Feasibility of Project-Based Learning-Based Cardboard Puppet Media with Local Wisdom *"Ondorante"* to Improve Speaking Skills of Grade V Elementary School Students

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ABSTRACT

This research is based on the unattainable goals and achievements of the learning of speaking skills of elementary school students. In addition, the use of learning media and learning models that can help the student's speech skills process is not optimal. The solution in this study is to develop local intelligence-based project-based learning media to improve student speaking skills. This research aims to find out the usefulness of cardboard-based project-based intelligence-loaded learning media for improving primary school student's speaking abilities. The method used is (RnD) with the ADDIE model consisting of Analysis, Design, Development, Implementation, and Evaluation. (Evaluasi). The research was carried out in SD Negeri Regaloh 02, district of Pati on students of grade V of elementary school. The validity test is obtained from the media validation results, the total score is 60 with a percentage of 93.75% and is said to be very well used with little revision. In contrast, the material validation score is 35 with 87.5% and it is said that it is excellently used with a few revisions. Therefore, the average result of the expert validation recapitulation is 90.625%. It can be concluded under the cardboard media with a project-based learning model loaded with local wisdom to improve the speaking skills of elementary school students is considered worthy and ready to be tested by students.

Keywords: Learning Media, Local wisdom, Project-based learning, speaking skills, media credibility

INTRODUCTION

Speaking skills are the primary skills that students should learn from an early age to adulthood to communicate well with others. Speaking is a process of communication, in which there is a message. (Luis & Moncayo, 2017). Speaking skills are the skills of a person in communicating to others orally. (Onainor, 2019). Speaking skills are a form of human behavior associated with neurological, linguistic, and psychological factors (Suriani et al., 2021). Speaking abilities are a process of a person's communication in laying up a variety of words into a sentence so that others understand the message delivered either in the form of ideas, opinions, ideas, or expressing all the feelings and content of the heart. In learning the Indonesian language to perfect access and fulfill the learning objectives after a basic set of developmental skills such as Reading Skills, continued by

reading and writing Speaking Skills, and Presentation Skills.

Based on the identification that has been carried out in SD Negeri Regaloh 02 district of Pati, it was found that the objective of learning the Indonesian language on access to learning speech skills elements in class V was not achieved. It was obtained based on visits with class V. The students were not optimal in being able to convey information orally to entertain and persuade their partners according to the law and context. The pupil lacks new vocabulary that has denotative, connotative, and figurative meanings; the correct choice of words following cultural norms; and the transmission of information smoothly and accurately. Students have not optimally conveyed feelings based on facts, and imagination (of themselves and others) beautifully and intriguingly in the form of prose and poetry with the use of vocabulary creatively. Students are not optimum in conveying their feelings verbally in a contextual way in a communicative way.

The limitation of teachers in providing media or the lack of reference and variation in learning media became one of the obstacles to improving the speaking skills of learners. In practice, teachers only focus learning on the cognitive development of the student, the student's presentation is less highlighted because it is just to raise confidence, so language development such as speech skills is rarely further stimulated. When the teaching process takes place most students are less active and learning is only centered on the teacher. Learning speaking to elementary school students in high school aims to instill courage in the student so that the student can relate the knowledge and insights he has, train the student to accept or reject the opinions of others, and shape the student so that he can appreciate other people's opinions. (Bruce, 2013). Such success can be seen in the accuracy of choosing the model, method, or medium used during the teaching-learning process. (Nurdiana, dkk. 2018).

One of the media that can improve student speech skills is the use of cardboard media. Cardboard media is one of the modified media. This medium can be used to explain all the lessons, and can also be used for improving the student's speaking skills (Dwijayani, 2019; Reffiane & Mazidati, 2016). Wayang can be used as one of the alternative learning media in elementary school because the media can attract the attention of students and can create a more enjoyable learning atmosphere (Tafonao, 2018; Zafira & Artharina, 2017). In addition to creating a pleasant learning environment, the media also can cultivate religious values and enhance the ability of primary school students to sympathize. (Pratiwi, 2018).

