



**THE INNOVATION OF WAYANG KARTUN (CARTOON OF PUPPETRY)
LEARNING MEDIA IN COMMUNITY SERVICE PROGRAM FOR ACHIEVE
SDGS GOALS IN PRIMARY SCHOOL OF KONDANGJAJAR, WEST JAVA**

Moh Sayful Zuhri¹, Desy Nurcahyanti¹,

¹Universitas Sebelas Maret

Corresponding author: mohsayfulzuhri@gmail.com

Abstrak

Penelitian pengabdian masyarakat ini mempunyai tujuan untuk meningkatkan pemahaman siswa Sekolah Dasar di Desa Kondangjajar, Jawa Barat terkait mata pelajaran bercerita. Penelitian ini bertujuan untuk mengembangkan dan menerapkan media pembelajaran wayang kartun sebagai upaya meningkatkan motivasi belajar siswa. Melalui inovasi media pembelajaran diharapkan sesuai dengan tujuan SDGs bidang pendidikan yang berkualitas. Wayang kartun dipilih karena memiliki potensi untuk menarik minat siswa, serta dapat digunakan sebagai media untuk menyampaikan pesan-pesan moral dan nilai-nilai kehidupan dalam bercerita. Metode yang dilaksanakan adalah metode tindakan kelas pra dan pasca penggunaan media pembelajaran wayang kartun. Penelitian ini diharapkan dapat memberikan kontribusi dalam pengembangan media pembelajaran yang efektif dan relevan dengan kebutuhan siswa di daerah pedesaan, serta memberikan inspirasi bagi pengembangan program pengabdian masyarakat lainnya. Hasil penelitian ini menunjukkan adanya peningkatan dalam belajar siswa. Siswa lebih percaya diri dalam bercerita di depan kelas dan dapat menyampaikan pesan dengan baik.

Kata kunci: bercerita; inovasi media pembelajaran; wayang kartun; SDGs, pendidikan berkualitas

Abstrac

This community service research aims to increase the understanding of elementary school students in Kondangjajar Village, West Java regarding the subject of storytelling. This research aims to develop and apply cartoon puppet learning media as an effort to increase student learning motivation. Through innovation, learning media is designed to be in line with the SDGs goals in the field of quality education. Cartoon puppets were chosen because they have the potential to attract students' interest, and can be used as a medium to convey moral messages and life values in storytelling. The method implemented is the pre and post class action method using cartoon puppet learning media. It is hoped that this research can contribute to the development of learning media that is effective and relevant to the needs of students in rural areas, as well as providing inspiration for the development of other community service programs. The results of this research show an increase in student learning. Students are more confident in telling stories in front of the class and can convey messages well.

Keywords: storytelling; learning media innovation; *cartoon puppetry*; SDGs, quality education

Introduction



Education is a long-term investment for a nation. However, the challenge of improving the quality of education in rural areas is still a complex problem. In Indonesia, this strategy has only been implemented in a few provinces, which means that there are still several provinces that have not implemented the SDGs strategy as an effort to improve the quality of education in Indonesia. In its implementation, there are still various obstacles such as difficult access to schools, differences in customs, the quality of competency and the quality of teaching staff in remote areas which is not at all encouraging (Safitri, et al, 2022). One of the progress of a nation now and in the future in various aspects of life is the realization of quality education. A quality young generation is produced from a quality education system. Education is a long-term inventory, especially for the younger generation who will become the pillars of nation development (Ardhiya, et al, 2022).

One solution is to utilize learning media that is innovative and relevant to the students' cultural context. One way to improve the learning process of teaching by telling stories is to change the teaching patterns used by the teacher. In this case, the teaching pattern used is to use the lecture method as a learning method to assist in learning. The use of learning media that is appropriate and appropriate to the material in the teaching and learning process can arouse students' desire and interest in learning, generate motivation and stimulation in learning activities (Arsyad, 2010). Challenges in improving the quality of education in rural areas, such as Kondangjajar Village, are often faced with limited facilities and infrastructure, as well as a lack of variety of learning media that attracts students' interest. This has an impact on students' low learning motivation and difficulties in achieving learning goals.

