

Development of Digital-Based Fable Wayang Golek Learning Media to Improve the Character of Love for the Country

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Abstract

The background of the research is based on the researcher's concern about the difficulties of teachers in compiling Learning Media, which has an impact on the low character of students. The purpose of the research is to develop the Design, level of feasibility, and effectiveness of characters according to the Pancasila Student Profile (P5) in order to improve the attitude of Love for the Country in Public Elementary Schools in Depok City. The type of research used is development research, the ADDIE Development Research Model as the name implies is a model that involves stages of model development with five steps/development phases including: Analysis, Design, Development or Production, Implementation or Delivery and Evaluations). The results of the study showed a significant increase, as evidenced by the following results: 1) Development of Digital-Based Fable Wayang Golek using the development model (ADDIE) through 5 stages of Analysis, Design, Development, Implementation, and Evaluation. 2) The Digital-Based Fable Wayang Golek Learning Media developed meets the valid criteria with the Aiken V index from both expert validators with the assessment aspects related to material and media being 0.86 which is in the "Very Valid" category. 3) The Digital-Based Fable Wayang Golek Learning Media developed meets the practical criteria with the analysis of teacher responses obtaining results of 72 and students obtaining results of 66.14 for teaching materials which are in the "very practical" category.

Keywords: Love of the Country, character, Fable Wayang Golek.

1 INTRODUCTION

According to Sadiman, et al. (2014), media is an intermediary or messenger from the sender to the recipient of the message. Messages are in the form of content or teachings that are poured into communication symbols both *verbally* and *nonverbally*. Another opinion expressed by Yusuf Hadi Miarso (2014), said that learning media is a means to provide stimulation for the learner so that the learning process occurs. Media is needed in the learning process to facilitate the communication process in learning. Through a medium, learning will be more directed in accordance with the desired goals. The benefits of learning media according to Musfiquon (2012), namely: can provide stimulation to students to learn, make learning more effective and efficient, can channel messages perfectly and can overcome the needs and problems of students when they learn.

Before deciding to use the media in learning activities in the classroom, we should consider which learning media to use as expressed by Kustandi & Sutjipto (2011) as follows: 1) Adjust the type of media with the curriculum material. 2) Affordability in financing. 3) Availability of hardware for learning media utilisation. 4) Availability of learning media in the market. 5) Ease of utilising learning media. The development of digital-based Wayang Golek Fables learning media is intended to be a learning tool in an effort to improve student character in accordance with the values of Pancasila and increase the attitude of love for the country. Wayang Golek Fabel media is the development of learning media in the form of three-dimensional media by researchers who have received

recognition from stakeholders both at the city and national levels. This media combines the game of wayang golek, with the real world of animals and plants.

Wayang as a Sundanese cultural performing art is often interpreted as a 'shadow' or vague that can move according to the play that is brought to life by a puppeteer (Ardian Kresna: 2012). Woro Aryadini (2002), argues that wayang is the most important element in Sundanese culture, namely as a *compelling religious mythology*, which means that the stories in puppetry are able to unite Sundanese society as a whole, covering all Sunda geographical areas and all social groups of Sundanese society. Wayang is also considered as a tool to maintain and spread Sundanese culture (Aryadini, Woro, 2002). The story of golek menak is based on Islamic stories, while golek purwa tells stories from Hinduism, namely Mahabharata and Ramayana (Jajang Suryana, 2002). Initially, Ki Darma's creation of golek gepeng mimicked the pattern of wayang kulit. The golek faces that visually symbolise the characters of the story cannot be enjoyed by the audience. Only a certain group of spectators can enjoy it. The attitude of the head, the colour of the face, the brow line, the eye pattern, the nose pattern, the moustache line pattern, and the mouth pattern, basically show the character and characteristics of a particular golek group. The appearance of golek can be sorted based on three things: the role of the character (role: satria, ponggawa, buta, and panakawan); the appearance of the character (appearance: Arjuna, Gatotkaca, Arimba, Semar, and so on); the *wanda* of the character (*wanda*: namely the role and appearance that specifically describes the mood, physical condition, or environment of certain popular characters, widely featured in various stories).

