



DEVELOPMENT OF PLANTS AND ANIMALS PUPPET MEDIA BASED ON CONSERVATION VALUES IN LEARNING TO WRITE CREATIVE DRAMA SCRIPTS IN ELEMENTARY SCHOOLS

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Abstract

This research is motivated by problems dissatisfaction of teachers and students on learning media in elementary school. The purpose of this study is (1) to describe the development needs of plants and animals puppet media, (2) to determine the value of the puppet characters of plants and animals, (3) to describe the use of plants and animals puppet media, (4) to test the effectiveness of the use of plants and animals puppet media. The method used was Research and Development (R & D). The eight stages includes exploring potential and problems, analyze the needs, preparation of media design, media validation, revision, testing a limited scale, revision back, and wide-scale trials. The results of this study indicate that a) media needs, according to students, include content, material, physical, and values contained in it; (b) the value character of plant and animal puppet media is conservation values; (c) implementation of plant and animal puppet media is carried out in groups of 2-3 students; (d) development of plant and animal puppets containing conservation values is effective for fifth grade students of elementary school.

Keywords: Puppet Media, Drama Manuscript, Conservation Values

Introduction

Development of the Industrial Revolution 4.0 era and Society 5.0 requires teachers to continue to innovate in learning. In this era, teachers are required to develop learning media as a tool to advance education. One of them is Indonesian language learning which strengthens four language skills, ranging from listening, reading, writing and speaking skills. In

addition, Indonesian also provides nutritional intake to strengthen character education initiated by the government.

Language skills in the curriculum include four types, namely listening skills, speaking skills, reading skills and writing skills.¹ Indonesian Language Learning in elementary schools aims to improve students' ability to communicate effectively, both verbally and in writing. Therefore the role of Indonesian language learning especially teaching writing at the elementary school level becomes very important.²

As part of language skills, writing is a complex activity. To get it students need a long time. The teacher needs to take a role in this matter. Among these roles is preparing the media needed by students when learning. The writing process includes three aspects, namely writing, spelling, and writing.³ In the material for writing drama scripts in learning Indonesian in high class has arrived at the appreciation stage. One such appreciation is the ability to write a conversation or drama script.

The reality is, from the observations of several elementary schools in Semarang, the implementation of Indonesian language learning in the field is still a problem. Some of the problems include (1) the teacher still lacks understanding of the steps to do good and correct language learning; (2) the teacher still does not understand the learning design in the form of syllabus and Lesson Plan (RPP); (3) the teacher has not been able to provide examples that are easily accepted by students; (4) the teacher has not been able to develop assessment instruments for learning; and (5) teacher have not been able to design learning media that are relevant to student characteristics.

On the other hand, the era of the Industrial Revolution 4.0 and the Society 5.0 gave rise to epidemics of disruption in various spheres of life including art and culture. The future of students will be faced with a tough challenge because the life of the global community always changes at any time.⁴ The development of the times and science and technology are increasingly rapid, the culture and traditions of the regions are less popular and even abandoned because they are considered ancient and irrelevant to the development of the time, including puppet culture. The progress of

¹Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*, 1st ed. (Bandung: Angkasa, 1985), 1.

²Farida Rahim, *Pengajaran Membaca Di Sekolah Dasar* (Jakarta: Bumi Aksara, 2008), 1.

³Munawir Yusuf; Mulyono Abdurahman Sunardi, *Pendidikan Bagi Anak Dengan Problema Belajar* (Solo: PT. Tiga Serangkai Pustaka Mandiri, 2003), 104.

⁴Ade Lia Saiputri, "Pengembangan Media Pembelajaran Wayang Pada Materi Mengenal Jenis-Jenis Pekerjaan Siswa Kelas III SDN Ngadirejo 2 Kediri Tahun Ajaran 2016/2017," *Simki-Pedagogia* 1 (17) (2017): 3, http://simki.unpkediri.ac.id/mahasiswa/file_artikel/2017/7afbfa9636613858f34bc1cfc98ce1eb.pdf.

information technology has a lot of influence on the development of children in education.⁵

On the other hand, environmental problems, especially natural preservation that contain plants and animals, are currently under-noticed. Then education must contribute to building the character of love for the environment from an early age in elementary school. Because, humans as one element in an ecosystem has a big influence in carrying out environmental conservation.⁶For this reason, education and learning in schools must bring students closer to the environment that can be done by developing learning media that meet the needs of the times.

