

Development of Dramatic Play Book Based on Kudus Local Wisdom for Children

Febriani, Anita¹, Santoso², Setiadi, Gunawan³ & Pratama, Hendri^{4*}

^{1,2,3}Muria Kudus University, 59327 Central Java, Indonesia

^{4*}Sultan Idris Education University, 35900 Tanjung Malim, Perak, Malaysia

Email Address:

anitafebriani182@gmail.com¹, santoso@umk.ac.id², gunawan.setiadi@umk.ac.id³, hendripratama.tvet@gmail.com^{4*}

*Corresponding author: hendripratama.tvet@gmail.com

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Abstract: Drama games are activities that can stimulate language skills, both receptive and expressive language skills. Therefore, it is necessary to develop media that are able to make drama games more interesting and able to introduce local wisdom. This study aims to (1) analyze the need for a playbook model for playing drama based on local wisdom of Kudus to improve receptive and expressive language skills in early childhood; (2) developing the form of a play guide book model to improve the receptive and expressive language skills of early childhood. This research method uses research and development (R&D) methods using Borg and Gall with 10 stages. Sources of data are 15 teachers and 60 children Kindergarten group B in Kudus. The type of data used is qualitative and quantitative data derived from the analysis of the needs of students and teachers, data on the feasibility of books obtained from the results of expert validation. Data collection techniques using observation, questionnaires, interviews, documentation. While the data analysis technique uses descriptive qualitative analysis. The results of the study: 1) teachers and students need the development of learning media in playing drama based on local wisdom of Kudus; 2) Development of drama game learning media in the form of dramatic play book based on Kudus local wisdom.

Keywords: Dramatic play, local wisdom, early childhood

1. Introduction

Education has a decisive role for the development and realization of human resources according to the demands of the times (Ardianti et al., 2017). Elvara et al. (2018) show that education gets a lot of attention in-depth about values and fundamentals to improve the quality of resources human. Early childhood education (PAUD) is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education (Widiastuti, 2012). Early childhood according to Fadillilah is "a child who ranges between the ages of 0-6 years, who has extraordinary growth and development so that it brings out various uniqueness in him (Zaini, 2015). This period is known as the Golden Age or the golden period. According to the stages of the golden age need to be considered carefully because it is an important stage in the growth and development of children. So, the child must get the right stimulation so that all stages of development are achieved.

The preschool years are closely related to the primacy of personality and social development for young children. Preschool children are no longer completely dependent on their parents, where preschoolers begin a long journey to become adept at functioning in their own world. During early childhood (ages 2-6 years), children gain some sense of being separate and independent from their parents (Scardamalia & Bereiter, 2017).

Early Childhood Education aims to develop all the potential of children so that later they can function as complete human beings according to the philosophy of a nation. Children can be seen as individuals who are just starting to get to know the world. Children do not yet know the manners, manners, rules, norms, ethics, and various things about the world. Children learn to communicate with others and learn to understand others (Mukunthan & Anantharajah, 2021). Children need to be guided to be able to understand various things about the world and its contents. Children also need to be guided to understand various natural phenomena and be able to perform the skills needed to live in society.

By playing, children can explore and experiment with various things surrounding so that it can improve children's ability to communicate, think critically, be creative, in collaboration (Rohmah, 2016; Arumugam et al., 2019; Wasik & Jacobi-Vessels, 2017). According to Septiani et al. (2019). Early Childhood Education is the provision of efforts to stimulate, guide, nurture, and provide learning activities that will produce children's abilities and skills. The implementation of learning provided in the early childhood development process is very important so that early childhood children grow and develop according to their stages.

One aspect of development that is very important for early childhood is language development. Language is a tool for thinking, expressing oneself and communicating and interacting with other people. The language ability possessed by children is a skill that is applied in the life of each individual and it is very meaningful, because it becomes the main capital in interacting with other people (Baiti, 2020). Inappropriate selection of learning media and game tools can affect children's moods and joys, so that they can affect children's joy (Is et al., 2014).