Wayang Golek Fabel is a hand puppet-based learning media whose characters use animals as if they behave like humans using a customised setting. Wayang is not just a shadow game because wayang is a picture of human life with all the problems it faces (Priyanto; 2019). Rustam Aji (2017) Explains that digital is a concept of understanding the development of the era regarding technology and science, from everything that is manual to automatic from everything that is complicated to concise. Wayang is one of the local wisdoms of Javanese culture recognised by UNESCO as a *Masterpiece of Oral and Intangible Heritage of Humanity* from Indonesia (Sulaksono & Saddhono: 2018). But with the development of the era, the role of puppets is only traditional entertainment. Many means can be taken to introduce puppets, but this time the researcher introduces digital puppet media through education. Including puppets in education, especially in learning, will have a positive impact, not only as an effort to preserve puppets, but also for the benefit of education itself. Objects that attract students' attention to start thinking and influence the formation of their character and mindset in instilling values or manners through this digital puppet media.

The author develops learning media using Wayang Golek Fable-based Learning media that features three-dimensional media that supports fable story material in the learning process.

The reason researchers make this digital puppet media is because they want to perfect the puppet media that has been studied previously. Researchers took a comparison of previous research that had been researched by Saka Andrean, here the media developed by puppets in cartoon form or still in a simple form and played manually. So researchers want to develop puppet media that is more efficient to use in increasing the character of love for the country. Researchers made this digital puppet that can be used and played repeatedly practically. Even researchers add wayangedu web media to facilitate learning. In order for the benefits to be of quality and maximum for learning, it will explain the form of benefits that have been presented and teaching materials that have been delivered in learning can be packaged in an integrated manner in this digital puppet media in the form of text, images, videos, simulations. So it will be easier for students in learning.

2 RESEARCH METHODS

The research and *development* (R&D) method is a research method used to produce certain products and test the effectiveness of these products (Pudjiastuti: SR: 2019). In this study, researchers developed Digital-Based Wayang Golek Fable learning media in learning Pancasila Education material I Love Indonesia. This research was conducted at public elementary schools in the city of Depok, with the sample of SD Negeri Sukamaju 6 Depok City. The learning media design plan is made based on the problems and potential of students in grade 3 SD Negeri Sukamaju 6. So that the media developed by researchers can overcome the weaknesses found in the old teaching methods. At this stage the researcher compiled a digital-based Wayang Golek Fable learning media design on Pancasila Education learning material I Love Indonesia complete with learning tools.

Data collection techniques are the ways taken, and the tools used by researchers in collecting data (Darmawan; 2014). Data collection techniques in research on the development of Digital-Based Wayang Golek Fable learning media devices on Pancasila Education learning material I Love Indonesia, there are 4 types of data collection, namely: 1) Test. The test used in the study is a type of formative test conducted before using the Digital-Based Wayang Golek Fable learning media (pretest) and after using the Digital-Based Wayang Golek Fable learning media (posttest), because researchers want to know the effectiveness of Digital-Based Wayang Golek Fable learning media in learning Pancasila Education material I Love Indonesia grade 3 SD Negeri Sukamaju 6. 2) The questionnaire instrument in this development research is used to obtain data from media experts, material experts, feasibility tests, teacher responses, student responses, as material for evaluating Digital-Based Wayang Golek Fable learning media and to obtain data on students' love for their homeland. 3) Researchers use a type of non-participant observation where researchers only observe students in learning by using Digital-Based Wayang Golek Fable learning media and write it in the form of field notes. 4) Documentation data in the form of photos during the research process, a list of student names, and the number of students of SD Negeri Sukamaju 6 as well as student learning outcomes before and after using Digital-Based Wayang Golek Fable learning media in learning Pancasila Education material I Love Indonesia.

The finished product is then measured for feasibility by expert validators, in measuring the feasibility of digital-based Wayang Golek Fable learning media, researchers make feasibility instruments with a Likert scale given to a team of experts. Likert scale is used to measure the attitudes, opinions, and perceptions of a group of people about a phenomenon. After the data was obtained, the researchers analysed it using descriptive percentage test. The average increase in pretest and posttest results before using Digital-Based Wayang Golek Fable learning media and after using Digital-Based Wayang Golek Fable learning media was calculated using gain index analysis.

3 RESULT AND DISCUSSION

The results showed that students' activities in watching Wayang Golek Fable Learning Media shows the theme of Love for the Country. In this phase, students appreciate the differences in self-identity of their family and friends: proud to be Indonesian children who have Indonesian as the language of unity. Identify the environment where they live as part of the territory of the Unitary State of the Republic of Indonesia; show an attitude of cooperation in various forms of diversity that are bound by unity and integrity; implement the rules, rights and obligations as members of the family, school residents, and the environment where they live; and apply the meaning of the precepts of Pancasila and emulate the character of the formulators of Pancasila. After watching the animation of Wayang Golek Fables on the theme of love for the country, the students were invited to conclude the benefits and advantages of loving the country.