It should also be supported by student-centered, project-based learning methods. (Project-Based Learning, PjBL). This approach was inspired by philosopher John Dewey about learning through experience and Jean Piaget about constructivism, in which students build their knowledge through interaction with matter. (Liando et al. 2023). Thus, the learning context of PjBL is an active form in which students are actively involved in planning, implementing, and evaluating their projects. (Ismail, dkk 2021). Several previous researches related to the development of film media show that film media is worth remembering and developed and taught to elementary school students. (Mukholifah et al., 2020).

Next is the study of improved vocabulary skills in early childhood through papercraft phone media which also shows the results that the papercraft phone media that has been developed is worthy and can be applied in the learning process of early children to improve the vocabulary of children. (Lestariningsih & Parmiti, 2021). As well as research on the development of media learning cartoons on fable story material class II SDN 1 grogol district Cirebon shows results that the cartoon media that has been developed is worthy to be studied in students class II SD (Tussifa et al., 2021). The study was also conducted by

Islahatul Muthohharoh, dkk (2021) entitled "The Impact of the Use of Carton Media on the Storytelling Ability of Students in Basic Schools". The novelty of the use of carton media in storytelling activities lies in its effectiveness in improving the student's ability to tell stories. This research has contributed to the existing literature by showing the positive impact of using cardboard images as a learning tool in storytelling activities. Using cardboard pictures as a visual aid helps stimulate students' interest and involvement, improves their understanding of the contents of stories, and improves their storytelling skills. This innovative approach provides an accessible and cost-effective solution to addressing the challenges faced in storytelling activities, such as shame, lack of media, and poor narrative skills.

Subsequently supported by research by Anisaul Fauziyah, dkk (2019) entitled "The Influence of Carton Dolls on Children's Storytelling Ability" it was found that there is an influence of carton dolls on children's storytelling abilities. Based on the above department, the development of a carton-based project-based learning media loaded with local intelligence to improve the speaking skills of elementary school students is required.

METHODS

The research method used is research and development (R&D), using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) research design adopted by Dick & Carey. (Aldoobie, 2015). The object of the study is a carton film based on local people's stories that have been revised, validated, and tested for validity and reliability. The research was conducted in Regaloh 02, Tlogowungu Prefecture, Pati District, Central Java. Data sources in this study were obtained from V-class teachers and V-grade students of State SD Regaloh 02 district of Pati, with observational data gathering techniques, interviews, lifts, and validity tests.

Then the data analysis techniques in this study use qualitative data analysis Qualitative Data analysis techniques are obtained from the results of needs analysis ranging from observations, interviews, and lifts. The criticisms and suggestions given are also used as product improvements. The results are aimed at ensuring that the product developed has sufficient credibility. After all, the techniques of qualitative data analysis come from the results of the validation of media experts and material experts to know the validity of the product distributed. There are several stages of instrument development in this study as follows in Figure 1.
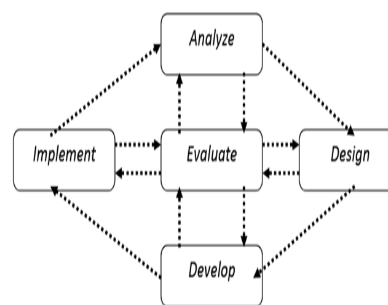

Figure 1. ADDIE model process phase

However, this research ended in the development phase to find out the media validation of the media expert and the material expert validation, so that the cardboard media developed is only used in the schools studied. The results of the research obtained in the process of development of this cardboard film media are the phase of analysis, design phase, and development phase. The validity of the film cardboard media uses a technique in data collection namely notes. The instrument used is a lift consisting of a validation lift to find out the results of the media expert and material expert validation tests. Validation criteria used in media validity, and material presented in Table 1.