Learning media can be interpreted as something that delivers learning messages between the sender of the message and the recipient of the message (Anitah, 2009: 4). In line with Anitah, according to Hamdani (2010: 243) learning media are learning components or physical vehicles that contain instructional material in the student environment, which can stimulate students to learn. Meanwhile, according to Trianto (2010: 209) learning media are learning equipment and materials used by teachers and students in learning activities. From the various opinions above, it can be concluded that learning media can be interpreted as a physical or non-physical media that is used as a tool in learning.

The most important thing to pay attention to when using learning media is the learning objectives or competencies to be achieved. According to Sudrajat in Hamdani (2010: 257) there are five criteria in selecting learning resources, namely economical, does not have to be set at



an expensive price, practical, does not require complicated management, is difficult and rare, easy, close and available in our environment, flexible, utilized for various instructional purposes. In accordance with the objectives, supports the process and achievement of learning goals, can arouse students' motivation and interest in learning

Telling a story is telling something that tells about an action or an event and is conveyed orally with the aim of sharing experiences and knowledge with other people (Bachtir, 2005: 10). Meanwhile, according to Dhieni (2008: 63) telling a story is an event that someone does verbally to another person with tools or without tools about what must be conveyed in the form of a message, information or just a fairy tale that is only to be listened to with a sense of fun, therefore the person presenting the story tells it interestingly. In line with Dhieni, according to Anting (2008: 18) storytelling is part of speaking skills in learning Indonesian. Speaking skills are one of the oral language skills. Storytelling is an interesting activity and is used in all learning activities. From these opinions it can be concluded that storytelling is a skill that is conveyed with a certain purpose in an interesting way. There are many benefits to storytelling, such as helping to shape children's personality and morals, channeling their imagination and fantasy needs, stimulating children's verbal abilities, stimulating and opening children's horizons of knowledge (Musfiroh, 2005: 95).

Wayang, as the nation's cultural heritage, has enormous potential to be used as a learning medium. Through interesting story visualizations and the use of simple language, wayang can convey moral messages and life values effectively. *Wayang* can be used as a medium for character education for the younger generation by adapting it to developments in the world of youth or adolescence (Junaidi, 2011:95). In line with Junaidi, according to Pasha (2011:2) wayang functions as a means of information, education and mass communication which is very familiar to the supporting community with the ultimate aim of building national and state life towards the realization of a just and prosperous Indonesian state based on Pancasila.

Cartoon puppets are props or learning tools used by teachers to convey fairy tale material that is moved by hand and in the form of cartoon images. This cartoon puppet is made from paper which corresponds to the animal characters in fairy tales. According to Levied an Lentz, the advantages of Wayang Cartoon media as a learning medium are that it directs students to communicate, arouses students' emotions and attitudes, facilitates the achievement of goals to understand and remember information and helps understand texts for students who



are weak in reading (Ngadino, 2009). The simplicity of making and playing makes cartoon puppets easy to adapt for use at the elementary school level. Especially in the activity of listening to fairy tales, with cartoon puppets the stories that are read will be more interesting, because the storyline is in a puppet stage performance. Apart from that, the use of cartoon puppets is very practical and easy for students to understand. And can be played by anyone across generations (Sudjana and Rivai, 2010: 190). So cartoon puppets have their own advantages, as stated above

This research aims to develop cartoon puppet learning media that can be used in community service programs at the Kondangjajar Village Elementary School, West Java. Apart from that, it is hoped that through this service activity, students will be confident in telling stories in front of the class. In this way, it is hoped that it can improve the quality of learning and the goals of the SDGs in the field of quality education.

Method

This research uses a classroom action research design which aims to intervene directly in the learning process and make continuous improvements. This service activity is aimed at elementary school/MI students in Kondangjajar Village, Cijulang District, West Java. The methods implemented include mentoring activities at school. This activity emphasizes practical activities by providing learning media to students. This activity uses an approach *participant active learning* to optimize the potential of students. The aim of this approach is to train students to focus and enjoy the learning they are doing. The simple cartoon puppets that were developed are used in storytelling lesson material. Then create pre-test and post-test questions to measure students' understanding in the learning process.