The next activity is an activity explaining the material of Love for the Motherland with a question and answer method between the facilitator and students. The 'I am an Indonesian Child' activity provides meaningful real-life experiences for learners to develop

the spirit of nationalism in everyday life. While doing activities together in groups, learners are encouraged to reflect. Furthermore, the results of reflection and feedback provided by the facilitator will be used by learners to make an action plan in the *Aku dan Rencana Hebatku* activity. In accordance with the project objectives, this follow-up plan is the learners' personal commitment to take concrete actions in their efforts to increase tolerance at school. At the end of the *Aku Anak Indonesia* learning activity, students are given the opportunity to complete the Student Worksheet.

After the design of components and materials is complete, the researcher continues the development of Digital-Based Wayang Golek Fables Learning Media with the theme *Aku Anak Indonesia* to the design stage such as colour selection and *background* design for Emdu material/content, cover selection which is expected to attract students' learning interest and model selection, audio selection in the form of music and the form of writing for Digital-Based Wayang Golek Fables Learning Media with the theme *Aku Anak Indonesia*. The last stage is the design of instruments that will be used to validate experts, namely material experts and media experts as well as designing student questionnaires used to see student responses to the Digital-Based Wayang Golek Fables Learning Media with the theme *Aku Anak Indonesia* that researchers make. The appearance of the product design is:

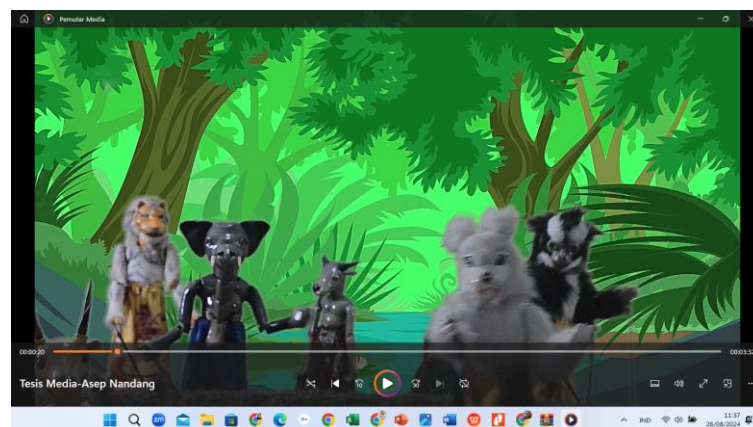


Figure 1: Initial interface design of digital-based Wayang Golek Fables learning media with the theme *Aku Anak Indonesia* (I am an Indonesian child)

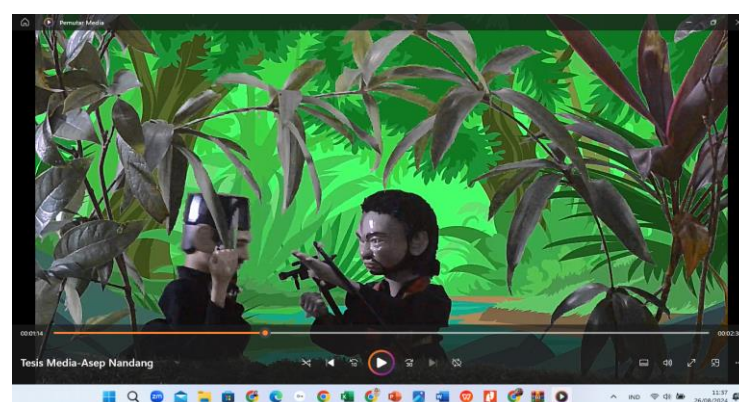


Figure 2. Design of Pancasila Gotong Royong Student Profile Stories

At the design or design stage, the researcher asks for help from Material Experts and Media Experts to validate the material and media so that at the implementation stage it can be used optimally. The samples in this study were 3 Pancasila Education teachers and Grade 3 students consisting of 67 students.