Table 1. Expert Evaluation Criteria

Skor (%)	Kriteria
P>80%	Sangat Layak
61%<P≤80%	Layak
41%<P≤60%	Cukup Layak
20%<P≤40%	Kurang Layak
P<20%	Tidak layak

(Nurlaela, 2019)

Based on the table above, then the development product will end when the evaluation score of the media has qualified for credibility with the level of conformity of the material and media classified as highly qualified or qualified.

RESULT AND DISCUSSION

The process of development of film media in this study uses the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) adopted by Dick & Carey. (Aldoobie, 2015). This research is aimed at finding out the validity of the learning media of cardboard images with local wisdom of Pati, Central Java region as a media icon named "Ondorante" to improve the speaking skills of elementary school students in the fifth grade.

At the analysis stage, needs analysis is carried out to identify the potential problems that cause the gap between reality and expectation. This phase was carried out in several fields, including pupils, teachers, and test instruments, and found several problems that are being faced and the potential that exists in SD State Regaloh 02, Pati district that indicates the problems that exist in the school is the lack of students in speaking skills in front of the classroom. The media used by the teacher hasn't covered speech skills. Teachers only use narrative text and dial in small groups and read it in front of the classroom, so students are less luwes in speech skills or are passive. The results of the needs acquired are then collected in the form of learning results. The results are assembled into initial data of the existing problem and subsequently will be followed up to be solved. This data is also preliminary data for designing the product to be made.

Design stage, product development planning. This phase includes the preparation of teaching modules to improve student speech skills, and manuscripts of material according to the local wisdom icon "Ondorante". The main activities carried out were the collection of materials and materials as well as learning models from the source of the teacher's needs and the elevation of the needs of students. The results obtained from this phase are cardboard media with the learning model project-based learning loaded with local Wisdom "Oundorante" to improve the speaking skills of elementary school students.

Cardboard film media is one of the types of film media that has been modified. Teachers can use the cartridge film media to convey the story material made of cartridges with their images and given a rod to move them. (Amalia & Sulistyowati, 2020). The use of filming as an alternative learning tool in primary school is considered effective as it can attract the attention of students and create a pleasant learning atmosphere. (Tafonao, 2018; Zafira & Artharina, 2017). In Irfan's view, the use of cardboard film media is an alternative to facilitating the learning of storytelling, supporting the achievement of learning goals, and making learning more enjoyable so that students are more active.

Furthermore, education based on local wisdom is an education that teaches students to embrace concrete situations faced in everyday life. (Sumardjoko & Musyiam, 2018). According to Albantani and Madkur (2018), one of the outcomes of local wisdom-based education can be knowledge that describes the attitudes and behavior of native local cultures. With the integration of local Wisdom, the students are expected to have a good understanding of local wits; as a result, a growing respect and love for local culture and can filter out other cultures spread throughout Indonesia.

The Project Based Learning Model (PjBL) is a learning model that involves students in a particular learning project independently during a certain period ending with a product-based task or presentation. The project-based learning model is used because it has certain advantages in the learning process and one of its advantages is that it can train students' skills including thinking skills, problem-solving skills, and creativity so effective in managing students' self-confidence and building students' confidence.