The sensitive period of the child is the sensitive period because the child begins to accept various efforts to develop all of his potential and there is maturation of physical and psychological functions in the sensitive period where in this maturation the child is ready to respond to the stimulation given so that all the potential of the child can be developed optimally and one of the aspects What needs a stimulus for potential development is the child's language ability (Pradipta, 2017). The ability to speak spoken language is known as the ability to speak. Speaking is a form of language that uses articulation or words used to convey meaning. Speaking is not just the pronunciation of words or sounds, but is a tool to express, state, convey, or communicate thoughts, ideas, and feelings (Ratnasari & Zubaidah, 2019). Children learn how to express agreement, express refusal, greet people, express wishes, express curiosity, and more (Ristiyani et al., 2017). Speaking is a language skill that develops and is influenced by listening skills.

Language has a central role in the intellectual, social and emotional development of children. Language learning is expected to help students get to know themselves, their culture, and the cultures of others, express ideas and feelings, participate in society and use their analytical and imaginative abilities. Language learning is directed at improving children's ability to communicate in good and correct language, both orally and in writing, as well as fostering an appreciation of the work of human literature. Early age is a period of rapid development of the ability to recognize and master vocabulary (vocabulary). At the beginning of this period, children have mastered about 2500 words, and in late childhood (approximately 11-12 years old) children have mastered about 5000 words. By mastering the skills of reading and communicating with others, children are already fond of reading or hearing critical stories (about journeys/adventures, or life stories of heroes). At this time the child's level of thinking is more advanced, he asks a lot of time and cause and effect (Sari & Suryana, 2019). Social interaction is the initial foundation for children to learn to recognize the environment around them, and in language and speech development, children need the right role model to master and develop their abilities (Sofia & Anggraini, 2018).

One of the activities that can stimulate language skills can be done through a play guide book. The play guide book is an interesting game for children because children will be directly involved in the game and children get the opportunity to try out roles that are not familiar to them, communicate and interact. with her friend. Role playing is known as pretend, dramatic, symbolic or fantasy play. This play activity is a type of play that is commonly done by children aged 4-6 years. Role playing activities can be done alone or together with friends, using game tools or without game tools (Zahro & Kusri, 2018). The purpose of the sociodrama method is as follows: so that students can appreciate and appreciate the feelings of others, to solve problems together and finally reach a decision together, can learn how to make decisions in group situations spontaneously, students can understand and accept the opinions of others (Yunitasari & Zulkarnaen, 2020).

Drama is an action or action (Greek). Sociodrama comes from the words socio and drama. Sosio means social or society shows in social activities, and drama means performance, spectacle. Sociodrama is method of action in which people imitate situations in social life through dialogue to accelerate children's spoken language (Ariska & Fauzia, 2021). Between spoken language and sociodrama has a relationship in one's knowledge, with sociodrama one can issue his spoken language.

Role playing is a learning model that provides opportunities for children to develop their imaginations, practice socializing, communicate, and empathize with other children (Kalkman & Clark, 2017). Role playing is a drama in which students participate in playing roles according to the characters that have been designed as a form of the learning process (Ahsan, 2018).

Several studies that have been conducted to examine role playing in early childhood include: Role playing activities are one of the methods used in developing children's social emotional aspects (Maghfiroh et al., 2020). The development of early childhood language competence is increased through role playing (Umi, 2020). According to (Anwar, & Alfina, 2019). Playing drama activities can be said to be successful in improving children's language skills. Role playing aims to solve problems through a series of acting actions, that in the area of drama, children have the opportunity to play roles in real life situations and practice language skills.

One strategy to preserve local wisdom is to integrate it into learning activities. The integration of local wisdom is very important and can be done by incorporating local wisdom values into learning materials, class activities, and the process of teaching language skills. In playbook play (Albantani & Madkur, 2018).

1.1 Conceptual Framework

The low receptive and expressive language skills of early childhood with indicators that children look passive, less enthusiastic in learning and less daring to express their ideas. Besides that the ability of teachers is still low in terms of using teaching methods that only use the lecture method. In addition, children are still not familiar with traditional games or do not know the local wisdom of the area. In developing children's language skills by teaching role playing or drama. So far, teachers in teaching drama do not have a manual as a guide in drama games. Therefore, it is necessary to develop a drama game learning media in the form of a dramatic play book based on local wisdom.

The development of dramatic play book based on local wisdom aims to improve early childhood language skills. With the development of dramatic play book based on local wisdom, it can provide learning facilities that can hone children's language skills with interesting and fun learning (Samroni et al., 2021). The development of dramatic play book based on local wisdom is expected to motivate teachers to change learning to be child-centered and more creative and innovative in learning, as well as being able to teach local wisdom.

