



The Effectiveness of Using *Wayang Beber Kreasi* on Children's Storytelling Ability



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Article Information

Article History

Received: Jan 26, 2022

Revised: Feb 15, 2022

Accepted: March 15, 2022

Keywords:

Media Effectiveness,
Wayang Beber Kreasi,
Storytelling Ability.

Abstract

This study was conducted to determine the effectiveness of the use of wayang beber creative media on the storytelling abilities of group B PAUD Merak Ponorogo students in 2020. The research design used is experimental research in the form of Quasi Experimental Design. Data collection techniques used in this study are observation and documentation. The research instrument used was observation and documentation guidelines. To test the research hypothesis, the data analysis technique used is t-test. Prior to the t-test, the prerequisite tests were tests for normality and homogeneity. Based on the data analysis test carried out with the help of SPSS 18, it showed a significance value (2-tailed) for the Equal Variances Assumed column of $0.001 < 0.05$, then H_0 was rejected and H_a was accepted. The results of testing the data indicate that the use of wayang beber creative media is effective on children's storytelling abilities.

Penelitian ini dilakukan untuk mengetahui efektivitas penggunaan media *wayang beber kreasi* terhadap kemampuan bercerita siswa kelompok B PAUD Merak Ponorogo tahun 2020. Desain penelitian yang digunakan adalah penelitian eksperimen bentuk *Quasi Experimental Design*. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi dan dokumentasi. Instrumen penelitian yang digunakan adalah pedoman observasi dan dokumentasi. Untuk menguji hipotesis penelitian, maka teknik analisis data yang digunakan adalah *uji-t*. Sebelum dilakukan *uji-t* terlebih dahulu uji prasyarat yakni uji normalitas dan homogenitas. Berdasarkan uji analisis data yang dilakukan dengan bantuan SPSS 18 menunjukkan nilai signifikansi (2-tailed) kolom *Equal Variances Assumed* sebesar $0,001 < 0,05$, maka H_0 ditolak dan H_a diterima. Hasil dari pengujian data tersebut menunjukkan bahwa penggunaan media wayang beber kreasi efektif terhadap kemampuan bercerita anak.



INTRODUCTION

In Indonesia, education has an important role in the intellectual life of the nation so that the formation of virtuous and intellectual Indonesian people (Ulianta, 2013). Article 31 paragraph 1 of the 1945 Constitution explains that every individual in the state of Indonesia has the right to education. Education is not only defined as a process of knowledge transfer. According to Lengeveld that education is the effort of an adult human to carry out the process of guiding someone who is not yet an adult to reach maturity (Fadlillah, 2014).

One level of education in Indonesia is early childhood education. Law number 20 of 2003 article 1 point 14 states that early childhood education is a coaching effort for children from birth to the age of 6 years which is carried out by providing educational stimuli to maximize physical and spiritual growth and development so that they are ready to take the next level of education. At the age of 0 to 8 years, the development of children's intelligence reaches 80% and reaches 100% at the age of 8 to 18 years, so it is necessary to do the right stimulus (Maryatun, 2016).

One of the most needed and important developments for children is language development. Language is a form of delivering messages to everything and can be interpreted as a means of communication with other people which can be in the form of spoken, written, sign, symbol, symbol, image, or painting (Zahro et al., 2019). One indicator of the achievement of early childhood language development is the ability to tell stories. Storytelling is part of Indonesian language lessons in which children can identify sounds, language, and identify words.

There are several alternative ways that can be done by educators in an effort to increase the ability of students, one of which is the use of learning media. Learning media is something that can be a tool that aims to convey learning messages that can be in the form of visual, audio, and audio visual so that it stimulates the attention, interests, thoughts, and feelings of the learner and is able to be captured and accepted by students or learners to the maximum (Sumiharsono & Hasanah, 2018). One of the media that can be used in delivering learning by early childhood educators is wayang. In its use, wayang is not only used as a medium of entertainment, but also as a medium of guidance. One of the many types of wayang in Indonesia is wayang beber. One of the types of wayang that has its own characteristics, which is not a puppet that has a human anatomical shape, but this wayang is a flat media sheet in which there is a story with

wayang pictures. In addition to stimulating aspects of child development, the use of wayang beber is also able to preserve local culture (Ibda, 2019).

