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The Application of Innovative Puppet Paper Media as a Strategy to Increase the Success of Javanese Language Learning

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Abstract: Speaking is a basic humans' need. Using languages, humans will be able to communicate with one another considerably. To maximize humans' skills in languages, education world provides a means of supporting language learning in the school curriculum. Teachers are the source of message or knowledge to understand the characteristics of students as listeners. Innovative learning media can be applied in accordance with the students' characteristics and learning objectives. It can effectively improve speaking skills of children with special needs. Moreover, a puppet paper media can draw students' attention especially children with different special needs. The higher the level of students' understanding in listening to the materials, the more output can be conveyed through speaking activities.

Keywords: *innovative media, puppet paper, learning Javanese language*

Introduction

People in today's modern era are likely to understand the importance of education for life because, in essence, education is a process of changing attitudes and behaviors of a person or a group of people in order to improve the quality of life. Attempts have been made to retain this process of changes through education. Nowadays obtaining education for the community can be undertaken by going to school. It has become a place of formal education that is designed as a place to conduct classes.

In this sense, learning is a process of interactions in all situations existing around the individuals. According Sudjana, learning is also defined as a process of achieving the goals and processes to see, observe, and understand something (Rusman, 2012: 92). Teaching and learning activities can also be called learning, which are essentially a process of interactions between teachers and students. The interaction occurs when teachers have a role as educators and students as learners.

Because of the increasing demands over time, learning requires an innovation. It can be applied either to the materials, methods, or instructional media to improve the quality of education in Indonesia and this effort is not easy to realize, especially in today's era of globalization. Learning Javanese language is a way of appreciating noble values of Javanese culture, for example, learning to develop cultural values. This is a challenge for teachers to keep their learning objectives achievable, and they must develop their talents to create a quality learning.

In fact, the learning experience faces some obstacles such as students' lack of understandings toward Javanese learning materials that lead to the low quality of learning outcomes. This can be due to several factors such as students' lack of interest toward Javanese language learning. Today's younger generations tend to be more interested in foreign cultures. They consider that learning Javanese language is boring and old-fashioned, so that they are less interested in Javanese language lessons. Moreover, the lack of creativity of teachers in teaching is also

influenced by low motivation and interest of students in learning the language affecting the quality of learning processes.

Indeed, Javanese lesson cannot be regarded as a trivial subject. In this language learning, students are taught about the noble values of Javanese culture. The great value can be the identity of Indonesia, popular for its people's likeable personality and hospitality. Therefore, teaching Javanese language is not an easy job because it deals with the future of young generations and efforts to strengthen their identity amidst the wave of foreign culture influences.

To develop the Javanese language learning and the quality of education, it is important draw up appropriate learning strategies that help students achieve the learning objectives. To achieve learning objectives, teachers must be able to develop the skills, knowledge, understanding, and creativity by using innovative media as a strategy to increase the success of Javanese language learning.

The Application Of Innovative Learning Media

Learning can be said to be the result of memory, cognition, and metacognition that influence understanding because learning is a natural process for everyone (Huda, 2014: 2). The application of innovative media is appropriate for basic competencies of learning used as a strategy for teachers to develop and improve the quality of learning. In terms of innovative learning media, several advantages can enhance the success of Javanese language learning such as (1) a more attractive learning intended to make students not get bored quickly, (2) students get involved in the learning, (3) learning activities have a groove or a scheme of learning to make learning more purposeful, (4) high interest towards learning will increase students' curiosity toward learning materials, (5) the provision of opportunities for students to solve problems independently, (6) students learn through problem-solving, (7) allow students to test the correctness of something (an inquiry), and (8) students learn to work together and socialize with friends.

Innovative Learning Media

Teachers need to develop instructional media based on the latest innovations. By using this innovative media of learning, the process of delivering a message or learning information will easily minimize ambiguous perceptions. The instructional media is planned systematically to help students understand the concepts expressed through verbal language. Thus, media of learning Javanese language will greatly support the success of a lesson and improve the quality of learning.