Results, Discussion and Impact

Implementation of the Tri Dharma of Higher Education, namely community service, can be carried out through the KKN program for students (Zuhri, et al, 2022). The Real Work Lecture Program (KKN) is a community service program intended for students. Currently the KKN program is one of the flagship programs in MBKM Village Development. To make the program more competent there needs to be continuous development and evaluation. This is an effort to make a significant contribution in accordance with community needs. There is a need for an information system to meet these needs (Cahya, et al, 2023). In KKN activities, students



are required to have a work program that is tailored to the needs of the community at the KKN location (Novika, 2022). Community service activities produce a positive impact on society (Aisy, 2024). Packaged community service program through college activities work real and expected to provide usefulness in the program. Through this program hope able to provide role academics in devoting themselves to society (Zuhri, 2022). A field survey needs to be carried out and involve the community at the location. The aim of involving the community is because the native community understands the situation on the ground (Zuhri, 2022). Real Work Lectures (KKN) by Sebelas Maret University students carry out programs that have been agreed upon and adapted to the needs of the community at the KKN location (Zuhri, 2022).

It is hoped that this community service will provide research results showing that the use of cartoon puppet learning media has a positive impact on improving student learning outcomes, learning motivation, and understanding the concept of the goals of the SDGs. This is in line with research that has been carried out which shows that learning media that is interesting and relevant to students' culture can increase learning effectiveness.

This service activity begins with providing material without using learning media using the lecture method. This activity includes pre-research to determine students' learning interests. After providing the material, a pre-test was carried out using several questions that had been prepared. The aim is to measure students' understanding after providing material using the bright method.



Picture 1

Providing Lecture Method Material



Picture 2

Pre Test

The next activity is providing material by telling stories and using several media. The material is provided with interesting activities and encouraging stimuli are provided so that



students are happy with the material that will be provided. The hope is that through this activity the students will be ready to receive the material that will be given. The explanation of the material is well presented and interactive communication increases comfort between students and presenters (Prasetyani, et al, 2023).



Picture 3

Providing Material by Telling Stories



Picture 4

Providing Material Using Media

Puppet learning media is part of Indonesian culture which has been known to students from an early age. Attractive animations make it easier for students to understand abstract concepts. Cartoon puppet media allows interaction between students and learning material. Cartoon puppets can convey moral and social values that are relevant to the SDGs.

Making this media is quite simple, the selected image can be cut and adjusted and then given a simple support. design of wayang media products cartoon done in several stages or steps, namely: (1) Material design, namely determining the content of the material that will be conveyed using cartoon puppet media. The material that will be published in cartoon puppet media is material about storytelling. (2) Product design, namely the design of the initial media product, namely cartoon wayang media, where cartoon wayang media is used to convey stories which aim to replace the characters in the story (Sukmawati, 2022). The use of cartoon puppet media through the paired storytelling model can help teachers explain fictional story material and make it easier for students to understand the content of fictional stories (Farroh, et al, 2022).

Then making envelopes containing questions can be as interesting as possible. Innovation in developing interactive learning media to increase the effectiveness of learning in the digital era in elementary schools is an important step in meeting the demands of technological developments and increasingly complex educational needs (Utomo, 2023). The most important benefit of media is increasing student learning motivation. Motivation is the

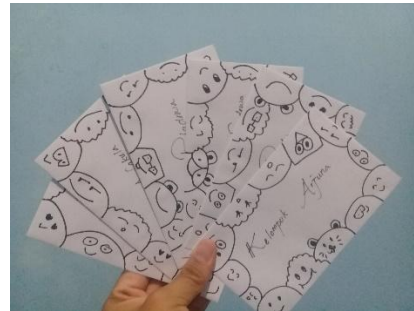


main impetus in the learning process. Without motivation, there are no learning activities (Jediut, et al, 2021).



Picture 5

Example of a Simple Cartoon Puppet



Picture 6

Example Questions in an Envelope

After providing material using learning innovations, students carried out a post test. Students are divided into several small groups. After students work on the questions that have been given, then students present the results of their discussion with friends. Apart from that, students also retell the story that was given at the beginning of class in their own language and style.



