

Reconstruction the Legend of Prigen to Improve Reflective Thinking of Students Integrated Islamic Elementary School Al-Uswah Prigen

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ABSTRACT: This study aims to increase the love of local culture by getting to know local wisdom education from an early age so that it can foster character education and prevent the moral crisis of primary school students. Qualitative research methods were descriptive of phenomenological research designs. Data sources are legends in Prigen sub-district. This research data in the form of speech descriptions from several informants who tell the legend of Prigen. The subject of this study is Integrated Islamic Primary School Al-Uswah Prigen with objects, namely 30 students and 4 classroom teachers. The results of the study show that: 1) The continuity of the legend by increasing reflective thinking of primary school students, 2) The continuity of the legend with learning media. Creating a new paradigm of preserving the culture and tradition that has existed for a long time and is still preserved by society. The function of the legend is applied in customs to anticipate and be aware of the moral crisis to students at Integrated Islamic Primary School Al-Uswah Prigen.

KEYWORDS : *The legend, reflective thinking, elementary school.*

I. INTRODUCTION

Digitalization has now entered the world of education, while its presence has changed and attracted the sympathy of millennial generations to work. The development of technology is increasingly rapid so that the positive consequences that have been experienced by society as a whole also have negative consequences, such as weakening inter-individual relations and loss of local cultural traditions. Legend is secular (worldly), occurring in the past, and located as we live now (Danandjaja 1984: 66). Legend is also seen as a "historical" collective (folk history), even though the history is not written, it has been distorted, so that it can often be very different from the original story, the legend is usually migratory, which can move around, so it is widely known in different areas. In addition, legends are often scattered in groups called cycles, namely a group of stories that revolve around a character or a particular event. The legend of Prigen in the Prigen sub-district is interesting to study to recognize, understand, and appreciate the results of reflection, philosophical thinking, historical and socio-cultural background, community psychology, hopes, ideals, and values that people want and are proud of. The unique local culture that was used as the frame of reference for supporting community life activities was downward and downward from the assumptions put forward by Griffith (1982: 78). The results of research from Wiedy Putri Fauziah and Soedjijono in 2018 entitled *Nilai Kearifan Lokal dan Budaya dalam Legenda Prigen* published in the proceedings Seminar Nasional Kajian Bahasa, Sastra, dan Pengajarannya V Pembelajaran Bahasa dan Sastra untuk Generasi Milenial, explained that the Prigen legend has a representation of the importance of the values of a culture that must be preserved from a legend. So that the people's desire to develop this collective is ideal and rational and can be understood by the community. The community takes life lessons from a legend that keeps the message implied so that local wisdom is preserved and preserved. Not consumed by technological advances in the current era of disruption.

Azhar's assumptions (2013: 29) Indonesian language teaching uses listening learning strategies still struggling with old patterns, namely students listen and try to answer what is explained by the teacher. As for the exposure from Tarigan (2008: 2) listening and speaking were learned before entering school, while reading and writing were studied at school. The four skills are basically a unit called chess.

Smaldino's assumption states (2008: 310), video is a suitable medium for various learning, such as classes, small groups, even one student alone. That, can not be separated from the conditions of the students at this time who are growing in the culture of television, where at least every 30 minutes show different programs. From that, videos with a duration of only a few minutes can provide more flexibility for the teacher and can direct learning directly to the needs of students. The results of the research conducted by Andrew Burn in 2016

entitled Making machinima: animation, games, and multimodal, published in the journal Learning, Media and Technology, explained that the use of animation is very interesting to use to help the learning process. The goal is to stimulate the five senses possessed by humans that is why in choosing images and sounds in animation is very important. With the multimedia, the learning process can be made more interesting and interactive, this is because the object to be learned can be felt by the human senses both through vision and hearing. Still in line with the above research regarding the latest interactive media research, the results of research from Esther Leslie and Joel McKim in 2017 entitled Life Remade: Critical Animation in the Digital Age, published in the journal Interdisciplinary, explained that the terms of the project curriculum show the importance of connecting students' understanding of their representation processes and creative practices in various school curricula as different disciplines: in this case, literacy, media education, music, art, and ICT.

