

9. Paired Storytelling Technique Assisted with Wayang Kancil in Enhancing Democratic Attitude of Elementary Students

by Yuli Pgsd

Submission date: 05-May-2020 10:13AM (UTC+0700)

Submission ID: 1316252215

File name: ncil_in_Enhancing_Democratic_Attitude_of_Elementary_Students.pdf (541.07K)

Word count: 3034

Character count: 17323

Paired Storytelling Technique Assisted with Wayang Kancil in Enhancing Democratic Attitude of Elementary Students

Bagus Prasetyo^{1✉}, Dewi Liesnoor Setyowati² & Yuli Kurniawati Sugiyo Pranoto²

¹ Universitas Jember, Indonesia

² Universitas Negeri Semarang, Indonesia

Article Info

History Articles

Received:
September 2019
Accepted:
October 2019
Published:
August 2021

Keywords:

*democratic attitude,
paired storytelling,
mouse deer puppet*

DOI

<https://doi.org/10.15294/jpe.v10i2.34452>

Abstract

This study aims to analyze the effectiveness of the paired storytelling technique assisted with wayang kancil to enhance democratic attitude of elementary students. The research method used is the sequential explanatory mixed-method design. The sample in this study is the fifth A and B-grade students of Public Elementary School Petompon 01 Semarang. Quantitative data were analyzed using a t-test and N-gain test based on the value of students' democratic learning on theme Our Environment. Qualitative data were analyzed through the descriptive content of democratic concepts based on the wayang kancil storytelling 'Demokrasi Rimbaraya' (Democracy in the Forest). The study result shows that there were average differences of students' democratic learning in the experimental group from the control group. The improvement of the student democratic learning in experimental group was bigger than the control group. Based on the analysis result of the story of wayang kancil there were five emerging themes: (1) mutual acceptance, (2) living together in differences, (3) respect for others, (4) responsibility, and (5) being fair. Encountering with these democratic elements through wayang kancil as medium of instruction promotes students' understanding of democracy.

© 2021 Universitas Negeri Semarang

[✉] Correspondence address:

Kalimantan No.37, Krajan Timur, Sumbersari, Sumbersari,
Jember, Jawa Timur, 68121
E-mail: bagusprasetyo94@gmail.com

p-ISSN 2252-6404
e-ISSN 2502-4515

INTRODUCTION

According to Law on the National Education System Number 20 Year 2003, The national education aims to develop students' potential to be the individuals who have belief and devotion to the One and Only God. Furthermore, it also aims to shape the students to have an honorable moral, in healthy condition, knowledgeable, competent, creative, independent, and to be the democratic as well as a responsible citizens (Al-Tabany, 2014). To achieve these aims can be done by developing the students' capability in learning comprehensively and integrated both in affective, cognitive, as well as psychomotor aspects by considering the diversity of students' level.

1 The result of the observation of the fifth-grade students of the Public Elementary School Petompon 01 Semarang indicates that interaction among students is less optimal in certain aspects, which include accepting each other, living together in differences, respecting other opinions, being responsible, and being fair. Based on the interview of fifth-grade teacher, the data attained shows that the learning model and media already accords with the scientific learning approach, however these are not yet optimal in stimulating the interaction between students.

Edy, Setiyowati, and Wasino's (2018) in their study shows that the teacher capability in explaining, interpreting, analyzing, and summarizing the character values, both stated in the character education and in the student learning materials to affect the student conception understanding of character education. Payne (2007) argued that teachers have an immense influence to determine the learning conception of democracy. These findings indicate that the students' interaction with the teachers as well as the learning materials influences the understanding of democracy learning.

The paired storytelling technique is developed by considering the interaction between students, teachers, and learning materials in learning. This technique combines the activities of reading, writing, listening, and speaking. The implementation of the paired storytelling

technique in learning is that representative the group reads the story. Afterward, the other group listens to the representative group's story. The students then tell the story in pair by developing the speaking and listening capability. The result of the story is written in a piece of writing in order to practice the students' writing competence (Lie, 2010).