As Arsyad (2014: 3) puts, the word 'media' is derived from the Latin *medius*, which literally means *'middle', 'intermediate'* or '*introductory*'. In Arabic, the media is an intermediary or an introductory message from the sender to the receiver. Besides, as the system or the introduction, the media is often replaced with the word mediator. Fleming (Sukiman, 2012: 28) adds that media is defined as a cause or a tool that intervenes and reconciles the two parties. The term mediator or media shows a function or a role that regulates the effective relationship between the two main parties in the processes of learning and teaching.

Anitah (2009: 5-6) mentions that the media is everyone, materials, tools, or events that can create conditions that enable learners to receive the knowledge, skills, and attitudes. This statement is in line with Gerlach's & Ely's insights (Aryad 2014: 3), media is understood broadly as humans, materials, or events that establish the conditions that enable the pupils to acquire knowledge, skills, or attitudes. In this sense, teachers, textbooks, and school

environment are a medium. More specifically, Arsyad (2014: 3) reveals that the media of teaching and learning is defined as a graphic or photographic tool electronically used to capture, process, and reconstruct the visual or verbal information. In addition, Smaldino et al., (Anitah 2009: 5) emphasize that media is a communication tool and source of information. As a medium of learning, it brings the message to a learning objective. The learning media is a tool that allows the direct connection between teachers and students (Sukiman 2012: 28) in the teaching and learning processes. To conclude, learning media is a means or a tool that physically serves to distribute the information, knowledge, skills, or messages from informants (teachers) to the receivers (students). It stimulates the mind, feelings, concerns and the interest and willingness of learners to achieve the learning objectives. Levie & Lentz (Arsyad, 2014: 20) suggest four functions of learning media, especially the visual one:

1) Attention function

The function of visual media is to draw attention and direct students to concentrate on the content subjects related to the meaning of displayed visual or textual subject matters.

2) Function of Affective

Affective function of visual media can be seen from the enjoyment level of students when learning (or reading) the displaying texts. Images or visual symbols can arouse emotions and attitudes, such as information concerning social or racial issues.

3) Cognitive Function

Cognitive function of visual media relates to the research findings that reveal a visual symbol or image to facilitate the achievement of learning objectives and to understand and remember the information or message in the image.

4) Compensatory Function

Compensatory function of learning media is a result of visual medium that provides a context for understanding the text and it helps students who are weak in reading to organize information in the text. In other words, learning media serves to accommodate students who are weak and slow in accepting and understanding the lessons presented verbally.

Media can be used by teachers to support the learning process. Herry (2007: 31) states that teachers can develop and use three types of media in learning activities in schools, namely:

1) Visual media that can only be seen by using sight consisting of media that can be projected (a visual projection) and media that cannot be projected (a non-visual projection), for example, posters, drawing figures.

2) Media that contain audio messages in an auditory form that can stimulate the mind, feelings, concerns, and the willingness of students to learn the teaching materials.

3) Audio-visual media that is a combination of audio media and audio-visual media or the media point of view heard.

Aside from Hery's view (2007), Heinich and Molenda (2009) provide six types of learning media types, namely:

1) Text. It is a basic element of information that has various types and forms of writing to give tractions in the delivery of information.

2) Audio Media. It helps deliver more memorable help to improve tractions on something offered. Audio types include background noise, music, or sound recording, and more.

3) Visual media. It can provide visual stimuli such as images/pictures, sketches, diagrams, charts, graphs, cartoons, posters, bulletin boards, and more.

4) Media projection of motion. It includes a motion picture, a movie bracelet, TV programs, video tapes (CD, VCD, or DVD).

5) Objects mock/miniature. This includes three-dimensional objects that can be touched the students. Media is designed to overcome the limitations of both the object and the situation, so that the learning process continues to run well.