When teachers cannot develop Indonesian language learning media that bring elementary school children closer to culture, children have the potential to not know the culture in their own country. In addition, the school also does not provide learning media, and the teacher's effort to overcome the problem is the teacher proposes to the school to provide a sufficient amount of learning media. For this reason, all teachers who teach Indonesian language and literature lessons should try to implement language learning with a communicative approach. Why? Because students need communicative language learning patterns and are not only filled with linguistic theories that tend to be boring.⁷

The problems described above can have an impact on the emergence of other problems, such as low learning outcomes. Factors causing low student learning outcomes include (1) lack of student learning spirit, (2) lack of learning facilities, (3) use of ineffective and varied teaching methods, and (4) teachers lacking enthusiasm in teaching.

Based on the results of observations on drama script writing material in the fifth grade of elementary school, students still find it difficult because of the lack of effective and efficient media. The impression that is generated in the learning process still seems monotonous because the teacher only gives one example. The example given by the teacher was obtained from the student textbook. This will automatically lead students to focus on just one theme. Though students' creativity will be more developed if the teacher is able to direct and give freedom to students to imagine more broadly.

⁵Mu'alim Santosa, "Pengembangan Media Sinau Wayang Berbasis Macromedia Flash Untuk Pembelajaran Bahasa Jawa Kelas V," *Jurnal Pendidikan Guru Sekolah Dasar* 27 (2016): 2607, <http://eprints.uny.ac.id/37931/>.

⁶Puji Hardati; Dewi Lies Noor Setyowati; Saratri Wilonoyudho; Nana Kariada Tri Martuti; Asep Purwo Yudi Utomo, *Pendidikan Konservasi* (Semarang: Magnun Pustaka dan Pusat Pengembangan Kurikulum MKU UNNES, 2015), 3.

⁷Septia Sugiarsih, "Pelaksanaan Pembelajaran Keterampilan Berbahasa Indonesia Di SD Negeri Serang Pengasih Kulonprogo Yogyakarta," *Laporan Hasil Penelitian Latihan FIP UNY* (2010): 3-5, <http://staffnew.uny.ac.id/upload/132313273/penelitian/SEPTI+LAPORAN+PENELITIAN+LATIHAN+2010.pdf>.

The results of interviews with several fifth grade elementary school teachers at Sampangan 01 also found data, there were four high-class teachers who had not been able to design learning media. The reason is limited time and costs. This can be one of the causes of lack of enthusiasm for teachers and students in carrying out learning in the classroom. Because it can trigger the low student learning outcomes, the creativity of teachers in using media makes learning more innovative. Teacher creativity has an important role in improving student learning achievement.⁸

This study focuses on developing assisted plants and animals puppet media to improve playwriting skills in elementary school children. In this study, four problem formulations were formulated, namely (1) How is the need for the development of plants and animals puppet media based on conservation in students according to the perceptions of educators and students? (2) How is the character of values in the plants and animals puppet media based on conservation in the fifth grade students of elementary school?(3) How is the effectiveness of the development of plants and animal puppet media based on conservation characteristics in fifth grade students of elementary school?

Literature Review

Learning media comes from two words, namely media and learning. Media comes from the Latin language “medius” and the plural is “medium” which means intermediary or introduction. Media is an intermediary or delivery message from the sender to the recipient of the message. Learning media is everything to channel messages to stimulate students’ thoughts, feelings, concerns, and interests in learning.⁹Media is a tool, vehicle, or intermediary in any form for the success of learning.¹⁰

While puppets are a work of the nation that has existed since 1500 BC. In its development, present-day puppets are very different; the differences are not in the form, but rather in the character, content, values that want to be conveyed through the characterization of the puppet.¹¹Puppets can be called a world that has its own characters and problems that can be learned and learned from. Puppets are art objects; puppet shows are cultural performances that present values that are more humanistic and beneficial to human life.¹²

⁸Tabrani Rusyan; Cece Wijaya, *Kemampuan Dasar Guru Dalam Proses Belajar Mengajar*, 1st ed. (Bandung: Rosdakarya, 1991), 189.

⁹Arif S. Sadiman; R. Rahardjo; Anung Haryono; Harjito, *Media Pendidikan Pengertian Pengembangan Dan Pemanfaatannya* (Jakarta: PT. Rajagrafindo Persada, 2006), 6–7.

¹⁰Farid Ahmadi; Hamidulloh Ibda, *Media Literasi Sekolah (Teori Dan Praktik)*, 1st ed. (Semarang: CV. Pilar Nusantara, 2018), 108.