The development phase is a continuation of the previous phase of producing cardboard video media with a project-based learning model loaded with local intelligence "Ondorante" to improve the speaking skills of elementary school students. At this stage developed modules and illustration illustrations of the main characters of the material manuscript as well as the manufacture of carton images. Figure illustration process using Adobe Photoshop and cardboard illustration of the illustration. Here is the process of illustration and the result of the figure illustration in Figure 2 and Figure 3.
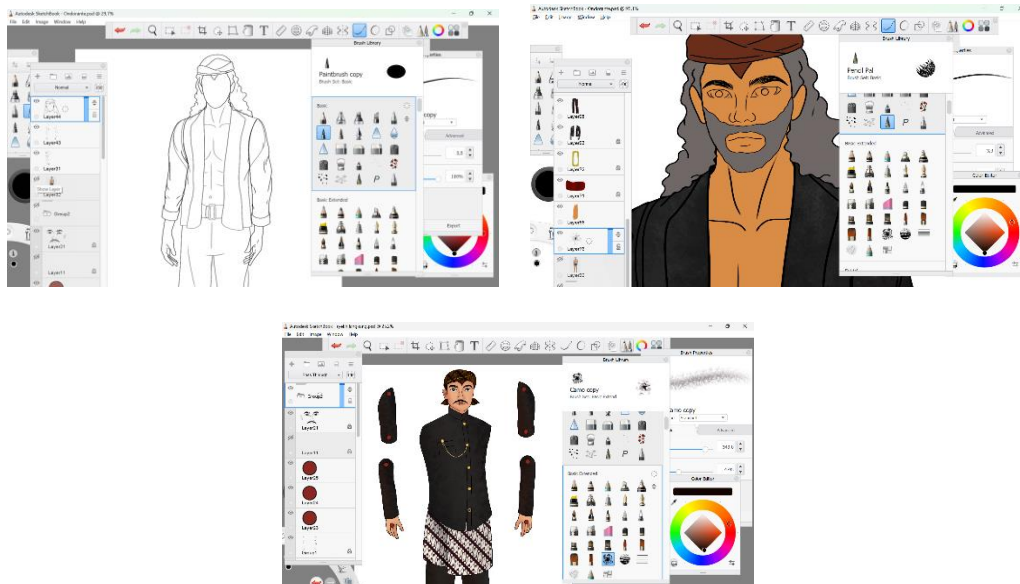

Figure 2. Process of illustrating characters using Adobe Photoshop.

Figure 3. The result is a figure illustration

Products that have been developed are then validated by media experts and material experts. The validity of the cardboard film focuses on the local wisdom of "Ondorante" with a project-based learning model to enhance student speaking skills evaluated through a lift that has been validated by media and material experts. The validation result of the media validation component obtained a score of 60 with a percentage of 93.75% and was said to be very well used with little revision. Cardboard painting as a speaking medium is one of the practical learning media that can help students improve their speaking skills.

Wahyuni (2020) argued that speech skills can be influenced by speech media. The view was supported by Princess, I. M. S., & Muryanti, E. (2023) that the media developed in the form of cardboard speech can be used by teachers to facilitate learning processes, particularly in vocabulary mastery activities to improve children's speaking skills by using the method of storytelling. Material validation consists of several aspects such as material completeness with learning access, local intelligence material compatibility aspects, and language aspects. The material validity component scores 35 with 87.5% and is said to be very well used with little revision. In addition, the materials should be adapted to the needs of students (Meilana & Aslam, 2022). The materials developed should be by the facts, and the development of science and submitted in an interesting and easy-to-understand way (Aini et al., 2018). Kustandi & Darmawab, 2020), The results of expert validation recapitulation are described in Table 2.

Table 2. Expert validation Recapitulation results

No	Data Source	Score		Percentage	Criteria
		Total	Maximum		
1.	Media expert	60	64	93,75%	Very valid
2.	Material expert	35	40	87,5 %	Very valid
Average Rata-rata				90, 625 %	Very valid

Based on Table 2, then the test recapitalization shows an average presentation of 90,625%. Based upon such average presentation, local intelligence-oriented media that have already been developed fall into the category Very valid.

CONCLUSION
Based on research and analysis of the data obtained, the media validator scored 60 with a percentage of 93.75% and was said to be very well used with few revisions. So, the average result of recapitulating expert validation using cardboard video media with project-based learning methods loaded with local intelligence to improve speech skills by 90, 625%. It can be concluded that the video media cardboard with a project-based learning model loaded locally to improve the speaking skills of elementary school students is said to be appropriate and ready to be tested on students.

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