

Development of Two Language Picture Cards for Javanese Introduction to Early Childhood

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Abstract

Early childhood education is an essential period which requires distinguished attention. At this age, children experience tremendous rapid development. In the implementation of education in kindergarten, teachers provide children's education through teaching which is adapted from the curriculum. However, nowadays, it is still scarce for kindergarten institutions in the Special Region of Yogyakarta in implementing local potential in their area, one of which is local wisdom which introduces Javanese language to children in kindergarten. The objective of this study is to examine the feasibility of a learning media developed by researchers to corroborate learning with local wisdom introduction to the Javanese language, which is through bilingual picture cards. The method employed in this research is the Research and Development method by applying the ADDIE model. Bilingual picture cards as learning media which were previously designed were evaluated and applied to teachers who teach children aged 4-6 years in kindergarten in Gunung Kidul area by applying a coaching clinic strategy.

Keyword: early childhood, local wisdom, Javanese language

Abstrak

Pendidikan anak usia dini merupakan masa penting dan perlu diperhatikan. Pada usia ini anak mengalami perkembangan yang sangat pesat. Dalam pelaksanaan pendidikan di sekolah Taman Kanak-kanak, para guru melayani pendidikan anak melalui pengajaran yang disesuaikan dengan kurikulum. Namun, saat ini masih jarang lembaga TK di Daerah Istimewa Yogyakarta yang menerapkan potensi lokal di daerahnya, salah satunya adalah kearifan lokal untuk mengenalkan Bahasa Jawa pada anak di TK. Tujuan penelitian ini adalah untuk menguji kelayakan suatu media pembelajaran yang dikembangkan oleh peneliti guna mendukung pembelajaran dengan kearifan lokal pengenalan Bahasa Jawa, yaitu kartu bergambar dua bahasa. Metode yang dilakukan dalam penelitian ini yaitu metode *Research and Development* menggunakan model ADDIE. Kartu bergambar dua bahasa sebagai media pembelajaran yang telah dibuat diujikan dan diterapkan pada guru yang mengajar anak usia 4-6 tahun di TK wilayah Gunung Kidul dengan menggunakan strategi *coaching clinic*.

Kunci Kunci: anak usia dini, kearifan lokal, bahasa Jawa

INTRODUCTION

Early childhood education is a vital development and is aimed at early childhood. Early childhood education is a conscious attempt in facilitating physical and spiritual growth and development for children from birth to the age of 6 years

by providing stimulation and experience in an integrated and comprehensive method. Through early childhood education, children are able to grow and develop healthily, optimally, in accordance with values and norms, as well as the expectations of the community (Nur Cholimah in Arifudin et al., 2021). Characteristics possessed by early childhood which is a potential period for learning, presents a concrete nature in what they live, and performs as a unique person (Raihana, 2018). Furthermore, at an early age, children are easier to absorb various things around them, actively move, like to imagine, and also possess a great curiosity about something (Basri, 2019).

The significance of early childhood education is to enhance various abilities or potentials that children possess from an early age. It is provided to early childhood through families, schools and community environments in stimulating children's development, as well as providing development for the introduction of the surrounding environment in which children live. Efforts in encouraging children's development are required to make the children more familiar with their current living environment, one of which is through learning with local wisdom. The implementation of learning local wisdom is something which is being developed in schools in the Special Region of Yogyakarta, particularly concerning early childhood education (Hasiyati, 2020). Hasiyati (2020) asserted that learning with local wisdom should be applied to create the cultured humans and possess a character like *satriya* (warrior) for the realization of goodness, virtue, and prosperity as well as happiness. Moreover, learning local wisdom may own a good impact on children and can inspire children's development comprehensively (Pamungkas et al., 2019).

There are various methods of learning with local wisdom for early childhood, one of which is by introducing the Javanese language. This activity is able to familiarize children to recognize regional languages in the Special Region of Yogyakarta. Javanese language is one of the languages implemented for daily communication in the Central Java region, the Special Region of Yogyakarta (Daerah Istimewa Yogyakarta), and also in several regencies at East Java (Shari & Azizah, 2021). There are differences in the use of language level in Javanese language, that is by adjusting who the language user or speaker is with the speech partner or interlocutor (Wiranti et al., 2018). In this case, it is implied that the language used with peers will definitely be different from the language used to communicate with the interlocutor who is older or possesses a higher position (Wiranti et al., 2018).