¹¹Amrin Ra’uf, *Jagad Wayang*, 1st ed. (Jogjakarta: Garailmu, 2010), 38.

¹²M. Masturi, *Aspek Sosial Wayang Kulit* (Surabaya: Mata Pustaka, 1996), 98.

In its development, utilization also entered into the world of education and education. Lots of types are developed. Starting from shadowgraph (*wayang kulit*), krucil puppets (*wayang krucil*), golek puppets (*wayang golek*), human puppets (*wayang orang*), grass puppets (*wayang suket*).¹³ In its development, the use of puppets also entered the world of education and teaching. Many types of puppets are developed. Starting from shadowgraph (*wayang kulit*), krucil puppets (*wayang krucil*), golek puppets (*wayang golek*), human puppets (*wayang orang*), grass puppets (*wayang suket*). In its performance, puppet is not only related to the sound of culture, social community, entertainment, but also closely related to the performance of drama performed by various figures mediated by tools in the form of puppets.¹⁴

The development of the times, puppets are used in learning in the form of puppet media. Puppet media is a media that is made from cardboard, grass, paper or whatever is designed in the form of puppets. Puppet media can be interpreted as a medium that has character / character in the characterization of puppets. In the world of puppetry itself, puppets are in character, manifestations, not just physically.¹⁵ Apart from the skin, puppets can be made of paper, cardboard, grass, and others that can be designed according to the times. The aim, in addition to the mission of preserving culture, is also to instill conservation values in the era of the Industrial Revolution 4.0 and Society 5.0. If from an early age children in elementary school do not know the culture and love of the environment, then in the future it will be dangerous for the future of the nation.

Conservation referred to here is conservation education that is full of cultural values. Conservation in the context of education is a learning process to build the spirit of the community (students) about the environment for present-day insightful development and attention to the future. The goal is to change the behavior and attitudes of the community to increase knowledge, skills and awareness with conservation values as an investment in nature preservation in the present and future.¹⁶

There are 11 conservation characters that are relevant to Presidential Regulation Number 87 of 2017 concerning Character Education Strengthening (PPK) and Minister of Education and Culture Regulation (Permendikbud) Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units. The eleven conservation characters

¹³Ra'uf, *Jagad Wayang*, 156–77.

¹⁴Ra'uf, 12.

¹⁵Hamidulloh Ibda, *Media Pembelajaran Berbasis Wayang (Konsep Dan Aplikasi)*, ed. Husna Nashihin, 1st ed. (Semarang: CV. Pilar Nusantara, 2017), 65.

¹⁶Utomo, *Pendidikan Konservasi*, 13.

include religious, honest, intelligent, fair, responsible, caring, tolerant, democratic, loving homeland, tough and polite.¹⁷

The use of plant and animal puppet media at the elementary school level especially in fifth grade is very important, because the puppet media can be used as an alternative medium of learning in elementary schools. Learning media is useful so that learning is more interesting and the learning atmosphere becomes more fun. Puppets that are used as learning media can attract students' attention.¹⁸

Research on the use of puppets for learning in elementary schools proves the effectiveness of puppet media. As existing research, states that the use of puppets can affect the knowledge and attitudes of school students from. A total of 14 of the 16 students (87.5%) who participated in the puppet shows felt a positive effect on the development of their daily knowledge and attitudes.¹⁹This research, proving puppets can affect students' knowledge and attitudes. This situation is also expected to occur on plant and animal puppet media. The development of media for plants and animal images is expected to be able to help children in writing conversational texts in fifth grade elementary school.

Other research also mentions the use of puppet media increases in integer learning outcomes in fourth grade students of Elementary School of Puntan 01 Batu, Malang.²⁰Similarly, research at the Klangonan elementary school in Gresik. From this research, there is an increase in student activity, in the first cycle, namely 83% and in the second cycle to 90%. The percentage of completeness of student learning outcomes has increased for two cycles, in the first cycle that is 62% and in the second cycle to 91%. From these results it can be concluded that the use of puppet cartoon media on number roads can improve the learning outcomes of integer addition operations in class fifth grade elementary school of Klangonan, Gresik.²¹

From the related literature above, developing learning media by utilizing puppets is very urgent, especially the puppets media is now

¹⁷Utomo, 55.

¹⁸Hersa Zafira; Filia Prima Artharina, "Pengembangan Media Wayang Tematik Pada Tema Indahnya Negeriku Sebagai Pendukung Scientific Approach Kelas IV Sekolah Dasar," *REFLEKSI EDUKATIKA* 8 (2017): 10, <http://jurnal.umk.ac.id/index.php/RE/article/view/1778>.

