

INTERACTIVE MULTIMEDIA ON LOCAL LANGUAGE LEARNING OF ELEMENTARY SCHOOL IN SURAKARTA CITY

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Abstract: *This research about the use of interactive multimedia in Local Language Learning in the Elementary School in Surakarta region aimed to find out the effectiveness of the use interactive multimedia in the Wayang Purwa and Javanese script topics. This research applied research and development (R&D) method with one-group pretest-posttest experimental design. The data were collected using tests. The validity test comprised of instrument and content validation. The results of the treatment to the third-grade students of SD Negeri Karangasem III Surakarta in the topic of Wayang Purwa showed that the average score in the pre-cycle, first cycle, and second cycle always increased. In the pre-cycle, the students' average score was 54.9 with the completeness percentage of 31.2 %. The average score after the treatment in the first cycle was 72.34 with the completeness percentage of 71.88 and in the second cycle was 81.27 with the completeness percentage of 90.63 %. The same results were also obtained in the topic of Javanese script in the second-grade students of SD Tunggulsari II Surakarta indicating that the average score of pre-cycle, first cycle, and second cycle always increased. The classical completeness percentage in the pre-cycle of 6.25 % increased to 56.25 % in the first cycle and 93.75 in the second cycle. The conclusion is that the used of interactive multimedia can improve the skills of Wayang Purwa storytelling and Javanese-script writing.*

Keyword: *Learning media, interactive multimedia, elementary school, local language*

Abstrak: Penelitian ini tentang penggunaan multimedia interaktif dalam Pembelajaran Bahasa Lokal di Sekolah Dasar di wilayah Surakarta bertujuan untuk mengetahui keefektifan penggunaan multimedia interaktif dalam topik naskah Wayang Purwa dan Jawa. Penelitian ini menggunakan metode penelitian dan pengembangan (R & D) dengan desain eksperimen pretest-posttest one-group. Data dikumpulkan menggunakan tes. Uji validitas terdiri dari instrumen dan validasi isi. Hasil perlakuan kepada siswa kelas III SD Negeri Karangasem III Surakarta dalam topik Wayang Purwa menunjukkan bahwa skor rata-rata pada siklus pra, siklus pertama, dan siklus kedua selalu meningkat. Pada pra-siklus, nilai rata-rata siswa adalah 54,9 dengan persentase kelengkapan 31,2%. Nilai rata-rata setelah perawatan pada siklus pertama adalah 72,34 dengan persentase ketuntasan sebesar 71,88 dan pada siklus II adalah 81,27 dengan persentase ketuntasan 90,63%. Hasil yang sama juga diperoleh dalam topik naskah Jawa pada siswa kelas dua SD Tunggulsari II Surakarta yang menunjukkan bahwa skor rata-rata siklus pra-siklus, siklus pertama, dan siklus kedua selalu meningkat. Persentase kelengkapan klasik dalam pra-siklus 6,25% meningkat menjadi 56,25% pada siklus pertama dan 93,75 pada siklus kedua. Kesimpulannya adalah bahwa penggunaan multimedia interaktif dapat meningkatkan keterampilan Wayang Purwa bercerita dan penulisan naskah Jawa

Kata kunci: Media pembelajaran, multimedia interaktif, sekolah dasar, bahasa lokal

INTRODUCTION

The Decree of the Governor of Central Java Number 423.5/5/2010 and Number 423.5/27/2011 concerning Javanese Language Subject Curriculum for education levels of public and private SD/SDLB/MI (Elementary School), SMP/

SMPLB/MTs (Junior High School) and SMA/SMALB/SMK/MA (Senior High School) requires that Javanese be a mandatory local content in Central Java Province. This is one of the government's efforts to preserve the Javanese language. Preservation of Javanese is important when

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Javanese Language as a product of Javanese culture has an important role because Javanese Language contains noble values including code of conduct and courtesy values. Rohmadi and Hartono (2011, p. 190) argued that Javanese is a subject used not only to preserve regional culture, but also as a medium for improving the character of students who experience decency in courtesy. From the way to speak commonly called *unggah-ungguh* to learning about the results of other Javanese culture such as *wayang*, *tembang dolanan*, *macapat*, and also Javanese scripts, they are learned in Javanese subject so that they need to be preserved.