Wardani and Widiyastuti (2013), in their study shows that puppets are useful to preserve local wisdom embodying the essences of philosophy, ethics, and attitudes. Nurwanti (2013), said that *wayang kancil* (Mousedeer Puppet) is reemerged by the Ki Ledjar Soebroto from Yogyakarta by using the story of *Serat Kancil* (Mouse Deer's Book) written by the poets. These findings indicate that the puppet is a learning media embodying the local wisdom values.

Taylor, Monck, and Ayoub (2014) found that art-based learning provides the opportunity for the students to express their opinions and ideas. Taylor and Iroha (2015) in their study shows that the majority of students give their supports to the interdisciplinary concept of social learning with arts. While, according to Varela (2014), the puppet play innovations improve the young audiences' attention on the puppet. These findings inferred that the integration and media innovations in the learning are required to provide the opportunity for the students' in expressing their opinions.

Wardani and Widiyastuti (2015), in their study shows that the integration of thematic learning with the *wayang kancil* can nurture the student characters of independent, discipline, honest, as well as democracy. Meanwhile, the study result of Winarsih, and Martani (2018) indicated that the fairy-tale of the *wayang kancil* improve the prosocial behavior of children. Putri and Pranoto (2017) in their study stated that the behavior of the early childhood is increased by 16.07% after there is a treatment with the storytelling method about the history education to the students. The result of the Lafer and Aydin study (2012) stated that the schools are the sponsor in developing democratic learning. According to these findings suggested that the storytelling and *wayang kancil* can assist students

in understanding the democracy concept as well as integrating the themes in the elementary student learning.

The story of the “*Rimbaraya Democracy*” contains the values of environmental awareness. According to Setyowati, Rahayuningsing, and Ahmad (2013), the development of the learning materials of characterized environment education can grow and develop the awareness of individual to various of the environmental crisis and the character crisis that have happened recently. Saaddam, Setyowati, and Juhadi (2016) stated that conservation values can shape the students to have inspiring, humanist, innovative, creative, and justice values. According to Rohman, Setyowati, and Wasino’s (2019) study show that there are such several values and positive of student characters in learning at the Islamic Boarding School of Darul Falah Kudus as compliance, self-reliance, discipline, sincerity, modesty, and sense of togetherness. This assertion the attitude and the interaction between the students and the teachers can create a conducive environment in learning.

Solidarity between the students is necessary for the diversity of education (Solhaug, 2018). 3 Adde and Weuster (2017) in their study shows that schools have the opportunity to educate students into becoming mature and responsible citizens through authentic and direct experience of democracy.

According to Adler and Dewey (Zuriah, 2009), democracy learning is the best education for the best is the best education for all which means that the best education for the best students can be implemented to all students because basically every student can be taught. 1

Based on the mentioned background, this study aims to analyze the effectiveness of paired storytelling technique assisted with the *wayang kancil* in enhancing students’ democracy attitudes. The study of effectiveness can be shown from the improvement of the five students’ democratic attitude in learning.

METHODS

1 The research method used is the sequential explanatory mixed-method design which is a combine quantitative and qualitative research methods in series, wherein the first phase of research conducted by quantitative methods and follow 6 by qualitative methods.

The population in this study is all students of the Public Elementary School Petompon 01 Semarang. This study used the sample of the 30 students of fifth A-grade and the 30 students of fifth B-grade. Quantitative data is analyzed using the t-test and N-gain test. based on the value of students’ democratic learning on theme Our Environment. Qualitative data is analyzed through the descriptive content of democratic concepts based on the wayang kancil storytelling ‘*Demokrasi Rimbaraya*’. Based on the analysis result of the story of wayang kancil there were five emerging themes: mutual acceptance, living together in differences, respect for others, responsibility, and being fair.