¹⁹Carl j. Dunst, "Effects of Puppetry on Elementary Students's Knowledge of and Attitudes Toward Individuals with Disabilities," *International Electronic Journal of Elementary Education* 4 (3) (2012): 455, <https://files.eric.ed.gov/fulltext/EJ1068591.pdf>.

²⁰Gita Handayani, "Peningkatan Hasil Belajar Penjumlahan Bilangan Bulat Melalui Media Papan Wayang Pada Siswa Kelas IV SDN Puntan 01 Batu" (Universitas Muhammadiyah Malang, 2017), vii, <http://eprints.umm.ac.id/35565/1/jiptumpp-gdl-gitahanday-48113-1-pendahul-n.pdf>.

²¹Mamluatul Karomah; Budiyono Sadiman, "Peningkatan Hasil Belajar Operasi Penjumlahan Bilangan Bulat Dengan Media Wayang Kartun Di Jalan Bilangan Di Sekolah Dasar," *Jurnal Penelitian Pendidikan Guru Sekolah Dasar (JPGSD)* 1 (2) (2013): 1, <http://jurnalmahasiswa.unesa.ac.id/index.php/jurnal-penelitian-pgsd/article/view/3055>.

beginning to be unknown to children in the millennial era like this. The benefits of developing learning media that can “make students active during learning take place”, so that researchers develop puppet learning media.²² Even though it is already in the high class class, but pleasant media provides more attraction to students. Then interesting learning media is needed by students. Through images of plant puppets, students will be interested in the material presented by the teacher.

Stories have a big influence on children’s character development. Positive stories will certainly be role models for children’s behavior. Especially if the story that conveys is a teacher. For elementary school students, the teacher is considered an idol figure. Even children are easier to accept teacher’s advice than their parents’ advice. So, stories with conservation content are very important to be integrated in interesting plant and animal puppet media. At present the moral conservation content is very much needed by students so that attractive packaging will have positive implications for children’s development which must be presented in the form of learning media that are of interest to them.

Method

Researchers use research and development. This study simplifies the ten steps of research and development according to Borg & Gall to seven steps, namely (1) research and data collection, (2) planning, namely preparing a research plan and formulating detailed items, (3) developing a product draft, namely developing a tool for measuring success and expert testing, (4) initial field trials, (5) revising the results of trials, (6) field trials, and (7) revisions to the results of field trials.²³

In this study the variables were grouped into three, namely (1) development of plants and animal puppets media based on conservation in learning to write fifth-grade creative drama script at Elementary School of Sampangan 01, Semarang City according to the perceptions of educators and students, (2) development of plants and animals puppet media based on conservation in learning to write creative drama scripts in fifth grade elementary school of Sampangan 01, Semarang City according to the validator, and (3) the effectiveness of plants and animal puppets media based on conservation in learning to write a fifth-grade creative drama script in Elementary School of Sampangan 01, Semarang City.

The sources of effectiveness test data are educators and students conducted in limited trials. The data collection activities required the following instruments (1) questionnaire for development needs, used to

²²Saiputri, “Pengembangan Media Pembelajaran Wayang Pada Materi Mengenal Jenis-Jenis Pekerjaan Siswa Kelas III SDN Ngadirejo 2 Kediri Tahun Ajaran 2016/2017,” 9.

²³Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, 1st ed. (Bandung: PT. Remaja Rosdakarya, 2010), 169.

obtain data on the needs of plant puppets and conservation-charged media for writing drama according to the perceptions of educators and students, (2) interview guidelines, used to obtain data or information about the need for plant puppets and conservation-filled media to write dramas, (3) learning media validation test questionnaire, used to obtain the results of the design test or assessment of the feasibility of plants and animals puppets media based on conservation for writing dramas in fifth grade students of elementary school, (4) observation sheets for learning implementation, used to find out learning activities in the class on drama script writing material, and (5) student assessment instruments used to get scores on student learning outcomes in learning to write drama scripts that contain conservation values. The process of preparing the questionnaire includes (1) conceptual definitions, (2) operational definitions, and (3) instrument grids.