Picture 7

Students Discuss



Picture 8

Students Present Discussion Results

This research contributes to the development of learning media that is innovative and relevant to the learning needs of students in rural areas. The use of innovative learning media, namely cartoon puppets, can be an effective tool for instilling positive values in students and increasing students' self-confidence. This is in accordance with the SDGs goals in the field of quality education.



Teacher training in the development and use of interesting and innovative learning media is very necessary. And collaboration between universities and schools can produce innovation in the world of education. As with the tasks of educators in learning, namely planning, implementing, controlling, assessing and evaluating learning processes and outcomes, educators are expected to be able to optimize learning media creatively and innovatively. This is necessary to be able to provide meaningful experiences to students during the learning process (Nuzulia & Arsanti, 2022). Several strategies that have been planned should be implemented in stages, continuously and require cooperation between the central government and regional governments and their achievements must be evaluated periodically so that it is hoped that the development of quality education and learning opportunities will be evenly distributed in all regions throughout Indonesia (Siahaan, et al, 2023).

There is a need for further development of learning media for maximum results. And further research is needed on a larger scale and longer time to test the long-term effectiveness of using cartoon puppet media. The results of this research can be disseminated to educators and policy makers so that they can be used more widely. This research shows that the use of cartoon puppet learning media can be an innovative solution to improve the quality of learning in elementary schools, especially in achieving SDGs goals. Thus, it is hoped that this research can make a real contribution to the development of education in Indonesia.

Conclusion

This research has shown that cartoon puppet learning media has great potential to increase student learning motivation and achieve broader learning goals, including SDGs. By combining elements of local culture and innovative learning media, this media not only attracts students' interest, but can also instill noble values and good character. The students appeared confident when telling stories in front of the class. This is because there is media that students bring with them that helps students in conveying story messages. However, it needs to be acknowledged that this research still has several limitations, such as the limited sample size and relatively short research time. Therefore, it is recommended to carry out further research on a larger scale and over a longer period of time. This research makes an important contribution to the development of learning media that is relevant to local culture and context. It is hoped that the results of this research can inspire educators and learning media developers to continue to innovate in creating more enjoyable and meaningful learning for students.



Acknowledgement

Thanks are given to the Management by Kuliah Kerja Nyata (KKN) UNS who have provided the opportunity to carry out community service activities. To the government of Kondangjajar Village, Cijulang District, West Java for allowing the implementation of activities at the location. As well as to the Principal and Teachers in the Elementary/equivalent School environment in Kondangjajar Village who have provided the opportunity to carry out research at school.

Referensi

- Aisy, Luthfianan Rihadatul, dkk. 2024. Increasing Legal Awareness Of The Serangkat Village Community Through Interactive Legal Education. *KREATIF : Jurnal Pengabdian Masyarakat Nusantara*. Vol. 4. No. 1. pp. 27-38. DOI : <https://doi.org/10.55606/kreatif.v4i1.2796>
- Anitah, Sri. (2009). *Teknologi Pembelajaran*. Surakarta: Yuma Pustaka
- Arsyad, A. 2010. *Media Pembelajaran*. Jakarta: PT Raja Grafindo Persada
- Ardhiya, Andhini, dkk. 2022. Peran Konselor Dalam Mewujudkan Pendidikan Berkualitas Menuju Sdgs 2030. *Proceeding of International Conference on Islamic Guidance and Counseling*. Vol. 2, pp. 176-187. <http://conference.uin-suka.ac.id/index.php/icigc>
- Bachir, S. B. (2005). *Pengembangan Kegiatan Bercerita, Teknik, dan Prosedurnya* Jakarta: Depdikbud
- Cahya, Afif Nur, dkk. 2023. The Development of the Thematic KKN Evaluation Information System MBKM Program Membangun Desa UNS Based on Geographic Information System (GIS). *JIEET*. Vol. 7 No. 1, pp. 43-48. DOI: <https://doi.org/10.26740/jieet.v7n1.p43-48>
- Dhieni, Nurbiana.dkk. (2008). *Metode Pengembangan Bahasa*. Jakarta: Universitas Terbuka
- Farroh, Karimatul, dkk. 2022. Penggunaan Media Wayang Kartun Melalui Model Paired Storytelling Untuk Meningkatkan Kemampuan Membaca Pemahaman. *Jurnal Keilmuan dan Kependidikan Dasar*. Vol. 14. No. 1. pp. 37-50. DOI: <https://doi.org/10.32678/primary.v14i1.6317>
- Hamdani. (2010). *Strategi Belajar Mengajar*. Bandung: Pustaka Setia