2 RESULTS AND DISCUSSION

The quantitative analysis of the study result is to discuss the effectiveness of the paired storytelling technique assisted with the *wayang kancil* to increase the democratic attitude of the elementary students. Before the hypothesis test to find out the effectiveness, the prerequisite tests, which were the normality test and homogeneity test were conducted to figure out the distribution of the study data.

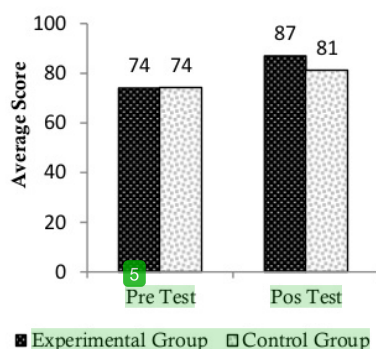
2 Based on the normality test on the experimental group and the control group which shows that the value of t (sign. > 0,05) were respectively 0,76 dan 0,51. It can be inferred that the data were normally distributed.

1 Based on the result of homogeneity test of the experimental group and the control group, it shows that the value of α (sign. > 0,05) was 0,894. It can be concluded that the data have the same or homogeneous variance.

1 The result of the t-test analysis between the experimental group and the control group show $t_{\text{value}} = 2,77$ while $t_{\text{table}} = 1,672$. This indicates that

1 $t_{\text{ue}} > t_{\text{table}}$ or H_0 was rejected, it means that the democratic learning of the experimental group was better than the control group.

The result of 1 the students' democratic learning development based on the class scores of the pre-test and post-test using the paired storytelling techniques assisted with the *wayang kancil* attains the average of gain normalization of 0,42 which means that the students' democratic learning is categorized as the medium criteria. The average 1 recapitulation of the pre-test and post-test of the democratic learning in the experimental group and the control group can be seen in Figure 1.



5
Figure 1. The Students' Democratic Learning
Based on Figure 1, the improvement of democratic learning can be seen from the result of the pre-test and post-test scores.

In the paired storytelling technique, the students work with the students in the atmosphere of mutual cooperation and have many opportunities for processing information and enhance the communication skill (the activities of reading, writing, listening, and speaking). It can assist students 1 in understanding the democracy concept (mutual acceptance, living together in differences, respect for others, responsibility, and being 1 fair). The students are telling the story in pair can be seen in Figure 2.



Figure 2. Paired Storytelling

1
The qualitative data is analyzed through the descriptive content of democratic concepts based on the *wayang kancil* storytelling 'Demokrasi Rimbaraya' (Democracy in the Forest). Based on the analysis result of the story of *wayang kancil* there were five emerging themes: (1) mutual acceptance, (2) living together in differences, (3) respect for others, (4) responsibility, and (5) being fair.

The mutual acceptance is shown when the Lion king and the loyal servants to hold a grand meeting that shows that there is mutual discussion and listen to the opinions of other parties.

In "Demokrasi Rimbaraya," different values are shown when the mouse deer is coming to crocodile to invite him to a grand meeting of the jungle residents. Different responses delivered by crocodile with a bit angry to the mouse deer, which is actually just a misunderstanding because of the wiles of the wolf. However, the mouse deer remains respectful and does not hate him, but instead listens to the explanation of the crocodile, then explains what really happened and convey with full mandate the message of the Lion king to the crocodile and other animals.

The aspect of respect for others is shown when the mouse deer announced to all the inhabitants of the jungle that the grand meeting held by the Lion king was aimed at replacing the Lion king when he died and election was held democratically. It can be seen when the mouse deer invited each animal's presence to nominate himself/herself and talk his or her vision and mission, while there is a nominee who is talking all the participants in the meeting listen and give mutual respect.

The fairness is shown when the mouse deer decides to take temporary government due to a vacuum of power after the Lion king died as well as many victims of civil war. Mouse deer also decides not to involve the wolf and decides on fugitive status of the wolf because according to the guise cipher wolf is the person who causes civil war. The decision is taken objectively and impartially, and the decision-making must be immediately determined and be fair to all residents of the jungle because the country is in an emergency status.