Findings and Discussion

Learning Media Needs for Teachers and Students

The need for the development of plants and animal puppets media based on conservation in learning to write creative drama scripts in fifth grade in elementary schools according to the perceptions of students which is a reference in developing plants and animal puppets media is obtained based on the results of analysis of development needs according to students and educators. The need for the development of plants and animals puppets media based on conservation in learning to write creative drama scripts in fifth grade in elementary schools according to the perceptions of students, includes the needs of the packaging aspects, content aspects, context aspects, character aspects, and aspects of language skills.

In the indicator aspect, there are twelve indicators. The twelve indicators include (1) the appearance of the upper puppet box, (2) the appearance of the side puppet box, (3) the color of the puppet box, (4) the picture of the puppet box, (5) the puppet box material, (6) the title, (7) the theme of the play, (8) the shape of the puppet box, (9) the material of the puppets, (10) the size of the puppets, (11) the color of the puppets, (12) the material of the puppets. In the content aspect, there are five indicators. The five indicators are (1) the contents of the puppet box, (2) the puppet theme, (3) the puppet supporting facilities of the handle material, (4) the writing of puppet characters, (5) the writing style of the puppet characters. In the context aspect, there are two indicators. The two indicators are (1) plant and animal species, (2) story interest.

In the character aspect, there are three indicators. The three indicators are (1) the feelings of students about the current natural conditions, (2) the interest in plants and animals puppets media, (3) the feeling of seeing rare plants. Then in the aspect of language skills there are

two indicators. The two indicators are (1) preferred material in Indonesian language lessons, (2) interesting aspects of language skills.

Based on the results of the analysis of the needs of developing plant and animal puppets related to conservation in learning to write fifth-grade creative drama scripts in elementary schools, it can be seen that students hope that puppets are made with the appearance of the upper box design with title, educational unit level, class, picture, and user guide. On the side of the puppet box display there are picture illustrations, puppet lists, and themes. As for the color of the puppet box is made varied and harmonious. The puppet box is made from plastic base material.

The title of the puppet box is “Let’s Write Creative Drama Scripts” (“*Mari Menulis Naskah Drama Kreatif*”). The theme of the drama script is conservation. The expected shape of the puppet box is the beam. The contents of the puppet box are rare puppets of plants and animals. The puppets handles are made of bamboo which are made with used newspaper. The color of the puppets is varied. For writing the puppet characters are placed on the back side of the puppet. It is expected that packaging and contents of puppets can attract students so that learning can take place well and succeed as expected.

Based on the results of the analysis of the need to develop plants and animals puppets media with conservation values in learning to write creative drama scripts in fifth grade in elementary schools, it can be seen that educators and students hope plants and animals puppets media are made with titles and attractive colors. The contents of the puppet are expected to also consist of several plants and animals that are almost extinct or rare.

Puppets handles are made from bamboo which used used paper with the purpose of using used goods. The themes taken are related to existing conservation by caring for the environment and accepting plants and animals with the aim of improving character care for students. In addition, the drama content of the script is expected to also increase students’ sympathy regarding solutions to ensure environmental balance.

Values and Character in Plants and Animals Puppet Media

The value to be developed in learning to write drama scripts assisted by plants and animals refers to 17 characters that have been determined by Presidential Regulation Number 87 of 2017 on Character Education Strengthening (PPK) and Minister of Education and Culture Regulation (Permendikbud) Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units which is integrated in the nine conservation characters from the 11 characters above.

First is respect for nature, nature has the right to be respected, not only because human life depends on nature. Second is the principle of responsibility to nature, the principle of responsibility here is not only individually but also in groups or collectively. Third is cosmic solidarity, Cosmic solidarity encourages people to save the environment, to save all life in nature.

Fourth is the principle of love and care for nature. The principle of compassion and caring is a one-way moral principle, meaning without expecting for a reply. Fifth is the principle of not being detrimental, is the principle of unnecessarily harming nature. The minimum form is not having to take actions that harm or threaten the existence of other living things in the universe.

Sixth, the principle of living is simple and in harmony with nature. This principle emphasizes value, quality, way of life, and not wealth, means, material standards. Seventh, the principle of justice. The principle of justice is very different from the previous principles. The principle of justice is more emphasized on how humans must behave one against the other in relation to the universe and how the social system must be regulated in order to have a positive impact on environmental sustainability.

Eighth, the principle of democracy. The principle of democracy is closely related to the nature of nature. The universe is very diverse. Diversity and plurality are the nature of nature, the nature of life itself. Ninth, the principle of moral integrity. The principle of moral integrity is primarily intended for public officials. This principle requires public officials to have respectable attitudes and behavior and uphold moral principles that secure the public interest.