The teacher must be able to master suitable tools to be used in the learning process so that through the use of learning media the learning objectives can be achieved effectively and efficiently. According to Arsyad (2013:4) that the media carries messages or information aimed at instructional or contains the purpose of teaching, the media is called learning media. As for the harmonious exposure of Denis McQuail (1987:16-17) new media as telematic media which are different electronic technology devices with different uses. Meanwhile, Martin Lister et al. (2009: 13) states that new media terminology refers to large-scale changes in media production, media distribution and media use that are technological, textual, conventional and cultural. Has several characteristics, namely digital, interactive, hypertextual, virtual, network, and simulation.



As for Ibiz's assumptions (2002), animation is a process of recording and playing back a series of static images to get an illusion of movement that moves something that cannot move on its own. Galih Pranowo (2011: 1), Adobe Flash CS5 is one of the software that is enjoyed by many people because its reliability is able to do everything related to multimedia performance. Flash can also be combined with other programs, Flash can be applied to making cartoon applications, interactive animations, animation effects. So the problem of this research, namely: 1) How is the continuity of the legend to improve reflective thinking in elementary school students, 2) How is the continuity of the legend with learning media.

II. CONTINUITY OF LEGEND RECONSTRUCTION TO IMPROVE REFLECTIVE THINKING IN ELEMENTARY SCHOOL STUDENTS

Confusion is uncertainty about something that is difficult to understand, then challenges the mind and signals changes in thoughts and beliefs. Investigation is looking for information that leads to directed thoughts. By allowing confusion and investigation to occur at the same time, changes in a person's behavior can be seen, and vice versa. Reflective thinking greatly influences good or bad behavior, whether or not someone is confident. Thus the teacher must know reflective thinking to be adapted to learning. Reflective thinking is a way of changing one's behavior, and is a way to overcome practical problems. The legend is not just a thing of the past that does not know the truth through animated video (digital video) turning legend into reality and its existence is real by stimulating reflective thinking in elementary school students so that they can solve problems and implement knowledge gained from learning the legend. Digitizing the legend will be designed with an attractive design so that students are encouraged to read and learn. Besides getting new knowledge, students also get new science uses the latest educational technology and is closer to ICT. According to Dewey's assumption (2008: 310), students who have a reflective style tend to use more time to respond and reflect on the accuracy of answers. From the portfolio assessment through the results of discussion of solutions to the problems of grade 3rd and 5th students of SDIT Al-Uswah, thinking reflective is very slow and careful in responding, but tends to give correct answers. Reflective students are more likely to perform tasks such as remembering structured information, reading by understanding and interpreting text. With the explanation of the results of the study grade 3rd and 5th students at SDIT Al-Uswah Prigen had solved the problem through moral messages from the legend of Prigen, so that they learned the culture and learning Indonesian legendary material from animated videos.

However, students still need the teacher as a facilitator who can later improve the solution to the problem. At the very least, local culture has been introduced through animated videos and students can take moral messages to be used as life guidelines and applied in daily life including resolving a problem related to the environment and culture. Azhar (2013: 29) listening learning strategies are still used and teacher-centered. It can be seen from the results of research that students have become centers of learning, with the material of the legend of animated videos. So, the teacher no longer uses listening in learning. The exposure from Tarigan (2008:

2) is the basis of language learning is singular. Where elementary school student s must have singles, so that learning will be centered on students and teachers only as facilitators. Not only is legend learning more developed by using speaking and writing skills, but students will also be more interested and more fond of reading and writing.

III. CONTINUITY OF THE LEGEND WITH LEARNING MEDIA

Video is one of the learning media that serves to help students in independent learning or groups, so that the subject matter taught can be understood so that the exchange of information between the sender to the recipient so that the achievement of learning objectives is achieved. Align with assumptions Arsyad (2013: 4) that the media carries an instructional purpose message. As for the harmonized exposure also from Denis McQuail (1987: 16-17) new media as telematic media. Meanwhile, Martin Lister at. all (2009: 13) states that new media terminology refers to large-scale changes in mediaproduction.

So that it can be seen from this research that video images in a frame where frame by frame is projected through a projector mechanically so that the screen shows that the image is alive. Video can describe an object that moves together with a natural sound or an appropriate sound. The video capability of portraying live images and sound provides its own charm. Videos can present information, explain processes, explain complex concepts, teach skills, abbreviate or extend time, and influence attitudes. In the cognitive domain, videos can strengthen students in implementing new knowledge and knowledge from effective learning. In the affective domain, videos can strengthen students in feeling emotional elements and attitudes from effective learning. In the psychomotor realm, the video has the advantage of showing how things work.