1. Analysis of the practicality of Digital-Based Wayang Golek Fable Learning Media by Pancasila Education Teachers.

Table 1. Results of Practicality Analysis of Teacher Response

No	Index Range	F	%	Category
1	73 < 27,88	3	100	Very Practical

At the stage of analysing the practicality of Digital-Based Wayang Golek Fable Learning Media, 20 questions were used as well as questions from teacher responses regarding the practicality of teaching materials. Of the three people as respondents gave a practicality response in the range $73 > 29.88$. This value is in the range of very practical categories for Digital-Based Wayang Golek Fables Learning Media with the theme *Aku Anak Indonesia*.

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2) Analysis of the practicality of Digital-Based Fable Puppet Learning Media by students.

Table 2. Results of Practicality Analysis of Student Response

No	Index Range	F	%	Category
1	60,00 < 29,88	100	100	Very Practical

At the stage of analysing the practicality of Digital-Based Wayang Golek Fable Learning Media, 20 questions from students' responses regarding the practicality of teaching materials were used. Shows that students as respondents to the practicality of learning materials with an assessment range of 1 to 4 obtained 100 students in the range $60.00 > 29.88$, this value is in the range of very practical categories. This shows that from both samples, namely teachers and students related to practicality responses, the 'Very Practical' category is obtained in the Digital-Based Wayang Golek Fable Learning Media product.

Based on the results of the recapitulation of the two teacher response questionnaires and student responses, the results were obtained in the 'very practical' category. This practicality test is the final result of the Digital-Based Wayang Golek Fable Learning Media product developed or also called prototype 2.

The advantages of this Digital-Based Fable Puppet Learning Media with the theme *Aku Anak Indonesia* are that it facilitates the teaching and learning process for both students and teachers themselves, saves costs for students with an *android* no longer need to use textbooks and can be used anywhere and anytime. In addition, this Digital-Based Wayang Golek Fable Learning Media product can also be used to increase interest in learning as evidenced by the level of practicality of Digital-Based Wayang Golek Fable Learning Media from filling out the student response questionnaire. This is in line with Santika's research that the module functions as an independent learning tool, so that students can learn independently according to their own pace (Santika 2021). This Learning Media Development explains the psychological and philosophical perspective that views that each individual forms or builds most of what they learn and understand. Learning Media Development is the development of procedural knowledge and understanding of concepts

independently, concept understanding consists of two words understanding and concept, that discovery or *chomprehension* can be interpreted as mastering something with the mind. Therefore, meaningful learning must understand its meaning and philosophy.

Similar results were also submitted by Widayanti, research that e-modules are teaching materials that can help students to learn independently have communicative language and are two-way in nature making it easier for students to learn the subject matter (Widayanti; 2014). This Digital Based Wayang Golek Fable Learning Media is arranged systematically and can present material coherently, in Digital Based Wayang Golek Fable Learning Media there are materials and practice questions that make it easier for students to learn the material. besides that Digital Based Wayang Golek Fable Learning Media can be used by students independently at school or at home. The software used in making this Digital Based Wayang Golek Fable Learning Media is *Kinemaster* which has the advantage of being able to be shared easily to all students via a link, students can access anywhere, but this application cannot load video or audio for free accounts. At the end of each material in the Digital-Based Wayang Golek Fables Learning Media developed, practice questions are presented as an evaluation. In addition, the Digital-Based Wayang Golek Fables Learning Media with the theme Aku Anak Indonesia can also be accessed or obtained by clicking on the available *links* or more easily by scanning the *barcode* that has been available on the Digital-Based Wayang Golek Fables Learning Media with the theme Aku Anak Indonesia where this way students can more easily read the theme Aku Anak Indonesia.

According to Pratama (2018), someone can be said to learn if they can do something by means of exercises so that the person concerned changes. Then in the Digital-Based Wayang Golek Fable Learning Media there is an evaluation that contains questions or tasks for students related to the material that has been explained. But besides having the advantages of Digital-Based Fable Puppet Learning Media with the theme Aku Anak Indonesia, it also has several disadvantages, namely that it still requires careful planning and a long time in modifying the e-module. Then in terms of media, this Digital-Based Wayang Golek Fables Learning Media can be accessed when the internet is connected and also not connected. To access this Digital-Based Wayang Golek Fable Learning Media must be *online* because some devices can be accessed *offline* if this Digital-Based Wayang Golek Fable Learning Media has been *downloaded* before. This Digital-Based Wayang Golek Fable Learning Media also has different aspects of specifications on each *mobile phone* so that sometimes it can only be opened on some types of *mobile phones*. So that researchers add additional *links* to access this Digital-Based Wayang Golek Fables Learning Media but must use an internet connection to open the *link* or by scanning the *barcode* that is available on the learning media. Suggestions for Digital-Based Wayang Golek Fables Learning Media with the theme Aku Anak Indonesia in the future are to use approaches or learning models such as contextual models, *discovery learning*, and inquiry in accordance with educational skills in the 21st century which include critical thinking skills, creative thinking skills, problem solving skills and communication skills or what is commonly referred to as 4C. As well as Digital-based Wayang Golek Fable Learning Media with the theme Aku Anak Indonesia in the future can be made as interesting as possible with a more varied appearance and can be accessed more easily by all users, namely students and teachers of Grade 3 SD Negeri Sukamaju 6 Depok with a teacher who is a Pancasila Education teacher.