To achieve these values, themes are arranged which are indeed closely related to conservation. After mapping the compatible values, then students developed into the first drama script, namely:

Theme 1: Planting Teak Trees (teak trees, squirrels, birds, pine trees)

Theme 2: Caring for the Banana Tree (banana, mouse deer, turtle)

Theme 3: Flower Garden (bees, roses, jasmine flowers)

Theme 4: Delicious Durian (durian, rambutan, goat)

Theme 5: Air Pollution (butterflies, fir trees, elephants)

Theme 6: Rafflesia dear (rafflesia, monkey, rhinoceros)

Theme 7: Worm Hero of the Land (worms, corn, ants)

Theme 8: Joy of Farmer (rice, buffalo, starling)

Theme 9: Green Betel Leaves (betel leaf, mouse deer, turmeric)

Theme 10: Let's plant crops (ferret, bamboo tree, panda)

From the results of the study, there were several things found. First is the characteristics of the development of plants and animals puppet media from the packaging aspect. Based on the results of the study, the characteristics of the plants and animals puppet media charged with conservation in learning to write creative drama scripts in fifth grade students of elementary school according to student perceptions are on the display indicators of the puppet box with the title, educational unit level, class, picture and book instructions.

The appearance of the puppet box from the side says picture illustrations, puppet names, and themes. The color of the puppet box is varied and harmonious to make it attractive. Puppet boxes are given images of puppet creations. The box is made of plastic. The title of the puppet box "Let's Write Creative Drama Scripts" (*"Mari Menulis Naskah Drama Kreatif"*). The theme chosen is conservation. The beam puppet box. Puppets are made of plywood with a size of 21-25 cm. The color of the puppets is varied and harmonious. The puppet handle is made of bamboo.

Second is the characteristics of the development of plants and animals puppet media from the aspect of content of conservation theme. Puppet handrails are made from used newspapers. For the writing of puppet characters placed on the back side of the puppet. The font writing style is Times New Roman.

Third, the characteristics of developing of plants and animals puppet media from the context aspect. Based on the results of the study, the characteristics of the developing of plants and animals puppet media with conservation contents in learning to write creative plays are in the form of rare plants and animals. In the indicator of storytelling, students are interested in telling how to care for plants and animals as well as the friendship of plants and animals.

Fourth, the characteristics of the development of plants and animals puppet media from the aspect of character. Characteristics of the development of plants and animals puppet media charged with conservation values from the aspect of character on the indicators of students' feelings about the current natural condition are sad and want to care. On the indicator of interest in collided puppets and animals are very interested. The feeling of seeing rare plants and animals is to preserve and maintain.

Fifth, the characteristics of plants and animals puppet media from aspects of language skills. Characteristics of the development of plants and animals puppet media based on conservation values from the aspect of language skills on the preferred material indicators in learning Indonesian are writing drama scripts. In the indicator aspect of language skills, the most preferred is writing skills. It is expected that after knowing the

character of each character covered by the theme, students can write creative drama scripts that contain conservation values.

Utilization of Plants and Animals Puppet Media

Puppet is one of the highest achievements in Indonesian culture. By itself puppet has measured about how the inheritance of national values was carried out and lasted for centuries.²⁴Puppets are also a reflection of the life of the people of their time, so what the puppet is currently actually describes what the nation is like now. Continuous efforts to create synergies between community life and art are actually a wise educational pattern, where values (including law) are socialized in a beautiful way, by placing humans in their nature. In turn, the ideal values in the puppet will affect the quality of ethics and aesthetics of society in real life.

In this plants and animals puppet media, the characters are adapted to 17 characters according to each plant and animal that are in accordance with the science book about plants and animals. These characters are in accordance with Presidential Regulation Number 87 of 2017 on Character Education Strengthening (PPK) and Minister of Education and Culture Regulation (Permendikbud) Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units.

In the regulation, there are several characteristics of the Indonesian Nation that must be taught and strengthened to our children. Among them are religious values, honest, tolerant, disciplined, hard working, creative independent, democratic, curiosity, national spirit, love for the country, respect for achievement, communicative, peace-loving, fond of reading, caring for the environment, caring for the social and character be responsible.²⁵

In the technical use, plants and animals puppet media have usage rules. First, each puppet media package is played according to the specified theme. Second, each student gets a plant / animal puppet media in groups according to the theme that has been shared by the teacher in the class. Third, puppet figures cannot be exchanged. Fourth, each puppet media has a character according to what has been determined above, both plant and animal puppet media. Fifth, characterizations of drama scripts are adjusted to character. Sixth, the length of the play is assumed to be played with a duration of 4-5 minutes.