Based on the results of observations made by researchers at the Merak Ponorogo PAUD institution, efforts have been made to stimulate language development in children, especially the ability to tell stories, but the teachers still do not feel optimal. From the description above, the purpose of this study was to determine the effectiveness of the use of wayang beber creative media on the ability to tell stories for group B students of PAUD Merak Ponorogo.

LITERATURE REVIEWS

Education comes from the word education comes from the basic word educate which in Latin is *educio* which means to develop from within, educate, implement the law of use. Education is not only defined as a transfer of knowledge, but is broadly defined as a process of developing the potential that exists in humans including talent, academic ability, talent, physical ability, and artistic power (Fadlillah, 2014).

One level of education in Indonesia is early childhood education. Law number 20 of 2003 article 1 point 14 states that early childhood education is an effort to foster children from birth to the age of 6 years. An important activity in early childhood education is learning activities. In learning activities, the materials that are the goals of education are delivered by the teacher to students or students. Sanjaya suggests that learning is two activities that are combined into one between learning and teaching (Sanjaya, 2008). The learning process is also found in early childhood education where there is also interaction between students and teachers. One of the aspects of early childhood development is the aspect of language development. The use of language for a person is very important, including early childhood. Language is used by children as a means of communication, conveying messages, feelings, desires to parents or people around them. Language skills contained in children's language development include listening, speaking, reading, and writing skills (Wahyuni et al., 2020).

Hidayat, explains that storytelling is an activity to tell something that tells about actions, experiences or events that actually happened or were made up (Prastowo, 2019). To make it easier to implement early childhood learning using the storytelling method, an appropriate learning media is needed.

According to the National Education Association (Sabri, 2008), media is an object that can be manipulated, heard, seen, read along with the instruments that are used properly in learning so that it affects the effectiveness of the program. The existence of learning media is used to help students understand learning materials more quickly and create an interesting, effective, and efficient learning atmosphere.

In addition to following the current development of science and technology, it is also necessary to introduce local traditions and culture to students, especially early

childhood. Wanabuliandari, argues that the cultivation of cultural values needs to be instilled from an early age, so that children better understand, interpret, appreciate and realize the importance of these cultural values (Wanabuliandari, 2016). In line with this opinion, Susanto states that the introduction of culture in early childhood can be done by using learning media that are nuanced to the local or regional culture (Guslinda & Kurnia, 2018). One of the local cultural arts that can be used in PAUD learning media is wayang.

Wayang according to Brandon's notes is a puppet show in various forms and types spread across Indonesia in the form of two dimensions or three dimensions, performed with or without a screen (Sulaksono, 2013);(Rohidi, 2014). One type of wayang in Indonesia is wayang beber. It is called wayang beber because in the show it is in the form of sheets or beberan that are stretched. In it there are pictures or paintings of characters that make up a story.

METHODS

The research method applied in this research is an experimental research method in the form of a Quasi Experimental Design type of Pretest-Posttest Only Control Group Design. This study involved two groups, namely the experimental group and the control group (Payadnya & Jayantika, 2018). In its implementation, measurements were carried out twice, namely pre-test (initial measurement) and post-test (final measurement). However, what makes the difference is the application of treatment to the experimental group and not to the control group. This treatment was given to determine the difference before and after the treatment was carried out (Ikhwan, 2021).

The population of this study were all students of group B PAUD Merak Ponorogo for the 2019/2020 academic year, totaling 20 children. Due to the total population of only 20 children, it does not use a sample. the experimental group consisted of 8 children and the control group consisted of 12 children.

