

Developing East Java Local Wisdom-based Puppet Character Drama Video for Fourth Graders in Elementary Schools

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Abstract—Globalization changes have an impact on several sectors, one of which is education. These changes have both positive and negative effects. The advancement of science and technology has had the most visible positive impact on globalization changes. When globalization erases local culture, it has a negative impact. This research develops a product in the form of a hand puppet drama video by integrating local wisdom. This study used ADDIE developmental model. Data were collected using interviews and questionnaires. The developed local wisdom-based hand puppet drama videos in this study were validated by three experts, namely material, language, and media experts. Material validation obtained a percentage of 91.6% categorized as very proper, language validation obtained a percentage of 82.5% categorized as proper, and media expert with a percentage of 90.6% included in the category very proper Student response tests revealed scores of 92.7%. As a result, the findings of this study are expected to provide innovation in the form of local wisdom used in current learning, specifically in 21st Century.

Keywords: East Java, Local Wisdom, Puppet, Video

1. INTRODUCTION

One of the most important aspects of preparing the next generation is education (Santoso, 2014). A good quality of education will enable the next generation to play a larger role in improving the dynamics of society's existing problems (Saodah et al., 2020). education will affect citizens' daily lives in classrooms, neighborhoods, and countries (Ramdani, 2018). Education, as a means of instilling values and character, must be flexible in light of the challenges caused by globalization.

Changes in globalization have had an impact on several sectors in the education sector (Lalo, 2018). The effects of these changes, both good and bad, are not to be ignored. The improvement of science and technology (SciTech) has had the most obvious beneficial effect on globalization changes (Assapari: 2014). To a large extent, the developments in science and technology are assisting with the issues occurring right now. Covid-19 virus outbreaks present several challenges, including the difficulty of implementing education to adjust new ways of learning (Handika et al., 2020). Remote education is still possible thanks to technological advancements and their resulting applications. Students in the modern era use electronic devices to acquire knowledge (Atsani, 2020). Different types of developed learning media exist as well, including audio, video, audiovisual, interactive multimedia, and game media.

The implementation of distance learning over the past two years has had many advantages, but it also has some disadvantages. For one, it can lessen students' awareness of the importance of doing right (Bala, 2021). Students' morals and critical thinking skills

have declined the proliferation of non-educational content through the internet and other forms of online media (Hidayat, 2021). The educational community has the responsibility to find solutions so that Indonesian students can acquire the critical thinking skills to compete globally without abandoning their national identity.

Regulation of Minister of Education and Culture Number 22 of 2020 indicates that improving Human Resources (HR) can be done through the Pancasila Student Profile (Mulyasa, 2021). The Pancasila Student Profile is a student with global competence and behaves based on Pancasila values (Irawati et al., 2022). Unfortunately, the existing educational content has not implanted the Pancasila Student Profile which follows the vision and mission of the Ministry of Education and Culture. In addition, the content has not raised local wisdom and Indonesian culture. Here is the time for local wisdom, Nusantara culture, and Pancasila values to be raised and implanted through learning. One of the efforts to optimize the strengthening of the Pancasila Student Profile is by presenting educational content as student learning media (Zahroni, 2022).

Local wisdom in people's lives results from an environmental adaptation from generation to generation (Jayanti et al., 2022). Local wisdom is a human's cultural process from the natural environment obtained over a long period and passed down from generation to generation (Yonanda et al., 2022). Ardiansyah, Suharno & Triyanto (2018) emphasized that cultural heritage through Learning must be implemented, including in the era of disruption. Local wisdom and morals are considered more valuable in learning at school than other materials (Albatani A. M., & Madkur, A. (2018)). local wisdom-based Learning can also improve students' critical thinking concepts (Oktavia, Usmeldi, & Yohandri, 2018; Putri & Aznam, 2019). In line with this, local wisdom-based learning can also improve students' problem-solving abilities (Kristanto, Suharno, & Gunarhadi, 2019). Therefore, local wisdom-based learning is suitable for the 21st century (Jumriani & Prasetyo, 2017).

