Kuningan District. Kuningan in class V has classes A and B in the odd semester of the 2016/2017 school year. Data collection techniques in this study through tests and documentation. Sample selection is done randomly.

This study aims to describe the differences in the pre-test and post-test results of the experimental class using wayang media with the control class without using learning media and to describe the increase in the ability to listen to folk tales in Indonesian subjects in class V SDN 1 Windusengkahan.

RESULTS AND DISCUSSION

The preliminary test data were obtained before the research sample was treated with the aim of obtaining an initial picture of students' listening ability, the final test data was obtained after the sample received treatment. The pre-test and post-test data can provide information about the effect of the treatment that has been given. The following is the research data obtained from the experimental class and the control class.

Pre-test Description

The test used in this study was a multiple choice test of 20 questions. The results of the pre-test before the treatment carried out at the beginning of the lesson can be used as a measuring tool to determine the increase in the ability of the fifth grade students of SDN 1 Windusengkahan.

Table 2. Description of Pre-Test for Experiment Class and Control Class

Class	Students	Lowest score	Highest score	Average	KKM
Control	20	25	60	40,5	70
Experiment	20	20	60	42,75	70

Table 2 shows that the experimental class that uses wayang learning media and the control class that does not use learning media has values that are not much different. In the control class, the score was an average of 40.5 with the lowest score of 20 and the highest score of 60. Whereas for the experimental class the total score was obtained, namely an average of 42.75 with the lowest score of 20 and the highest score of 60. This means that class knowledge using learning media Wayang with classes that do not use learning media are relatively the same.

Post-test Description

After the learning process was carried out in the experimental class and the control class using different methods, a post-test was carried out to determine whether there was an increase in the ability of these students' learning outcomes. The following is presented in the form of a post-test description table for the experimental class and the control class.

Table 3. Post-test description of the experiment class and the control class

Class	Student	Lowest score	Highest score	Average	KKM
Control	20	50	80	61,25	70
Exsperiment	20	70	100	81	70

Table 3 shows that the experiment class that uses puppet media and the control class that does not use learning media has different values. In the experimental class, the lowest

total value was 70 and the highest score was 100 with an average of 81 being above the Maximum Compliance Criteria (KKM) which had been set at 70. While the control class received the lowest score of 50 and the highest score was 80 with an average of 61.5 being under the KKM. This proves that the post-test results of learning Indonesian in the experimental class and the control class at SD Negeri 1 Windusengkahan differ significantly.

Statistical Requirements Test

This research was conducted at SD Negeri 1 Windusengkahan, Kuningan Regency, this research was carried out by carrying out the learning process in two classes, namely class VA and Class V Indonesian subjects.

After obtaining the results of the pre-test and post-test results obtained from the experimental group and the control group, data analysis was then carried out using the following steps:

Normality test

The pretest and posttest data normality test in the experimental class and the control class was carried out by the following steps: 1) List the frequency distribution of the two groups, 2) Look for the mean and variance values of the two groups, 3) Test the normality of the data, 4) Determine the degree freedom (db), and 5) Determining normality.

The results of the pretest and posttest data normality test in the control class and experimental class are presented in the following table:

Table 4. Normality Test of Pre-test and Post-test Data

Statistics	Control Class		Experiment Class	
	Pre-test	Post-test	Pre-test	Post-test
Average	40.5	61.25	42.75	81
SD	9.7	6.8	11.2	8.7
X²_{Count}	5.30	6.72	4.99	6.12
X²_{Table}	7.815	7.815	7.815	7.815
Information	Normal	Normal	Normal	Normal

The criteria for the normality test of data distribution are:

If $X^2_{Count} < X^2_{table}$, then the data distribution is normal.

If $X^2_{Count} > X^2_{table}$, then the data distribution is not normal.

Based on the results of the calculation of the normality test, it is known that $X^2_{Count} < X^2_{table}$ on α 0,05. This result means that the pre-test and post-test data in both the experimental class and the control class have normal data distribution.