To find out and obtain data in a study, a method or method of data collection is needed. The data in this study were obtained by observation and documentation techniques. The research instrument used in this study was an observation guide. Observation guide is a tool used by researchers during the process of observing events in research. Observation guidelines were used to collect data on the storytelling ability of children in group B of PAUD Merak Ponorogo. The aspect of storytelling ability in this study is based on speaking assessment indicators developed by Jakobvits and Gordon which include: (1) accuracy of information, (2) relationship between information, (3) accuracy of structure, (4) accuracy of vocabulary, (5) fluency, (6) the reasonableness of the sequence of discourse, (7) the style of pronunciation.

The aspects that were assessed in Jakobvits and Gordon's speaking assessment were then modified so that they were suitable for assessing early childhood storytelling

abilities, especially in B PAUD Merak students, Ponorogo sub-district. The research aspects assessed in this study include: (1) story mastery, (2) pronunciation, (3) fluency, (4) voice volume, (5) expression.

The ability measured in this study is the ability to tell a story which is a person's attitude in social phenomena so that the measurement uses a Likert scale. The data that has been collected through observation is then tested using the t-test formula or a different test with the help of SPSS 18. There are several requirements before the t-test can be carried out, namely by conducting a normality test and a data homogeneity test.

RESULT AND DISCUSSION

This study consisted of two groups, namely the experimental group and the control group. The experimental group was given treatment by the researcher in the form of using the creative wayang beber media and not in the control group. However, the control group used conventional media in the form of picture books. The use of conventional media in the form of picture books in stimulating children's storytelling skills can indeed be done, but the abilities possessed by children cannot be developed to the fullest. The content of the stories conveyed by children is limited according to what is in the picture book media so that children's imaginations and children's creativity cannot be channeled and developed properly. This causes aspects of storytelling skills that cannot be maximized by children.

The treatment given to the experimental group started by providing learning materials using the creative wayang beber media. The material used is the same as the control group, but the only difference is the use of the media. After delivering the material, the researcher conducted a question and answer session and chatted with the experimental group students to determine the extent to which students absorbed information from the material presented using the wayang beber creative media. In addition, the experimental group students were also invited to retell the material contained in the wayang beber creations media. At this stage the child looks quite enthusiastic because the media used, although in the form of images, has a different side from other image media.

The next stage is to invite children to make creative wayang beber image media according to the child's imagination but still in one learning theme. Children pour their imaginations on paper using pencils, markers, and crayons. At this stage the child's ability to draw is neglected.

After the children's creations of wayang beber images are finished, children are invited to tell the contents of the wayang beber creations they have made. In the experimental group using this creative wayang beber media, students tend to be easier to adjust to the content of the story. The image of the child in the wayang beber creations that he made helps in facilitating children in conveying the contents of the story. In addition, the pronunciation, volume and expression of children when telling stories can be done.

This study carried out measurements twice in the experimental and control groups, namely the pretest before treatment and posttest after treatment. After learning in both groups and the pretest and posttest were carried out, data measurement was carried out. The data were then analyzed using SPSS 18 so as to produce a data recapitulation as follows:

Table 1. General description of the data

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimen	8	53	59	56.13	1.959
Post-Test Eksperimen	8	65	71	68.38	1.923
Pre-Test Kontrol	12	50	63	58.58	3.502
Post-Test Kontrol	12	53	68	62.08	3.988
Valid N (listwise)	8				

The initial stage in the implementation of experimental research on the experimental group and the control group is conducting a pretest. The pretest was conducted to determine the extent of the children's storytelling ability before being given treatment in the form of creative wayang beber media. Based on table 1 which is the result of SPSS 18 calculation, the pretest result of the experimental group has an average value of 56.13 and the control group has an average value of 58.58. These results indicate that the experimental group and the control group have initial abilities that are not much different.