Currently, the problem with local culture in the era of globalization is that the 4T Revolution (Technology, Telecommunications, Transportation, Tourism) has a dominant globalizing force that blurs regional boundaries and creates a global village, as McLuhan predicted. (Mubah, 2011). If the entry of unfiltered foreign culture is carried out continuously, Indonesian culture may become extinct. Towaf (2014) adds that globalization shocks have created various crises that have damaged the nation's image and self-confidence. From a social perspective, if students get used to not caring about their surroundings from an early age, it is feared that it will impact their lives into adulthood.

The freedom to learn curriculum (Kurikulum Merdeka belajar) recommends authentic assessment where students can use higher-order thinking and give multiple correct answers. Portfolios, assignments, papers, group discussions, and authentic assessment methods (Hasan, 2013). Motivation, competence, and independence require effective learning strategies. Well-made learning and ongoing formative assessment support conceptual understanding, take students' prior knowledge and experience into account and provide the right amount of challenge and support on relevant and engaging learning tasks (Darling- Hammond et al., 2020).

Various research results show that people are more interested in learning using video media than learning through text media and still images (Fadhli, 2015). Using effective video media makes students understand the given material (Putri, 2012). One of the solutions for implementing local wisdom in a lesson is by developing a local wisdom-based puppet character video drama. In the video drama, there is hand puppet

media. The concept of video drama using hand puppets is that there is storytelling supported by various colours of hand puppets that make students interested in paying attention to the material conveyed by the storyteller (Aulia and Suraida, 2011). According to Hanif & Prakso (2018), the advantages of hand puppet media are that dolls are made based on story characters, are attractive to children and are easy to play with because they only put their hands in the back of the doll so they do not need special skills to play them.

Video drama is very important in instilling character in elementary school students. Through video drama, students can directly see situations that require good characters such as honesty, teamwork, discipline, responsibility, and others. In addition, video drama can also show the consequences of bad behavior, so that students can understand how important it is to have good character. Thus, video drama can be an effective means of building student character from an early age. The local wisdom material in the learning videos developed in this study is about the daily lives of elementary school students in East Java. The storyline and dialogue in this video drama show the profile of Pancasila students based on the level of development of elementary school students. Thus, the hand puppet drama video makes the learning process meaningful because students feel following the real conditions around them.

2. METHODS

The ADDIE model (Analysis, Design, Development, Implementation, Evaluation) is a popular learning development model in the field of education. The model consists of five interrelated stages that are implemented iteratively. Therefore, the ADDIE model can be suitable for use in development research, especially in the development of media or teaching materials. In this model, researchers can analyze learning needs and then design, develop, implement, and evaluate media or teaching materials that have been developed with the aim of improving the quality of learning and achieving desired learning goals.

R&D uses the ADDIE model—Analysis, Design, Development, Implementation, and Evaluation. The content and context of the products to be developed are analyzed in this study. Product developed is based on needs. Product development involves creating and testing. Implementation is the activity of using the product, whereas evaluation determines whether or not each step of the activity and the product has been created follows the specifications.

This study used validation sheets obtained from teacher and student response questionnaires. This study collected validity of data from media design and thematic material experts using a validation sheet. The teacher's response questionnaire is used to obtain data about the attractiveness and practicality of the product when used in the learning process. Student response questionnaires were used to obtain data on product attractiveness and practicality.

The data analysis technique used is descriptive qualitative and quantitative analysis. Qualitative data from expert validation sheets, media experts, thematic material experts, and users were analyzed using qualitative descriptive analysis. While, Quantitative descriptive analysis techniques were used to analyze data in the form of scores obtained from validation sheets, and teacher and student response questionnaires.

3. RESULTS

Local wisdom-based hand puppet drama videos were developed using the ADDIE development research model. The following is the results of the development that researchers have done.

3.1 Analysis Stage

At this stage, the researchers conducted an initial needs analysis by conducting interviews in elementary schools. Interviews were conducted with class teachers at SD Lab school UNESA. The interviews showed that students had difficulty understanding the material during the learning process. This happens because the media used during learning tends to be less attractive to students' learning interests. Students' interest in learning at school is low because the media is limited, namely, only student books. Student learning interest greatly influences success in understanding the material at the school.