Local Language Learning will not achieve maximum results if it is not accompanied by creative actions using innovative learning media in the learning process. The learning process of the Javanese Language cannot achieve maximum quality if it does not use learning media. Anitah in her book about learning media (2009, p. 1) stated that the media comes from Latin which is the plural form of the word *medium*, which means something that is located in the middle and can be interpreted as an intermediary or link between two parties, namely between the source and the recipient of the message or information. It can be said that learning media is a tool or device used in the learning process as an intermediary between teachers and students. Messages in learning can be conveyed through learning media. The presence of learning media that can provide quality learning outcomes is one of the functions of learning media. The existence of learning media provides great benefits to the teacher, with which, the teacher's task in delivering learning materials will be easier so that learning objectives will be achieved (Sumantri & Permana, 2011, p. 153).

Various tools and materials can be used as learning media. Anitah (2009: 25-26) classifies learning media into two parts, namely visual and audio media. Visual media is a media that can be captured with

the sense of sight. This media can be captured directly by students while audio media is a type of media that is heard. The sense of hearing will capture learning messages through sounds or voices. Audio-visual media is a media that is not only seen or observed but also heard. *Realia* and people are real objects and media that help students' real experience. In this case, people can function as a media in learning (Anitah, et al in Mulyani Sumantri, 2011, p. 158). Thus, it can be said that the learning media is classified into three; they are: first, audio media is a media that can be enjoyed with the sense of hearing by utilizing the sound or voice of an object; second, visual media is a media that can be enjoyed with the sense of sight; third, audio-visual media is a media whose presentation can be observed and also heard by the senses of hearing and sight such as television or video. *Realia* is an original object is the media taken from the object itself and does not experience differences in presentation. One of the media that can be used in the learning process is interactive multimedia. Anitah (2009, p. 56-57) stated that interactive multimedia is a media used in the learning process in the form of interactive activities with very high intensity, inviting students to follow the learning process by selecting and controlling the screen between information windows. The presentation of interactive media is defined as the use of various types of media in sequence and simultaneously to present information. Interactive multimedia also refers to as a teaching delivery system that presents video-recording material with computer control to students. Students not only hear and view videos but also provide active responses and integrate various elements of several media into a synergistic and symbolic unit that produces more benefits for the end user, one of which is to provide individual learning. On the other hand, Rogers and Scaife (1998, p. 1) in an international journal entitled "How can Interactive Multimedia Facilitate Learning?" argues that one assumption that

interactive multimedia is a combination of graphics, video, sound, animation, and text that can be presented well in presenting information compared to other media.

METHOD

This study used effectiveness tests conducted based on the research data from Alfi Farhati (2017) and Dwi Arum Fatmawati (2018) by using the procedure of one-group pretest-posttest design (Cresswel, 2016, p. 230) involving one class with the measurement at the pre-test stage without using interactive multimedia followed by post-test using interactive multimedia in two cycles in the third-grade students of SD Karangasem III Surakarta and the second-grade students of SD Tunggulsari II Surakarta.

RESULT & DISCUSSION

Research on the use of interactive multimedia applied to local language subjects on the wayang and Javanese script topics resulted in an increase in wayang storytelling skills as well as an increase in Javanese-script writing skills. In the topic of wayang from the pre-action, it can be seen that of 32 students, the students' scores were still very low. This is evidenced by the number of students who got scores under the KKM (Minimum Completeness Criteria) of ≥ 75 . Of the 32 students, only 10 students or 31.27 % achieved completeness while the remaining 22 students or 68.73 % had not yet achieved completeness. In the initial condition, the highest score obtained was 90 and the lowest was 25 while the average score was 54.9. In the implementation of the first cycle, the use of scientific-based interactive multimedia applied could increase the students' wayang-storytelling skills. This is evidenced by comparing the data obtained from the results of assessment of wayang-storytelling skills at the pre-action and the results of the assessment in the second cycle. The lowest score in the pre-action was 25 while that in the first cycle became 35. The highest score of pre-action and the first cycle was the same by 90. The average

score increased from 54.9 to 72.34. The classical completeness the pre-action was 31.27 % which then increased in the first cycle to 71.88 %.