The next stage, after knowing the students' initial abilities, was given treatment in the form of using the creative wayang beber media to the experimental group and the control group using picture book media commonly used in schools. Then a posttest was conducted on both the experimental group and the control group to determine the students' abilities after being given treatment. Based on table 1, the posttest results of the experimental group have an average value of 68.38 which has an increase of 12.25 from the pretest results. Meanwhile, the control group had posttest results with an average value of 62.08 which increased by 3.5 from the pretest results. From these data, it can be seen that the average value of the experimental group experienced a greater increase than the control group.

Prior to the t-test, a prerequisite test for data analysis was conducted. The prerequisite test is the normality test which aims to determine whether the data used is normally distributed or not and the homogeneity test is to find out that the data in each study group come from populations that are not much different. The results of the normality test of children's storytelling ability data are as follows:

Table 2. Tests of normality pretest experimental group

Tests of Normality						
Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Hasil Belajar Pre-test Eksperimen	.284	8	.057	.906	8	.324

a. Lilliefors Significance Correction

The hypotheses in the pretest normality test of the experimental group are:

H₀: The data of the pretest storytelling ability of the experimental group was normally distributed.

H_a: The data on the pretest storytelling ability of the experimental group were not normally distributed.

Decision making criteria:

1) If the value of Sig. Shapiro-Wilk > 0.05 then H₀ is accepted and H_a is rejected.

2) If the value of Sig. Shapiro-Wilk < 0.05 then H₀ is rejected and H_a is accepted.

Based on table 2, the results of the pretest normality test of the experimental group showed that the significance value was 0.324 > 0.05. The decision taken is that H₀ is accepted and H_a is rejected. That is, the data on the pretest storytelling ability of the experimental group was normally distributed.

Table 3. Tests of normality posttest experimental group

Tests of Normality						
Kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk	
		Statistic	df	Sig.	Statistic	Df Sig.
Hasil Belajar	Post-test Eksperimen	.252	8	.142	.939	8 .603
a. Lilliefors Significance Correction						

The hypotheses in the posttest normality test of the experimental group are:

H₀: The data of the posttest storytelling ability of the experimental group is normally distributed.

H_a: The experimental group's posttest storytelling ability data were not normally distributed.

Decision making criteria:

1) If the value of Sig. Shapiro-Wilk > 0.05 then H₀ is accepted and H_a is rejected.

2) If the value of Sig. Shapiro-Wilk < 0.05 then H₀ is rejected and H_a is accepted.

Based on table 3, the results of the posttest normality test of the experimental group showed that the significance value was 0.603 > 0.05. The decision taken is that H₀ is accepted and H_a is rejected. That is, the data on the posttest storytelling ability of the experimental group was normally distributed.

Table 4. Tests of normality pretest control group

Tests of Normality						
Kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk	
		Statistic	df	Sig.	Statistic	Df Sig.
Hasil Belajar	Pre-test Kontrol	.159	12	.200*	.898	12 .149
a. Lilliefors Significance Correction						

The hypotheses in the control group pretest normality test are:

H₀: The data on the pretest storytelling ability of the control group were normally distributed.

H_a: The data on the pretest storytelling ability of the control group were not normally distributed.

Decision making criteria:

- 1) If the value of Sig. Shapiro-Wilk > 0.05 then H₀ is accepted and H_a is rejected.
- 2) If the value of Sig. Shapiro-Wilk < 0.05 then H₀ is rejected and H_a is accepted.

Based on table 4, the results of the pretest normality test for the control group showed that the significance value was 0.149 > 0.05. The decision taken is that H₀ is accepted and H_a is rejected. That is, the data on the pretest storytelling ability of the control group was normally distributed.

Table 5. Tests of normality posttest control group

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Hasil Belajar	Post-test Kontrol	.158	12	.200*	.951	12	.647

a. Lilliefors Significance Correction

The hypotheses in the control group posttest normality test are:

H₀: The data on the posttest storytelling ability of the control group were normally distributed.

H_a : The posttest storytelling ability data in the control group were not normally distributed.