3.2 Design Stage

This design stage involves making drama texts in book form. The stages of product development are as follows: 1) Determine reference themes, basic competence, indicators, and objectives formulated at the planning stage according to East Java local wisdom; 2) Make a story title in the drama text; 3) Make the script to provide descriptions and written explanations as well as the situation to describe; 4) Finishing (final stage).



Figure 1. Dramatic Text

After designing the play text. The next step is to develop a hand puppet-based video drama East Java local wisdom that focuses on traditional games.



Figure 2. Local Wisdom-Based Drama Video

Furthermore, this local wisdom-based hand puppet drama video was validated by several experts. The validation process in this study is in the development stage.

4.3 Development Stage

The video of hand puppet drama based on local wisdom is continued to the next stage, namely validation. The validation is used to test the feasibility of the product before later being tested in the field. The validation focused on three aspects: material validation, language validation, and comic media validation. In the following, the validation results of local wisdom-based hand puppet drama videos will be presented to material experts.

Table 1. Material Expert Validation Results

No	Indicators	Score	Criteria
1.	Suitability of the material with core competencies (CC) and basic competencies (BC).	4	Very good
	The suitability of the material with the learning objectives	3	Good
	The material in the drama video is easy to understand	3	Good
	The material in the drama video is in accordance with students' thinking abilities	4	Very Good
2.	The material in the drama video contains East Javanese local wisdom	4	Very Good
	The material in the drama video contains diverse (multicultural) cultural potential	4	Very Good
Total			21
Percentage			91.6%
Criteria			Very proper

The assessment results by material experts get a level of validity and quality that is "Very proper" with a total percentage of 91.6%. Next, the results of the linguist validation will be presented.

Table 2. Linguist Validation Results

No	Aspect	Indicator	Score	Criteria
1.	Material legibility	Language is used based on the characters in the story.	4	Very Good
		The language used is appropriate for the student's characteristics.	3	Good
2.	Information clarity	Digital comics use communicative language.	3	Good
		Students can easily understand the language used.	3	Good
3.	Appropriate language use	The use of language is appropriate.	4	Very Good
		In the video drama, the spelling and terminology are correct.	3	Good
		The punctuation marks in the drama text are correctly written.	3	Good

No	Aspect	Indicator	Score	Criteria
4.	effective and efficient	The sentences in the drama text are brief and to the point.	3	Good
		The vocabulary used in the drama video is polite.	3	Good
	Use of language	The sentences in the drama video are clear and concise.	4	Very Good
Score				33
Percentage				82.5%
Criteria				Proper

The assessment results by linguists for local wisdom-based hand puppet drama videos get a level of validity and quality that is “Proper”. Overall, a score of 33 with a percentage of 82.5%. The results of the media expert validation will be presented as follows.

Table 3. Media Expert Validation Results.

No	Aspect	Indicator	Score	Criteria
1.	Video display of hand puppet drama	The accuracy of the drama video display	3	Good
		The appearance of the cover on the comic is interesting for students	4	Very Good
		Proportional drama video form	4	Very Good
		Accuracy of character selection	3	Good
		Character selection accuracy	4	Very Good
2.	Video presentation of the hand puppet drama	The integration between drama videos and hand puppets	4	Very Good
		Suitability with student characteristics	4	Very Good
		The story in the drama video is easy for students to understand	3	Good
Score				29
Percentage				90.6%
Criteria				Very Proper

The assessment results by media experts for this educational comic obtained a level of validity and quality that was “Very Proper”. Overall, a score of 29 with a percentage of 90.6%.

4.4 Implementation Stage

At the implementation stage, a response trial was carried out on a product that experts had validated. The number of responses was as many as 35 students. A response test was conducted to determine the response of elementary school students to the local wisdom-based hand puppet drama video. The purpose of this response test was to find out students’ opinions of the developed local wisdom-based hand puppet drama videos. Data from this activity were obtained from a response questionnaire by students at

UNESA Laboratory Elementary School after listening to a local wisdom-based hand puppet drama video.