Analysis based on the theoretical study of the research 'Development of Digital-Based Wayang Golek Fable Learning Media to Increase the Character of Love for the Country' can be discussed through several perspectives of education theory and character development, as follows: According to learning media theory, media that are interactive and relevant to local culture have a greater ability to attract student interest. Wayang golek, as a traditional art form typical of West Java, provides a strong cultural appeal for learners. Based on this theory, digital wayang golek fable-based media has the potential to improve learning effectiveness as students are more engaged in the learning process through familiar stories and characters in their culture. This culture-based learning supports the

contextual learning approach, where the learning experience becomes more real and meaningful. One of the main focuses of this research is to improve the character of patriotism in students. Character education theory emphasises the importance of instilling noble values in learners through a holistic approach, including emotional and intellectual approaches. The media of wayang golek with fables containing moral messages can help build national identity and love for the country from an early age. In this case, the *value internalisation* approach in digital media can strengthen nationalism attitudes and values through stories that symbolically reflect the values of patriotism and togetherness.

Based on the theory of constructivism developed by Piaget and Vygotsky, it focuses on how students build knowledge from real experiences. In this context, the use of local culture-based digital media such as wayang golek can act as an active learning experience where students can engage directly with content that is relevant to their environment. Through this interaction, students do not just passively absorb information but form knowledge and values of patriotism based on interactions with the media they use. Educational Technology theory highlights the importance of utilising technology in the learning process to increase effectiveness. The use of digital media in the form of applications or animations of wayang golek fables allows for a more dynamic and interactive presentation of material. In addition, the digital approach also opens up opportunities for wide dissemination of materials and easier access for students. Through digital media, wayang golek stories can be packaged in an interesting and adaptive form to the technological developments favoured by the younger generation, so that the messages of nationalism are more easily accepted and understood.

Story-based learning theory states that humans tend to learn and remember information better when it is delivered through narrative. Wayang golek as digital fables can utilise the power of stories to convey positive values to students. Fable stories that have a plot, characters, and moral messages will be more effective in attracting attention and instilling the concept of love for the country emotionally and intellectually. Overall, using wayang golek as a fable-based digital learning media is a culturally rich and educative approach. Based on the theoretical review above, it can be concluded that this media has strong potential in improving the character of patriotism, by utilising the advantages of educational technology, the relevance of local culture, and effective character-based learning strategies.

3 CONCLUSION

Based on the research results in the discussion, it can be concluded that: 1) How to make Digital-Based Wayang Golek Fable Learning Media in accordance with the Pancasila Student Profile Character to increase the attitude of Love for the Country on the Theme I am an Indonesian Child through the stages of making simplified learning media starting from (a) the analysis stage, (b) the design stage, (c) the development stage, and (d) the implementation stage, and (e) the Evaluation stage. 2) The results of the feasibility test were taken through the validation of learning devices, it can be seen that the quality of the learning media developed obtained a very valid category. The validation carried out aims to determine the feasibility of digital modules needed for students. Validation of Digital Modules is carried out by Learning Device experts and Practitioners in the field, the results of Validation I and II, the Media shows a value of 3.1. While the second validation shows a value of 3.6 with a very valid category. While Material Validation I and II show 3.69 and 3.88. 3) The level of effectiveness of Digital-Based Wayang Golek Fable Learning Media in accordance with the Pancasila Student Profile Character to increase the attitude of Love for the Country on the theme Aku Anak Indonesia, the results of the trial on the theme Aku Anak Indonesia, obtained an average of 91.46 with the highest score reaching 100 and the lowest score 76.

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