The values of responsibility is shown when the mouse deer and other servants of the king are willing to carry out their duties as good servants of the king, do it in a good manner and the best results, and deliver all the king's messages embedded in a trustworthy attitude.

The *wayang kancil* with several animal characters as well as *gunungang* (mountain characters) as the symbol of the *Rimbaraya* forest can be seen in Figure 3.



Figure 3. *Wayang Kancil*

CONCLUSION

1
The paired storytelling technique assisted with the *wayang kancil* is effective to enhance the democratic attitude of the students. The democratic attitude of the students is accepting each other, understanding diversities, respecting opinions, being fair, and being responsible.

ACKNOWLEDGMENT

The author was deeply grateful 1 the principal, teachers, the students of class fifth-A and B of the Public Elementary School Petompon 01 Semarang.

REFERENCES

- Al-Tabany, T. I. B. (2014). *Mendesain Model Pembelajaran Inovatif, Progresif, dan Kontekstual*. Jakarta. Prenadamedia Group.
- Budde, J., Weuster, N. (2017). Class Council Between Democracy Learning and Character Education. *Journal of Social Science Education*, 16 (3), 52-61. Retrieved from <http://www.jsse.org/index.php/jsse/article/view/842>
- Edy, A. N., Setyowati, D. L., & Wasino. (2018). Implementation of Character Education through Nationality Historical Learning in SMK Negeri Karangdadap Pekalongan Regency. *Journal of Education Social Studies*, 7 (1), 61-66. Retrieved from <https://journal.unnes.ac.id/sju/index.php/jess/article/view/22586>
- Lafer, S., & Aydin, H. (2012). Educating for Democratic Societies: Impediments. *Journal of Social Studies Education Research*, 3 (2), 45-70. Retrieved from <https://jsser.org/index.php/jsser/article/view/136/131>
- Lie, A. (2010). *Cooperative Learning*. Jakarta: PT Gramedia Widiasarana Indonesia.
- Nurwanti, Y. H. (2013). Wayang Kancil dan Pendidikan Budi Pekerti. *Jurnal Sejarah dan Budaya*, 8 (1), 95-106. Retrieved from <https://journal.uny.ac.id/index.php/ljtp/article/view/2597>
- Payne, K. (2017) Democratic Teacher Education in Elementary Classrooms Learning about, Trough, and for Thick Democracy. *The Journal of Social Studies Research*, 41 (2), 101-115. Retrieved from <https://www.sciencedirect.com/science/article/abs/pii/S0885985X16300535?via%3Dihub>
- Putri, N.A., & Pranoto, Y.K.S. (2017). The Implementation of Storytelling Method for History Education to Develop Nationalism Attitudes of Early Childhood in Handayani Brebes Kindergarten. *Early Childhood Education Papers (Belia)*, 6 (2), 69-73. Retrieved from <https://journal.unnes.ac.id/sju/index.php/belia/article/view/19489>
- Rohman, M. M., Setyowati, D.L., & Wasino. (2019). Pendidikan Karakter di Pesantren Darul Falah Kecamatan Jekulo Kabupten Kudus. *Journal of Education Social Studies*, 1 (2), 132-137. Retrieved from