Homogeneity Test

The homogeneity test was carried out to determine whether the data obtained from the two groups had homogeneous variances or not. The results of the pretest and posttest homogeneity tests of the two groups can be seen in the following table:

Table 5. Uji Homogenitas Data Pre-Test Dan Post-Test

Statistics	Control Class		Experiment Class	
	Pre-test	Post-test	Pre-test	Post-test
Varians	2245.16	98.99038	44.9568	62.69231
F_{count}		1.33		1.63
F_{table}		4.41		4.41
n1		19		19
n2		19		19
Information	Homogeneous		Homogeneous	

The criteria for the homogeneity test using the F test are as:

If $F_{count} < F_{table}$, then both classes are declared homogeneous.

If $F_{count} > F_{table}$, then the two classes are declared not homogeneous.

Based on the results of the calculation of the homogeneity test, the pre test and post test data homogeneity in the experimental class and control class, both data were homogeneous. This shows that $F_{count} < F_{table}$ means that the two data are homogeneous.

Hypothesis Testing

Hypothesis Testing 1

Pre-Test Hypothesis Testing

The results of the pre-test hypothesis test with the t test can be seen in the following table:

Table6. T-test in the pre-test of the experimental class and the control class

Statistics	Average	Varians	Student	t _{count}	t _{table}
Control	40.5	2245.16	20	0.69	2.204
Experiment	42.75	98.99038	20		

Based on the results of the calculation of the t test, the t_{count} is 0.49 with a significance level of 5% while $t_{table} = t(0.05)(55) = 2.204$, therefore $t_{count} < t_{table}$ then H_0 is accepted. It can be concluded that the students initial skills in the experiment and control classes were not different, because $t_{count} (0.69) < t_{table} (2.204)$. So there is no difference between the experimental group and the control group.

Post-Test Hypothesis Testing

The test for the difference between the two means of the post-test was conducted to test the hypothesis whether there was a difference in the final post-test learning between the experimental class and the control class. The criteria for decision making on the t test are as follows:

Accept H_0 if $t_{count} < t_{table}$

Reject H_0 jika $t_{count} > t_{table}$

Table7. T-test in *Post-test* of the experimental class and the control class

Statistics	Average	Varians	Student	t _{count}	t _{table}
Control	61.25	44.9568	20		
Experiment	81	62.69231	20	7.65	2.204

Based on the results of the t-test calculation, the t_{count} is 7.65 with a significance level of 5% while $t_{table} = t(0.05)(55) = 2.204$. Therefore $t_{count} > t_{table}$ then H_0 is rejected and H_1 is accepted, so it can be said that there is a difference in the post-test between the class that uses wayang media and the class that doesn't use learning media. This shows that there are differences in student abilities between classes that do not use instructional media and the abilities of students who use puppet media.

Hypothesis Testing 2

The N-gain test was carried out to test the hypothesis, namely whether there was an increase (gain) in the results of listening to students in the class using wayang media

(experimental class) with a class that did not use learning media (control class) in Indonesian subjects. The gain index criteria can be seen in the following table:

Table 8. N-Gain Index Criteria

Gain Indeks	Criteria
$g \geq 0.70$	High
$0.30 < g \leq 0.70$	Moderate
$g \leq 0.30$	Low

The calculation of the gain index aims to determine the increase in learning outcomes between classes using wayang media (experimental class) and classes that do not use learning media (control class). The following is a table of gain descriptions for the experimental class and the control class:

Table 9. N-Gain Test for Control Class and Experiment Class

Statistics	Students	Varians	N-Gain	Criteria
Experiment	20	0.025	0.725	High
Criteria	20	0.009	0.344	Low

Based on the table above, for the control class the N-Gain value was obtained at 0.344 with moderate criteria, and for the experimental class, the N-Gain value was obtained at 0.725 with high criteria. This shows that the experimental class using wayang media when compared to the control class using no learning media is higher. So it can be said that the puppet media can improve students' listening ability.

Based on the calculation of the t- test N-gain, it was obtained $t_{count} > t_{table}$, namely $8.93 > 2.204$ with a significant level of 5%, this means that the puppet media was able to improve the students' listening results higher than not using learning media.