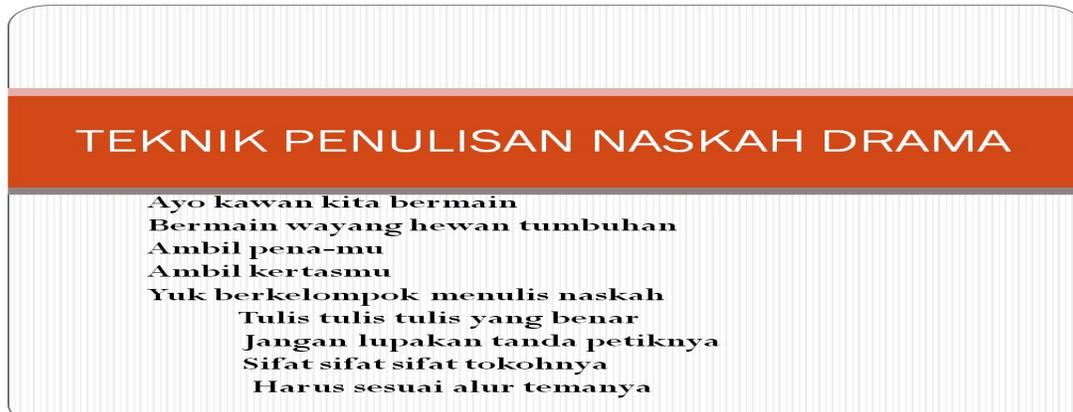
The learning scenario using plants and animals puppet media is as follows:

²⁴Teguh Soedarsono, *Pewayangan Berperspektif Perlindungan Saksi Dan Korban* (Jakarta: Lembaga Perlindungan Saksi dan Korban (LPSK), n.d.), 24.

²⁵Setkab, “Peraturan Presiden Republik Indonesia Nomor 87 Tahun 2017 Tentang Penguatan Pendidikan Karakter (PPK),” Pub. L. No. 87/2017, 4 (2017), http://sipuu.setkab.go.id/PUUdoc/175310/Perpres_Nomor_87_Tahun_2017.pdf.

1. Equip students with good and correct playwriting techniques through powerpoint slides

Picture 1
Slide Show Drama Script Writing Technique



Source: Researcher's document.

2. Give questions to students about the definition of conservation and its values
3. Divide students into several groups with one group consisting of 2-3 people
4. Students discuss with their respective groups to determine the contents of the drama script
5. In groups students compose creative drama scripts
6. Students ask for parts that are not understood
7. Alternately students display creative drama scripts in front of the class
8. Students get verbal evaluations related to character, mandate, background, plot, and title
9. The appearance of students is responded to by other groups
10. Students make summaries guided by the teacher
11. Evaluation

Effectiveness of Plants and Animals Puppet Media

The results of the pretest and posttest were compared aimed at determining the effectiveness of the product of development research in the form of plants and animals puppet media based on conservation values. Product testing aims to determine the ability of students to write creative drama scripts after students understand the title and character of each character.

In this initial test learning, learning does not use plants and conservation animals. The results of the initial test learning skills for writing creative drama scripts are presented in the table below:

Table 1
Initial Test Results for Skills for Writing Creative Drama Scripts for
Students in the V-A class elementary school of Sampangan 01,
Semarang city

Number	Range of Value	Total of Students	Percentage
1.	85-100	0	0 %
2.	75-84	2	7 %
3.	65-74	6	21 %
4.	25-64	20	72 %
Total		28	100 %

Based on table 1, it appears that there are no students whose values are in the range of 85-100. It can be seen that students who reached the range of 75-84 as many as 2 people or 7% of the total number of students, a range of values from 65-74 as many as 6 people or 21% and which reached a range of 25-64 as many as 20 people or 72%.

Table 2
Initial Test Results for Skills for Writing Creative Drama Scripts for
Students in the V-B class elementary school of Sampangan 01,
Semarang city

Number	Range of Value	Total of Students	Percentage
1.	85-100	0	0 %
2.	75-84	1	3 %
3.	65-74	10	32 %
4.	25-64	20	65 %
Total		31	100 %

Based on table 2, it appears that there are no students whose values are in the range of 85-100. It can be seen that students who reached a range of 75-84 as many as 1 person or 3% of the total number of students, a range

of values from 65-74 as many as 10 people or 32% and which reached a range of 25-64 of 20 people or 65%.