- <https://journal.unnes.ac.id/sju/index.php/jes/article/view/744>
- Saaddam, S., Setyowati, D. L., & Juhadi. (2016). Integrasi Nilai-nilai Konservasi Kampus untuk Pembentukan Kepribadian Mahasiswa Universitas Negeri Semarang. *Journal of Education Social Studies*, 5 (2), 28-135. Retrieved from <https://journal.unnes.ac.id/sju/index.php/jes/article/view/14077>
- Setyowati, D. L., Rayahuningsing, M. & Ahmad, T. A. (2013). Pengembangan Bahan Ajar Pendidikan Lingkungan Hidup Berkarakter di Universitas Negeri Semarang. *Indonesia Journal of Conservation*, 2 (1), 34-44. Retrieved from <https://journal.unnes.ac.id/nju/index.php/ijc/article/view/2692>
- Solhaug, T. (2018). Democratic Schools Analytical Perspectives. *Journal of Social Science Education* 17 (1) 2-10. Retrieved from <http://www.jsse.org/index.php/jsse/article/view/858/977>
- Taylor, A. J., & Iroha, O. (2015). Social Studies Education and Public Art: the Detroit Billboard Project. *Journal of Social Studies Education Research*, 6 (1), 1-25. Retrieved from <https://jsser.org/index.php/jsser/article/view/331>
- Taylor, A. J., Monck, T., & Ayoub, S. (2014). Art Integration in Social Studies: Research and Perspectives from Field. *The Council: A Journal of the Social Studies*, 75 (1), 23-48. Retrieved from https://thekeep.eiu.edu/the_councilor/vol75/iss1/5/
- Varela, M. E. (2014). Wayang Hip Hop: Java's Oldest Performance Tradition Meets Global Youth Culture. *Asian Theatre Journal*, Volume, 31 (2), 481-504. Retrieved from https://www.researchgate.net/publication/285717812_Wayang_Hip_Hop_Java'sOldest_Performance_Tradition_Meets_Global_Youth_Culture
- Wardani, E. N., & Widiyastuti, E. (2013). Mapping Wayang Traditional Theatre As A form of Local Wisdom of Surakarta Indonesia. *Asian Journal Of Social Sciences & Humanities*, 2 (2), 314-320. Retrieved from https://www.academia.edu/28925727/Mapping_Wayang_Traditional_Theatre_As_A_form_of_Local_Wisdom_of_Surakarta_Indonesia
- Wardani, E. N., & Widiyastuti, E. (2015). Integrated Thematic Learning Model Based on Wayang Kancil Which can be Used to Teach Character Education Values to Pupils of Elementary Schools in Surakarta, Indonesia. *Asian Journal of Management Sciences & Education*, 4 (2), 36-41. Retrieved from <https://www.semanticscholar.org/paper/Integrated-Thematic-Learning-Model-Based-on-Wayang-Wardani-Widiyastuti/bee78e1302d94f776052361427a3d8f19cba03f>
- Winarsih, T., Martani. (2018). Storytelling Using Wayang Kancil to Enhance The Understanding of Prosocial Behavior for Preschool Children. *Sosiohumaniora*, 4 (1), 23-33. Retrieved from <http://jurnal.ustjogja.ac.id/index.php/sosio/article/view/2214>
- Zuriah, N., & Hari, S. (2009). *Inovasi Model Pembelajaran Demokratis Berperspektif Gender*. Malang. UMM Press.

9. Paired Storytelling Technique Assisted with Wayang Kancil in Enhancing Democratic Attitude of Elementary Students

ORIGINALITY REPORT

28%

SIMILARITY INDEX

27%

INTERNET SOURCES

3%

PUBLICATIONS

%

STUDENT PAPERS

PRIMARY SOURCES

1

journal.unnes.ac.id

Internet Source

24%

2

docplayer.net

Internet Source

1%

3

www.jsse.org

Internet Source

1%

4

journal.umpo.ac.id

Internet Source

<1%

5

www.ince.mec.es

Internet Source

<1%

6

garuda.ristekdikti.go.id

Internet Source

<1%

7

Azhar Chaeruddin Rahim, Jumadi, Insih Wilujeng, Heru Kuswanto. "The Effect of PjBL Model based on Skill Approach Process to Physics Critical Thinking Ability of High School Student", Journal of Physics: Conference Series, 2019

<1%

8

S U Putri, T Sumiati, I Larasati. "Improving creative thinking skill through project-based-learning in science for primary school", Journal of Physics: Conference Series, 2019

Publication

<1%

9

www.yayasankertagama.org

Internet Source

<1%

Exclude quotes Off

Exclude matches Off

Exclude bibliography On