2. Research Purposes

The aims of this study are 1) to describe the analysis of the needs for dramatic play book drama based on local wisdom in Kudus to improve the receptive and expressive language skills of early childhood; 2) describe the design of the development of a book model for playing drama based on local wisdom in Kudus to improve receptive and expressive language skills for early childhood.

2.1 Research Methods

This study uses a literature review method by summarizing, analyzing, and critically and deeply synthesize, previous research related to the topic of this research. This literature study aims to reveal the importance of using local wisdom-based drama play guide media.

2.2 Research Design

This study uses a research and development approach (Research and Development). Research and Development (R&D) is a research method used to produce certain products and test the effectiveness of these products (Sugiyono, 2016). The research and development procedure refers to the Borg & Gall development model which consists of 10 steps which are simplified into 6 steps as follows: 1) research and initial data collection; 2) product planning; 3) initial product format development; 4) initial trial; 5) product revision; and 6) field trials.

2.3 Data Sources and Types

The data sources in this study were group B kindergarten teachers in Kudus as many as 15 teachers and group B kindergarten students from 15 Pertiwi Pedawang Kindergarten children, 15 children from Pertiwi Bacin Kindergarten, and 15 children from Pertiwi Purworejo Kindergarten as data sources to determine the feasibility of dramatic play book based on local wisdom of Kudus. In addition to teachers and students, media and language experts as a data source to determine the feasibility of a guidebook for playing drama based on local wisdom of Kudus.

The data collected from this study came from qualitative and quantitative data derived from the analysis of student and teacher needs, book feasibility data obtained from expert validation results, and effectiveness data.

2.4 Data Collection

Data collection techniques using wInterviews were conducted on teachers and children. The interview technique used is a structured interview. Observation is a data collection technique in which researchers make direct observations and systematic recording of the phenomena used as objects observation to obtain the information needed to answer the researcher's problem. The third is a questionnaire in the form of a teacher and child response questionnaire and expert validation questionnaires.

2.5 Data Analysis Techniques

Data analysis techniques consist of model feasibility analysis and validity test. The feasibility analysis of the model used quantitative descriptive analysis and qualitative descriptive analysis. Validation test data analysis, data analysis of child and teacher responses. The validity test was obtained from the validator's assessment of media experts, linguists and material experts.

3. Results and Discussion

From the results of initial observations and interviews with both teachers and children, it shows that the implementation of learning so far in Group B Kindergarten is still not optimal, so it is difficult to stimulate children's language skills.

This means that according to the needs analysis, an appropriate media is needed that is able to improve skills receptive and expressive language for early childhood in Kindergarten Group B.

After conducting a preliminary study, it was found that the implementation of learning in Kindergarten Group B has not used learning media that are in accordance with the themes and needs of children. Therefore, it is necessary to develop learning media that make it easier for children. The use of the right media will make learning activities more effective. If children receive the material clearly, it will be able to improve receptive and expressive language skills.

Media development planning starts with 1) conduct an analysis of basic competencies related to language aspects in the form of knowledge and skills; 2) determine the objectives of media development; 3) determine development dramatic play guide based on local wisdom of Kudus blood; 4) appointment of media experts and material experts to validate media products of guidebooks for playing drama based on local wisdom of Kudus. The playbook game model for playing drama based on local wisdom Kudu aims to facilitate students in implementing learning through games to improve the receptive and expressive language skills of group B kindergarten children in Kudus. The following is the design of the media development guide for playing drama.