Table 4. Student Response Test on Local Wisdom-Based Hand Puppet Drama Video

No	Assessed Aspects	Ideal score	Obtained score
1	The material in the learning videos is easy to understand	140	134
2	The material contained in the learning videos is based on East Java's local wisdom	140	125
3	The language used is easy to understand	140	135
4	Selection of characters in appropriate learning videos	140	124
5	The video display of the hand puppet drama is interesting	140	133
6	The pictures in the learning video are clear	140	125
7	The hand puppets used are attractive and appropriate to the character	140	133
8	Video drama of hand puppets is easy to use	140	130
Total score		1120	1039
Percentage			92.7%

Based on the student response test results, it can be seen that the total score obtained is 1120 from the ideal score of 1039 with a percentage of 92.7%. It can be concluded that the results of the student response test to the local wisdom-based hand puppet drama video are categorized as Very Proper.

5. DISCUSSION

The product developed in this research is a local wisdom-based hand puppet drama video. The results of the feasibility of the material were 91.6%. The assessment results by linguists for local wisdom-based hand puppet drama videos get a percentage of 82.5%. The assessment results by media experts for this educational comic obtained a level of validity and quality that was the percentage of 92.8%. In line with that Greenberg and Zanetis (2012) reported a positive impact on video broadcasting and streaming in the learning process in the classroom. As a result of their research, Greenberg and Zanetis (2012) encourage teachers to use interactive video training materials in class, especially for elementary school students. This is in line with research by Borgo et al. (2012) that in order to provide a learning innovation in the classroom the teacher can provide graphic media in the form of images that are visual in the form of learning videos. Almusharraf & Bailey (2021) reflect on their teaching by recording videos uploaded on the learning platform.

The product response test was 92.7% categorized as very proper. In line with Aryiana (2013) states that using hand puppet media will trigger children's interest to see and hear. In addition, children will be interested in trying hand puppets to encourage

them to imagine in their language. According to Madyawati (2016), the hand puppets are functioned to: (a) help children build social skills; (b) practice listening skills (when listening to friends and telling stories); (c) practice their patience to wait their turn; (d) increase cooperation; (e) increase children's imagination; (f) motivate children to perform; (g) increase children's activities; and (h) increase the atmosphere of joy in learning activities.

The role of puppet storytelling in developing children's language is to encourage children to improve their speaking skills and pique their interest. According to (Mujahidah et al., 2021), the effectiveness of hand puppet media is good, demonstrating that when children use the storytelling method with hand puppet media in the learning process, their language develops. Active listening improves children's self-esteem, listening skills, and language development. Hand puppet media comes in various shapes and colors, and it is easy to use to encourage children and keep them focused on their studies (Losi et al., 2022).

The novelty of this study integrates drama videos using local wisdom-based hand puppets. Local wisdom is essential to learn because it can build social harmony (Kalsum and Fauzan, 2019; Jayadi et al., 2018), as a unifying foundation for society (Hoedodo et al., 2013; Zuhdi, 2019) and as a cultural tourism destination (Khaironi et al. , 2017). Research on local wisdom has contributed to fighting radicalism ideology (Widyaningsih and Kuntarto, 2019), education, and conflict resolution (Adlina, 2019; Wibawa, & Hiryanto, 2017). Local wisdom holds values to solve problems in modern society. These values are essential for building peace because local communities have adequate conflict management mechanisms; therefore, government intervention is less needed (Ginty and Richmond, 2013). Therefore, it can provide innovation in the form of local wisdom used in current learning in the 21st century.

6. CONCLUSION

The product developed in this research is a local wisdom-based hand puppet drama video. Videos are an essential learning tool to deliver interesting and innovative information. The novelty of this research is integrating drama videos using local wisdom-based hand puppets. The developed local wisdom-based hand puppet drama videos in this study were validated by three experts, namely material, language, and media experts. Material validation obtained a percentage of 91.6% categorized as very proper, language validation obtained a percentage of 82.5% categorized as proper, and media expert with a percentage of 92.8% categorized as very proper. Student response tests revealed scores of 92,7%. As a result, the findings of this study are expected to provide innovation in the form of local wisdom used in current learning, specifically in the 21st Century.

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