Students' wayang-storytelling skills increased starting from the first cycle. This can be seen from the data obtained that the lowest score of the first cycle was 35 and of the second cycle became 60. The highest score in the first cycle was 90 and in the second cycle increased to 95. The average score in the first cycle was 72.34 and in the second cycle increased to 81.27. Classical completeness in the first cycle reached 71.88 % and in the second cycle increased to 90.63 %. The results of the treatment at SD Negeri Karangasem III Surakarta on Wayang Purwa topic in the third class showed that the average score in the pre-cycle, first cycle, and second cycle always increased. In the pre-cycle, the average score of students was 54.9 with a percentage of completeness of 31.2 %. The average score after the treatment was given in the first cycle was 72.34 with a completeness percentage of 71.88 % and in the second cycle was 81.27 with a percentage of completeness of 90.63 %. The average score before using interactive multimedia was 32.3. The number of students who achieved scores above KKM was only 2 (6.25 %). 2 students (6.25 %) scored between 57 and 69. 3 students (9.375%) scored between 44 and 56.5 students (15.625 %) scored between 31 and 43. The highest score between 18 and 30 was obtained by 15 students (46.875 %), while the lowest score interval from 5 to 17 was obtained by 5 students (15.625 %)

The same fact was also obtained in the Javanese script topic. The average score of the pre-cycle, first cycle, and second cycle of the second-grade students of SD Tunggulsari II Surakarta always increased. The comparison of the results of the treatment in the pre-action and first cycle was in the initial condition. The highest score obtained was 75 and the lowest was 6.7, while the average score of the class was 3. The lowest score in the pre-action was

6.7 while that in the first cycle was 26. The highest score in the pre-action was 75 and in the first cycle was 95. The average score increased from 32.2 to 70. The classical completeness the pre-action was 12.5% which then increased in the first cycle to 56.25%. 2.2. On the other hand, there were different results between the first and the second cycle treatment. The lowest score of the first cycle was 26 and of the second cycle became 66. The highest score in the first cycle was 95 and in the second cycle increased to 100. The average score in the first cycle was 70 and in the second cycle increased to 93. Classical completeness in the first cycle reached 56.25 % and 93.75 % in the second cycle. Thus, the overall results obtained from the percentage of classical completeness in the pre-cycle of 6.25 % increased to 56.25 % in the first cycle and increased again to 93.75 % in the second cycle.

Local Language is a cultural wealth that must be preserved. One of the efforts to preserve Local Language is through the establishment of compulsory local content in the Central Java region. However, the determination of local languages as mandatory local content without any innovation efforts in the learning process will not be effective to achieve learning objectives which will impact on the failure to preserve the local language. One of the innovation efforts in Local Language learning is the use of interactive multimedia. Multimedia is a combination of data or media conveying information so that the information can be presented more interestingly (Munir, 2013, p. 2). Interactive multimedia is chosen because it home some benefits. First, the learning process is more interesting and interactive. Second it can overcome the limitations of time and the senses of students. Third, the quality of student learning and attitudes can be improved. The advantage of this interactive multimedia is on its attractive appearance because interactive multimedia contains elements of text, visual (graphics, video/film, and animation) and audio so

that students can remember the material delivered by the teacher more easily.

The choice of interactive multimedia in local language learning is not merely a choice without consideration based on the previous research. The selection of interactive multimedia in the process of local language learning is based on Nur Iswanti Hasanah's research (2013) which concluded that the developed learning multimedia was proven to be effective in the learning process shown by the results of comparative analysis of the average pre-test score before being treated using multimedia learning developed by 48.1667 %.

Based on the results of action research conducted on local language learning in two elementary schools in Surakarta City, it was obtained that the students' wayang-storytelling and Javanese-script writing skills increased. This is because interactive multimedia is able to attract students' learning interest in learning Javanese-script writing and wayang stories thus causing an increase in the average score of the students in Javanese-script writing and wayang-storytelling skills. In addition, the improvement of Javanese-script writing and wayang-storytelling skills is also due to the use of interactive multimedia that can convey difficult messages that are difficult to convey to students using lecturing method. Munir (2013, p. 110) argues that interactive multimedia can be interpreted as a learning media that can be used to channel messages and stimulate students' mind, feelings, attention, and willingness so as to enhance the learning process. The increasing Javanese-script writing and storytelling skills are also due to the increasing motivation of students in undergoing the learning process because the teachers use interactive multimedia in Local Language learning. The increasing motivation of students in undergoing the learning process certainly has an impact on improving the quality of learning.

CONCLUSION

The use of interactive multimedia in Javanese Language learning provides a real picture that the success of increasing understanding of Javanese and improving the quality of the learning process is influenced by the use of appropriate learning media. In other words, from the results of the effectiveness test, it can be seen that interactive multimedia is effectively applied as an effort to improve understanding of Javanese. On the other hand, the increasing students' understanding of Javanese has implications for the success of efforts to transfer knowledge from teachers to students. Hence, it is necessary to develop learning media based on digital technology as an effort to preserve local culture in the disruptive era.

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