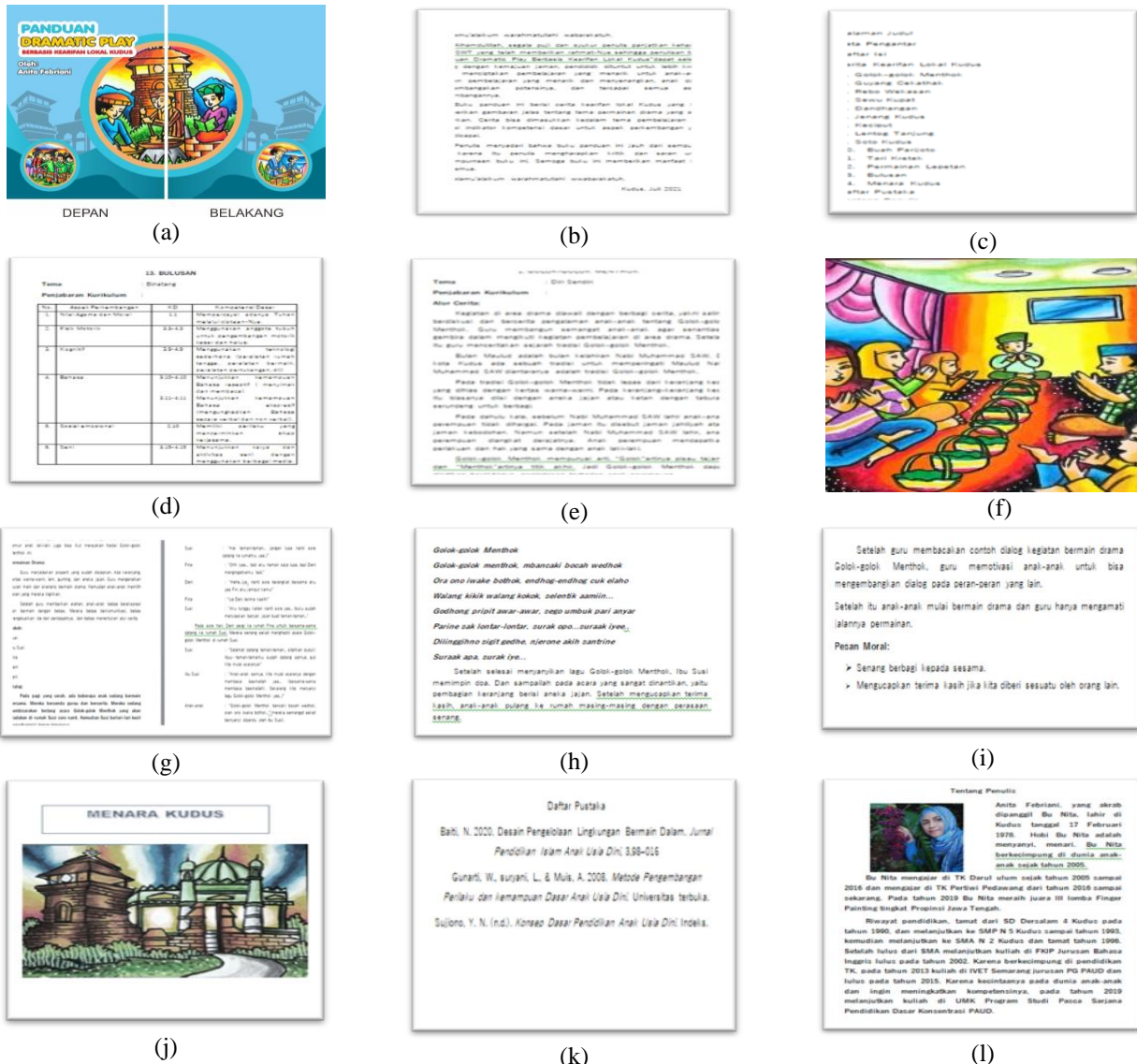


Fig. 1: (a) Cover; (b) Foreword; (c) Table of Contents; (d) Title and KD; (e) Illustration; (f) Contents of the story; (g) Dialogue; (h) Song Lyrics; (i) Moral Message; (j) Partition picture; (k) Bibliography; (l) Author Profile

The result of the percentage of teacher and child responses is that the development of a playbook based on local wisdom of Kudus can provide benefits for teachers and children in playing drama. This is based on the results of a very good response from children and teachers. So, the development of a play guide book based on Kudus local wisdom was very well responded to and needed by teachers and students. Expert validation assessments, both media experts, linguists and material experts gave good and very good ratings. this means that the development of a playbook based on

local wisdom of Kudus can be used for learning in competence to improve children's language skills (Sumarwiyah et al., 2021).

The development of a guidebook for playing drama for early childhood is a form of developing print media that contains instructions or guidelines for how to play drama well for early childhood. The guide book contains dialogue playing drama. Dramatic play guide book contains stories of Kudus local wisdom that can provide a clear picture of the theme of the drama game that will be played. Stories can be included in the learning theme and accompanied by basic competency indicators for aspects of development to be achieved.

The development of this drama play guide book is in accordance with the analysis of needs for learning with drama play guide books. In addition to being useful for children, the development of printed media guidebooks for playing drama guides can also be used by teachers as a guide to teach how to play drama well. With the teacher's manual, the teacher will also teach children about local wisdom in the Kudus city. Children will get to know the culture in the Holy City through drama games.