6) Humans include teachers, students, or specialists/experts in the field/specific materials.

The learning process in schools is also a message transfer through learning materials. Teachers, as speakers and students as partners, should support each other to make the learning processes successful. A teacher is a source of message or knowledge to understand the characteristics of students as recipients of the message. The selection of learning media is set to conform to students' age and characteristics. Elementary and junior high students would be happy with the attractive media full of colors, or ornaments.

Students have different characteristics. Some others have the same characteristics in general just like children of special needs or inclusions. They have special characteristics different from each other without necessarily indicate incompetence in terms of mental, emotional, and physical domains. Students with special needs have visual impairment, hearing impairment, physical impairment, mental retardation, learning difficulties, behavioral disorders and health problems. They need special treatments both in daily activities and in the learning processes.

Students with special needs require a different treatment from other students in public schools. One medium used in the learning process both in public schools and inclusive schools is called puppet paper. It is a graphic or visual medium in the form of certain figures. This medium is to play like a puppet involving different characters with a color display to attract students' attention. This medium is effective to improve students' ability to speak Javanese.

Students with special needs in inclusive schools will get Javanese learning materials, one of which is the speaking material. They need to recognize the processes of learning this material more carefully and slowly. The introduction of Javanese language learning provides a wide range of vocabulary in the *ngoko* level often used in everyday life.

Students with special needs focus on developing attention and creativity while learning. Vocabulary is taught through the movement and use of innovative media called a puppet paper. Various kinds of words are then written in a notebook used as a pocket dictionary. In addition, they are asked to find difficult or unknown words in the *krama* level of the language.

After introducing a wide variety of vocabulary and manners in *ngoko* level, it is necessary to display them using the puppet paper. Each character uses the Javanese language, a good variety of manners in the *ngoko* level based on her role in the story. In addition, information is also inserted when playing puppet paper that influences manners of speaking. For this reason, a character uses a variety of *ngoko* and anyone can use a variety of manners, such as age, job title, work, and others. At this stage, learners are enthusiastic to listen to stories, especially on the part of humors and questions. Thus, learning never becomes monotonous.

The final stage in learning to use the puppet paper media is evaluation stage. Students are given questions related to materials that have been delivered using puppet paper media. The evaluation results show that students are able to answer or transfer the *ngoko* variety of manners to a wide variety of manners.

Picture 1. Students use the *puppet paper* to perform a storytelling act.

Picture 2. *Puppet paper* as learning media

Puppet paper has the advantage of being a medium for improving speaking skills in students with special needs. This is reinforced by relevant research conducted by Astutik in the title of Paper Puppet Effectiveness in Learning French Speaking Class X in SMAN 9 Yogyakarta. The advantages of wayang paper as a strategy to improve speaking skills according to Astutik (2016: 27) are:

1) students become more entertained in learning in class
2) more interesting and varied media creates a class atmosphere that is not boring
3) encouragement to actively participate in expressing ideas in oral statements by playing their respective characters to practice communicating without fear and shame
4) students are free to express themselves in speaking shamelessly because students are diverted to the paper puppet media.

In line with this article, the results of a study conducted by Handayani, et al. (2016) also argued that the method of storytelling assisted by puppet paper media could attract children and children did not get bored listening to stories because they used interesting media. This means that when giving storytelling activities interesting techniques are used so the learning we do will be fun and can improve the ability to listen to children. So the method of storytelling is one of the most effective methods in educating children because in storytelling has many benefits for children.

Conclusion

Nowadays Javanese language teachers face a big challenge. The interest of young generations is higher against foreign cultures that can threaten love and respect toward local cultures including Javanese culture. Through education, teachers are expected to introduce and make students love the Javanese culture. To obtain high learning achievements, it is necessary for teachers to reach learning objectives considerably. One strategy to make it realize is by using innovative learning media selected and adjusted for age and characteristics of learners.

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