Research on the application of Wayang Media in folklore material with the aim of seeing the effect of the increase in student ability improvement which has been carried out by researchers with various careful preparations. The implementation of this research begins with planning starting from the making of research tools consisting of plans for implementing learning and research instruments. This research activity was carried out by carrying out an observation class with the aim of selecting a random sample. The random results were selected as class V A with 20 students as the experimental class and class V B with 20 students as the control class.

The next stage, the research conducted an initial test or pre-test in the two classes to determine the initial ability of the experimental and control class whether the ability was the same or not, after the two classes were given the initial test then each of the two classes was given different treatment, the experimental class was given Puppet learning media and the control class do not use learning media in the learning process, furthermore to determine the increase in the listening ability of students from each class after being given the treatment, the two classes are given a post-test.

After carrying out learning in two classes using learning media, namely wayang media in the experimental class, then learning without learning media in the control class, then given a post-test which aims to determine the students' ability to listen to folk tales, after which an analysis is carried out to show that the two classes There is an increase in the ability to listen to people's stories, but this increase in the experimental class has better abilities than the control class. What can be seen from the average acquisition of the experimental class is 81, while the average value of the control class is 61.25.

The results of the t-test calculation showed that the t_{count} is 7.65 with a significance level of 5% while $t_{table} = t(0.05)(55) = 2.204$. Thus $t_{count} > t_{table}$, then H_0 is rejected and H_1 is

accepted, so it can be said that there is a difference in the post-test between the class using wayang media and the class that does not use learning media.

In addition, based on the calculation of the t- test N-gain, it was obtained $t_{count} > t_{table}$, namely $8.93 > 2.204$ with a significant level of 5%, this means that the puppet media was able to improve students' listening results higher than not using learning media.

Based on the research results, it can be explained that the Indonesian language teaching and learning process, especially listening to stories using cartoon puppet media, can help improve student learning outcomes. These results are in line with the results of research conducted by Suci (2016), the results of her research show that there is an effect of the use of wayang media on children's story listening skills in grade III MI Jam'iyyatulKhair. This is indicated by the results of the t-test calculation, the t_{count} value is $2.657 > t_{table} 2.0017$ and the sig value $(0.010) < 0.05$. Based on the results of this study, $t_{count} > t_{table}$ and sig < 0.05 , so it can be concluded that there is an effect of posttest results between the experimental group and the control group. It is also shown from the mean value of the posttest results, namely the experimental group of 88.13 and the control group of 80.03.

Another research conducted by Widayanti (2017: 49-50) shows that the use of wayang media is sufficient to improve students' listening learning. Evidenced by the analysis and classroom action research that has been implemented, there has been an increase in learning activities and learning outcomes from pre-cycle, cycle I, and cycle II using wayang media. In addition, it is strengthened by previous research conducted by Triyono (2014); Wulandari (2015); Masturi (2015); Nurcahyanto (2016) who shows an increase in the ability to listen to folk tales in Indonesian subjects with the use of wayang media.

Based on this, it can be stated that the use of wayang media can create a conducive learning atmosphere in which students play an active role, then it can attract students' attention when learning is compared with students who do not use learning media students are not actively involved, students only listen to explanations from the teacher so they are monotonous. With the existence of learning media can streamline time and can improve learning outcomes.

CONCLUSION AND RECOMMENDATION

From the results of research conducted in class V SD Negeri 1 Windusengkahan on the subject of listening to folklore with the basic competence of understanding resource persons' explanations and folk tales orally in Indonesian subjects, the average result was different between the experimental class and the control class differently. treatment. The conclusions from the results of this study are (1) There are differences in student listening results between classes that use wayang learning media and classes that do not use learning media before treatment (pre-test). (2) There are differences in student listening results between classes that use wayang learning media and those that do not use learning media after treatment (post-test). (3) There is an increase (gain) in the results of listening to students between classes that use wayang learning media and classes that do not use learning media in Indonesian subjects.

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