Rahardjo (in Dewi & Apriliani, 2019) elaborated that there are several ways which can be performed in order to preserve the Javanese language. Hence, it can still be recognized by today's society, which are through instilling and familiarizing Javanese language and culture to children from an early age in order to make them

accustomed to and implement *unggah-ungguh* (attitude) appropriately, and teaching Javanese language to early childhood both formally at school and informally (within the family and community). Thus, the introduction of Javanese as local wisdom is crucial and needs to be applied and preserved. It is because as discovered by research conducted by Pamungkas, et al, recently, there are still PAUD (Pre-kindergarten) institutions in the Special Region of Yogyakarta which have not implemented local wisdom learning.

Learning media can be employed as a tool in implementing learning combined with local wisdom, particularly in introducing the Javanese language to early childhood. This media is performed to convey knowledge and information about the Javanese language (Setyowati & Khasanah, 2021). Learning media is a learning support tool which is able to encourage children to be frequently active during the learning process by receiving stimuli through their senses (Nurrahman, 2018). There are numerous types of learning media for children, one of which are physical media and digital media, in which these learning media play a crucial role in conveying information in the form of learning materials (Firmandasari et al., 2020).

Hamalik asserted that learning media can be applied to overcome the limitations of space, time, and the human senses, and can enhance the students' activities in the classroom (Asmariyani, 2016). Moreover, Brown (in Suwardi, 2011) added that the implementation of learning media in learning activities affects the learning effectiveness. It is also in accordance with the research result by Zaini & Dewi (2017) which discovered that learning media is significantly useful and able to corroborate the stimulation of children's development. Thus, learning media can be employed to enhance student learning.

For this reason, researchers are concerned in developing learning media in the form of two-language picture cards. This media is utilized as a medium of learning with local wisdom in introducing Javanese language to children aged 4-6 years, who apply two languages, which are Indonesian and Javanese. This media associate media with physical form (dual language picture cards) and media in the form of gadgets (applications). Hence, by utilizing it, the teachers are able to provide learning with local wisdom, and children can use the media as a means of playing while learning that is escalating knowledge on Javanese language and enhancing its development. This research was conducted with the objective of identifying the feasibility of using two-language picture cards to support learning with local wisdom in introducing Javanese language to children aged 4-6 years.

METHOD

In this study, researchers employed a bilingual picture card learning media by implementing the Research and Development (R&D) research method. The development of learning media products in this study used the ADDIE research model which stands for Analysis or analysis, Design or design, Development or development, Implementation or implementation, Evaluation or evaluation (Cahyadi, 2019). Researchers utilized this method due to its conformity with the analysis of the existing problems and the results of the product produced by the researcher. Furthermore, this method was performed in order to acquire the expected research objectives. The steps conducted in this research are as presented in the following chart.

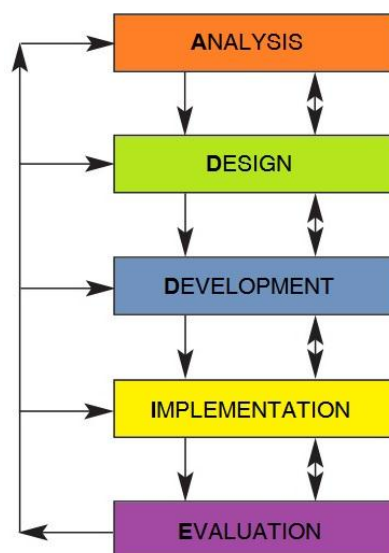


Figure 1. ADDIE Model Product Development Steps

In the analysis stage, researchers analyzed the needs of PAUD institutions in achieving learning objectives and determined what would be employed to overcome the existing problems. Furthermore, the researchers conducted product designs in the form of learning media. After designing the product, the researcher performed product development. At this stage, the researcher also conducted product validation by experts, and it was revised if necessary. The next stage is the implementation stage, in which the researcher applied the learning media products for PAUD teachers. Then, an evaluation was administered, in order to identify the advantages and disadvantages of the learning media products which have been designed.

The research subjects in this study were PAUD teachers who are teaching children aged 4-6 years in Gunung Kidul regency, precisely in Giripurwo Village,

Purwosari District, implemented by utilizing a coaching clinic strategy (short training). This research was conducted on March 2022. The data collection techniques administered were observation, documentation, and interviews; while the data analysis technique implemented by the researcher was descriptive qualitative. Moreover, the equipment employed in this study was in the form of bilingual picture card learning media products and applications.

RESULTS AND DISCUSSION

This research was conducted in Giripurwo Village, Purwosari, Gunung Kidul, Special Region of Yogyakarta. Giripurwo Village possesses 16 PAUD institutions encompassing Similar PAUD Units (SPS), Playgroups (KB), and Kindergartens (TK). In performing this research, we examined the media on 45 teachers from 16 PAUD institutions in Giripurwo Village.