Assessment of the final test with written tests with assessment indicators (1) quality and scope of content, (2) organization and presentation of content, (3) language style and form, (4) mechanics, consisting of grammar, spelling, punctuation. The neatness of writing, and cleanliness, and (5) the teacher's affective response to writing. In the final test, it appears that there is an increase in learning outcomes compared to the initial test.

The following are the final results of the assessment of writing creative plays in the V-A class of Sampangan 01 elementary school, Semarang City:

Table 3
Final Test Results for Writing Skills for Creative Drama Learning Using Media with Conservation of Plants and Animals Puppet Media in the V-A Class Elementary School of Sampangan 01, Semarang City

Number	Range of Value	Total of Students	Percentage
1.	85-100	2	7 %
2.	75-84	20	72 %
3.	65-74	6	21 %
4.	25-64	0	0 %
Total		28	100 %

The final results of students in writing creative drama scripts with conservation content seem very different compared to the results of the students' writing before using plants and animals puppet media. In table 3, the results range from 25-64 is 0%, the range of values 65-74 is 6 people or 21%, the range of values 75-84 is 20 people or 72%, and the value range of 85-100 people is 2 people or 7 %.

The following are the final results of the assessment of writing creative plays in the VB class of Sampangan 01 elementary school, Semarang City:

Table 4
Final Test Results for Writing Skills for Creative Drama Learning
Using Media with Conservation of Plants and Animals Puppet
Media in the V-B Class Elementary School of Sampangan 01,
Semarang City

Number	Range of Value	Total of Students	Percentage
1.	85-100	4	13 %
2.	75-84	25	81 %
3.	65-74	2	6 %
4.	25-64	0	0 %
Total		31	100 %

The final results of students in writing creative drama scripts with conservation content seem very different compared to the results of students' writing before using plant and animal puppets. In table 4, the results range from 25-64 is 0%, the range of values 65-74 is 2 people or 6%, the range of values 75-84 is 25 people or 81%, and the value range of 85-100 people is 4 people or 13 %.

The following are some pictures of the learning process of the students' final test (posttest) stage when writing a creative drama based on conservation values:

Figure 2
Students When Showing Results of Creative Drama Manuscripts



Source: Researcher's document.

Figure 3
Students When Showing Results of Creative Drama Manuscripts



Source: Researcher's document.

After learning using plants and animals puppet media based on conservation values, students can do several things. First is doing the practice of writing creative drama scripts in front of the class well. Second is students can explain events written in creative drama script conversations. Third is doing determine the values contained in the contents of the story. Fourth is doing determine good attitudes and solutions to problems that are the main story.

Assessment of the final test with written tests with assessment indicators (1) quality and scope of content, (2) organization and presentation of content, (3) language style and form, (4) mechanics, consisting of grammar, spelling, punctuation. The neatness of writing, and cleanliness, and (5) the teacher's affective response to writing. In the final test, it appears that there is an increase in learning outcomes compared to the initial test written in tables 3 and 4 above.

Conclusion

Based on the results of the study, it can be summed up in a few points. First is the needs of students and educators on the development of conservation-filled plants and animals in learning to write creative drama scripts can be seen from the aspects of packaging, content, character, writing skills, material, manuals, and lesson plans. Learners and educators really need plant and animal puppet media to help Indonesian language learning activities especially in drama script writing material.

Second is the character or value of plants and animals puppet media is values that consist of religious, honest, agree, discipline, hard work, creative, independent, integrated, curiosity, national spirit, love for the country, achievement, friendliness, love peace, read love, care for the environment, care for the social, be responsible, and overcome. Third is the use of plants and animals puppet media in learning to write creative drama

scripts through plants and animals puppet media conducted in groups with one group consisting of 2-3 people.

Fourth is the effectiveness of plants and animals puppet media that can be produced from the work of students in writing creative texts. This research shows the average value of students in the excellent category. The results of interviews and questionnaires showed that students were helped in learning to write drama scripts, and educators are also helped in delivering material. Therefore it can't be denied that this media is effective in learning in elementary schools.

Suggestion

For the next researcher, they can choose the puppet characters that are adapted to the context of the environment the students live in and the school environment. This will make it easier for students to explain drama scripts. If this media will be used in other Indonesian language learning materials, a reassessment of the effectiveness of the media is needed. For advanced researchers can study the limitations of this media to obtain better results from previous research.

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