Decision making criteria:

- 1) If the value of Sig. Shapiro-Wilk > 0.05 then H₀ is accepted and H_a is rejected.
- 2) If the value of Sig. Shapiro-Wilk < 0.05 then H₀ is rejected and H_a is accepted.

Based on table 5, the results of the posttest normality test for the control group showed that the significance value was 0.647 > 0.05. The decision taken is that H₀ is accepted and H_a is rejected. This means that the posttest storytelling ability data in the control group was normally distributed.

After all the data obtained are normally distributed, the next step is to test the homogeneity of the data. . The homogeneity test was used to determine that the data in the research of each group came from populations that were not much different. The results of the homogeneity test of children's storytelling ability data are as follows:

Table 6. Homogeneity test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil Belajar	Based on Mean	2.074	1	18	.167
	Based on Median	2.313	1	18	.146
	Based on Median and with adjusted df	2.313	1	14.662	.150
	Based on trimmed mean	2.089	1	18	.166

The hypotheses in this homogeneity test are:

H_0 : The data on the ability to tell stories in the pretest posttest of the control group and the experimental group have the same variance.

H_a : The data on the ability to tell stories in the pretest posttest of the control group and the experimental group have different variants.

Decision making criteria:

1) If Sig. Based On Mean > 0.05 then H_0 is accepted and H_a is rejected.

2) If Sig. Based On Mean < 0.05 then H_0 is rejected and H_a is accepted.

Based on table 6 shows the significance value on the Based On Mean of $0.167 > 0.05$. The decision taken is that H_0 is accepted and H_a is rejected. That is, the data on the ability to tell stories in the pretest posttest of the control group and the experimental group have the same variance.

After testing the prerequisites, namely the normality test and homogeneity test and showing the results that the data is normally distributed and comes from homogeneous data, the next step is to perform an independent sample t-test. The results of the children's storytelling ability t-test using SPSS 18 are as follows:

Table 7. Independent sample T-test

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference		
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Dejariat	Equal variances assumed	2.074	.167	4.127	18	.001	6.292	1.524	3.089	9.494
	Equal variances not assumed			4.706	16.799	.000	6.292	1.337	3.469	9.115

The Independent Samples Test in this study was used to answer the research problem formulation. The answer to the research problem formulation is based on the significance value of the SPSS 18 output, which in this study uses a significance value of 5% (0.05).

Decision making criteria:

1) If the significance value (2-tailed) < 0.05 , then H_0 is rejected and H_a is accepted.

2) If the significance value (2-tailed) > 0.05 then H_0 is accepted and H_a is rejected.

The hypotheses in the independent sample t-test are:

H₀: The use of wayang beber creative media is not effective on children's storytelling abilities.

H_a: The use of creative wayang beber media is effective for children's storytelling abilities.

Based on table 7 the significance value (2-tailed) of the Equal Variances Assumed column is $0.001 < 0.05$, then H₀ is rejected and H_a is accepted. This means that the use of creative wayang beber media is effective in children's storytelling abilities.

CONCLUSION

Based on the data analysis test described in the previous chapter, it shows that the use of wayang beber creative media is effective on the storytelling ability of group B PAUD Merak Ponorogo students. This is evidenced by the results of the SPSS 18 data output which shows a significance value (2-tailed) for the Equal Variances Assumed column of $0.001 < 0.05$, then H₀ is rejected and H_a is accepted. In addition, the average posttest scores of the experimental group and the control group can be used to show that the use of wayang beber creative media is effective in the storytelling ability of group B PAUD Merak Ponorogo students. The average posttest score for the experimental group was 68.38, which was higher than the average posttest for the control group, which was 62.08.

ACKNOWLEDGEMENT

Thanks are conveyed to all parties who have helped in the completion of this research, namely the lecturers of STKIP PGRI Ponorogo, especially the PG-PAUD Study Program and the Principal and Teachers of Group B PAUD Merak Ponorogo.

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