In this study, learning media products were produced in the form of two-language picture cards designed by researchers beginning from the planning stage, which are conducting problem analysis and continuing with the learning media product design. The media designed was adapted to the theme of learning in PAUD, that is utilizing the theme "body" and the sub-theme of "understanding body parts". The researcher made a card in which pictures and descriptions were provided in two languages, Indonesian and Javanese (in the description of Javanese, the researcher employed the *ngoko alus* (the politest Javanese language) language level. The names of the body parts that the researchers applied were 16, which were head (*sirah*), forehead (*bathuk*), eyebrows (*alis*), eyes (*mripat*), nose (*irung*), mouth (*lambe*), tongue (*ilat*), teeth (*untu*), ears (*kuping*), hair (*rambut*), elbows (*sikut*), hands (*tangan*), fingers (*driji tangan*), knees (*dhengkul*), feet (*sikil*), toes (*driji sikil*).

After producing the product design, the researcher then developed the learning media. The form of learning media designed by researchers is in the form of media cards equipped with numbers, pictures, language descriptions, and QR codes, as well as implementation later employed to scan QR codes. Then, validation of learning media was also performed by experts. The results of the bilingual picture card learning media product are as follows.



Figure 2. Bilingual Picture Card



Figure 3. Bilingual Picture Card Application



Figure 4. Pages on the Bilingual Picture Card Application

After the learning media was completed, the researchers then implemented the media for 45 PAUD teachers in Giripurwo Village, Purwosari, Gunung Kidul. In the application, a coaching clinic strategy was conducted, in which researchers provided training associated with the implementation of bilingual picture card learning media in groups. Then, the teachers were provided the opportunity to be able to practice the way to apply the media. During the application of this implementation practice, each teacher attempted to install the application and practice using the media.



Figure 5. Implementation of the Use of Bilingual Picture Card Learning Media

Learning media was practiced by PAUD teachers, then a joint evaluation was performed in each group. Overall, the teachers were extremely interested and enthusiastic in applying this media. Apparently, this type of media has never been implemented by teachers. Moreover, the media is attractive and colorful, and is equipped with interesting pictures. This learning media also employs an application on the gadget which is applied to scan the QR code in which after scanning, a sound which is able to read the image descriptions occurs in both languages. With this sound, the teachers believed that the children in the classroom will be more interested in learning. However, this learning media also discovered some shortcomings based on the evaluations submitted by PAUD teachers; some of the teachers' gadgets which applications are difficult to install, card scanning must be sequential and cannot be randomized, hence, it produces less flexible, and scanning must be completed on every card that is used. can take a long time.

Based on the results of the research, PAUD teachers in Giripuwu Village are tremendously enthusiastic on practicing the two-language picture card learning media to introduce Javanese to children. Bilingual picture card learning media possesses benefits for teachers, particularly in facilitating the teaching and learning process to recognize the names of body parts using Indonesian and Javanese language. This media provides audio and visual concepts, that is an audio in the form of sound which is heard after scanning the QR code utilizing the application, as well as visuals in the form of images, colors, words, and numbers presented on cards and applications. The utilization of learning media in the classroom also attracts the children's attention and focus. It is because the learning media applies other objects. Furthermore, this media also owns advantages over several aspects of child development, such as language, socio-emotional, and cognitive aspects.

Learning media which are suitable for early childhood use are media that are suitable for their age level. In this case, the conformity is in the form of the use of color (basic colors, such as red, blue, green, yellow, orange, purple, pink), images

that are real and clearly visible, the size of the media which is appropriate and can be seen by children (the size is not too big and not too small), the media material application which are safe for children and relevant for children. The media for the bilingual picture card designed by the researcher was attempted to meet the suitability of learning media.

The bilingual picture card learning media is basically feasible and can be implemented by teachers in learning the self-theme sub-theme of limbs. This media was administered to provide diversity in learning activities in the classroom. Through the media of bilingual picture cards, teachers are able to introduce the Javanese language to the children as local wisdom in the Special Region of Yogyakarta. However, the media still needs to be developed as some shortcomings still occur in terms of the use of words, images, design and application systems.

CONCLUSION

Based on the research results and discussion, it can be concluded that the learning media for bilingual picture cards is a suitable learning medium. This media is able to ease teachers to convey material to students regarding the introduction of body parts in Javanese language. However, this learning media still requires to be improved and refined for several aspects, such as the use of words in Javanese language, the arrangement of colors in language descriptions, the use of images, and the creation of simpler applications.

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