Guidebooks for playing drama guides that provide information need to be accompanied by illustrated images to make it easier for readers. Indriana stated that the book is a printed material which is made through a printing process that presents various messages through letters and illustrated images as an explanation of the message or information presented (Indriana, 2011). The message contained in the book will be more easily conveyed if it is clarified with illustrations and displays colors that can attract students' interest. In addition, books go through a printing process so that books are easier to carry anywhere and can be studied anytime.

The development of this drama play guide book is included in the type of development research using the Borg and Gall development model. The purpose of this development research is to compile a guidebook as a print media that meets the acceptability criteria consisting of: aspects of usability, feasibility, accuracy, and appropriateness.

The results of the response to the play guide book from teachers and children are very good. This shows that the development of a guidebook for playing drama based on local wisdom in Kudus can provide benefits for teachers and children in playing drama (Dewinta et al., 2021). This is based on the results of a very good response from children and teachers. So, the development of a guidebook for playing drama based on local wisdom from Kudus was very well responded and needed by teachers and children.

Based on expert validation, both material experts and design experts show that. The development of this drama play guidebook is appropriate to be used as a medium in learning drama play guidebooks for early childhood. Drama play guidebooks will help children and teachers in playing drama. Books are included as learning communication media in the visual realm, so Levied and Lentz suggested four functions of visual media, namely 1) the attention function of visual media can be seen from attracting and directing students' attention to concentrate on the content of lessons related to the visual meaning displayed or accompanying the material text lesson; 2) the affective function of visual media can be seen from the level of enjoyment of students when reading illustrated texts in book (Hilmo, 2019).

The global era makes people lack a good understanding of the existing local culture, especially children. Children as one of the components in the cultural community are expected to have an understanding and feel they have the culture of their community (Ratnasari, 2015). The values of local wisdom are also not yet visible in the implementation of daily student habituation (Murti, 2020) At least the initial step for efforts to introduce local cultures must be pursued with the concept of delivery in the field of education that is easily accepted by the next generation. One of the efforts to preserve local culture is through learning resources in the field of education which hopes can provide students with an understanding of the results of local culture. Sustainability is marked by the inheritance of culture and character that has been owned by the community and nation. It is necessary to preserve local culture in the field of education, in addition to the role of the curriculum with the existence of guide books or teaching materials. Local wisdom has structure, linguistic elements, and moral values so that it can be used as a basis for the development of teaching materials (Kusmana et al., 2020). Culture-based learning can be included in the learning process, both in the activities carried out by students and in the teaching materials used by students. Preservation of the nation's culture can be poured into learning tools by containing local culture or excellence (Ardianti et al., 2019).

Giving stimulation to children during the process of personality development is very important. Stimulation is identical to providing stimulation from the environment around the child in order to further optimize aspects of child development. One of the necessary and important stimulation for children is the cultivation of moral values. One technique is to play a role. Role playing is interesting for children, they can play roles as characters in historical events or past events. The application of the role playing model is in accordance with the characteristics of students, especially early childhood. The first characteristic of early childhood is that they like to play, the second is that they like to move. So the characteristics of early childhood require teachers to make learning in class fun and students can learn while playing (Kristin, 2018). So it is very appropriate if the characteristics of children who play while learning are made to play dramas in which local wisdom is taught through games. Dramatic play is the spontaneous imaginative role playing, taking place in early years during self-selected activity periods (Githinji & Orodho, 2018).

Based on the results of the validator and the purpose of making the guidebook as well as relevant research results, the development of guidebooks for playing drama based on local wisdom of Kudus. suitable for use for drama games in early childhood learning. this is in accordance with the child's response, validator test and the stages of developing a guidebook for developing a guidebook for playing drama based on local wisdom in Kudus.

4. Conclusion

Based on the results of research development of drama media in the form of guidebooks dramatic play guide based on local wisdom of Kudus. With the aim to improve receptive and expressive language skills in early childhood. Dramatic play guide based on local wisdom of Kudus is a guide for dialogue, role playing and children's enthusiasm in learning. By playing dramas based on guidebooks, it will teach children to learn regional culture so that regional culture can be preserved through playing drama.

Suggestions for media development need to adapt media materials to the goals to be achieved, both in the cognitive, affective and psychomotor domains. So that the completeness of media materials can be fulfilled and can provide a better perception of the target.

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