As for Ibiz's assumptions (2002), animation has an effect on the image to run. In line with the assumption of Galih Pranowo (2011: 1), Adobe Flash CS5 is one of the software that is enjoyed by many people because it is able to provide an interesting effect on animation. As with the legend of Prigen, using animated videos to clarify the legendary material presented to students in grade 3rd and 5th SDIT Al-Uswah. It can be concluded that legendary material of Prigen using animated videos is very significant and provides learning media innovations previously through books. With the video animation media students are more aroused to sharpen singles in learning Indonesian, especially legendary material.

IV. FIGURES AND TABLES

Based on the results of identification of the portfolio at Integrated Islamic Elementary School Al-Uswah Prigen Al-Uswah Prigen, that the average reflective thinking of class grade 3rd and 5th. Students has experienced an increase obtained from the results of student work on the assignment given. The average results in the aspects reflective thinking student are presented in Figure 1.

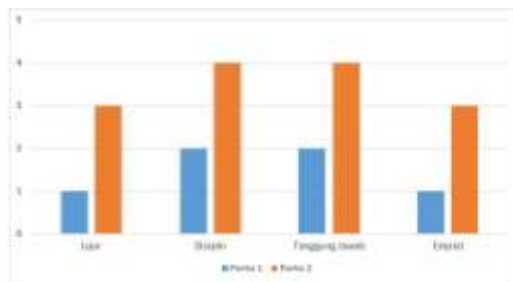


Table 1. Score achievement of reflective thinking students

The results of the average score of reflective thinking in portfolio 1 of 1.5 are classified as low. Scores on honest and empathic aspects amount to 1, in fewer categories. Scores on aspects of discipline and responsibility are 2, insufficient categories. The results before being presented are animated video media, so the teacher gives legendary material according to the textbook only. But after the media presented an animated video about the legend the results increased according to the expectations of the teachers. So that in portfolio 2 the results of the average score reflective thinking of 3.5 belong to the high category. Score on honest and empathic aspects is 3, in the good category. Scores on aspects of discipline and responsibility are 4, in the excellent category. The following is a table of aspects and indicators.

Based on the table of results of the portfolio test reflective thinking shows that the aspects of discipline and responsibility amount to 4 in the very good category and on the honest and empathic aspects of 3, in the good category. With the video animation, it can explain the general things to be special. Because students need special stimuli in the form of interactive media. So that the teachers have no difficulty in observing and reflecting on students who do not have reflective thinking sufficient.



Figure 1. Slide Animation of Prigen Legend

In the learning process, the presence of learning media is very important, because the lack of clarity in the material delivered can be helped by the presence of learning media as an intermediary. The complexity of the material to be delivered to students can be simplified through learning media. The abstractness of the material can also be concrete through learning media. Learning media is a channeling media or intermediary information from teachers to students with the aim of stimulating attention, interest, and students' willingness to learn, and creating an effective and efficient learning environment so that learning objectives can be achieved.

In line with Dewey's (2008) assumption that students who have reflective thinking styles tend to spend more time responding and reflecting on the accuracy of answers. Thus, in accordance with the assumption of Benjamin Bloom (1956) the affective domain of characteristic according to the value of solving a problem given by the teacher in order to obtain the right solution and the psychomotor domain of articulation formulate a solution to solve the problem. From exposure to the assumptions of two figures it can be stated that reflective thinking is needed by students to solve problems by formulating appropriate solutions. So students are encouraged to be more active and more careful in solving problems given by the teacher. That way students can implement learning activities in class and are accustomed to reflective thinking in daily life.

V. CONCLUSION

Most school institutions have used the media to support learning carried out with the aim of improving the quality of high-quality human resources and being skilled in utilizing existing technology. The teacher utilizes multimedia as a supporting facility in learning activities. It's just that the teacher hasn't fully been able to create or create his own media used for teaching (media by design). The teacher gets learning media from internet downloads or assistance from the local service (media by utilization). So that sometimes the media used is not fully in accordance with the material taught when the learning process occurs, then the media used must be innovative and can attract students' interest in learning at school or at home. The learning process using media makes it easier for teachers to convey and give understanding to students on the material being taught, besides that it can provide new experiences for students who are too saturated with conventional learning models conducted by teachers in this case the lecture method.

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