- Jatiningyas, Anting. (2008). *Aspek Pendidikan Moral dalam Buku Cerita Anak*. Yogyakarta: IKIP Press
- Jediut, dkk. 2021. Manfaat media Pembelajaran digital Dalam meningkatkan motivasi Belajar Siswa Sd Selama Pandemi Covid-19. *Jurnal Literasi Pendidikan Dasar*. Vol 2. No. 2. pp. 1-5. <https://jurnal.unikastpaulus.ac.id/index.php/jlpd/article/view/2033>
- Junaidi (2011). *Wayang Sebagai Media Pendidikan Budi Pekerti Bagi Generasi Muda*. Yogyakarta: Arindo Nusa Media
- Musfiroh. (2005). *Berbicara untuk Anak Usia Dini*. Jakarta: Depdikbud
- Ngadino, Y. 2009. *Pengembangan Media Pembelajaran*. Surakarta: Pendidikan Profesi Guru FKIP UNS.
- Novika, Revi Gama Hatta, dkk. 2022. The Handicraft Training for Diffability by KKN UNS in Comoro, Timor Leste. *KOMUNITA : Jurnal Pengabdian dan Pemberdayaan Masyarakat*. Vol 1. No. 1, pp. 14-18. DOI: <https://doi.org/10.60004/komunita.v1i1.8>
- Nuzulia, Hilda & Arsanti, Meilan. 2022. Inovasi Media Pembelajaran Manfaat dari Adanya Media Sosial sebagai Media Pembelajaran Bahasa Indonesia di Masa Pandemi. *Prosiding Senada (Seminar Nasional Daring)*. pp. 372-385. <https://prosiding.ikipgribojonegoro.ac.id/index.php/SPBSI/article/view/1332>
- Pasha, Lukman. (2011). *Mengenal Kebudayaan Wayang*. Yogyakarta: aneka Ilmu
- Prsetyani, Dinda Dwi, dkk. 2023. Adolescents Delinquency Education and Driving Safety for Students of SMP Negeri 2 Tujuh Belas Bengkulu Regency. *JIPM*. Vol. 1., No. 4. pp. 186-193. DOI : <https://doi.org/10.47861/jipm-nalanda.v1i4.585>
- Safitri, Alvira Oktavia, dkk, 2022. Upaya Peningkatan Pendidikan Berkualitas di Indonesia: Analisis Pencapaian Sustainable Development Goals (SDGs). *Jurnal Basicedu*. Vol, 6. No. 4. pp. 7096-7106. DOI: <https://doi.org/10.31004/basicedu.v6i4.3296>
- Siaahaan, Ririrs Lawitta Maulina, dkk, 2023. Perkembangan Pendidikan Berkualitas Di Indonesia: Analisis SDGs 4. *IMEIJ*. Vol. 4, No. 2, pp. 975-985. DOI: <https://doi.org/10.54373/imeij.v4i2.316>
- Sudjana dan Rivai. (1991). *Media Pengajaran*. Bandung: CV Sinar Baru



- Sukmawati, dkk. 2022.. Penetapan Alat Dan Bahan Yang Digunakan Dalam Membuat Rancangan Awal Media Wayang Kartun. *Jurnal Ilmiah Profesi Pendidikan*, Vol 7, No. 2, pp. 243–249. DOI: [https://doi.org/10.29303/jipp.v7i2.417249\(3\)](https://doi.org/10.29303/jipp.v7i2.417249(3))
- Tarigan, Henry Guntur. (2008). *Berbicara Sebagai Suatu Ketrampilan Berbahasa*. Bandung: Angkasa
- Trianto. (2011). *Desain Pengembangan Pembelajaran Tematik*. Jakarta: Kencana Persada Media Group
- Utomo, F. T. S. 2023. Inovasi Media Pembelajaran Interaktif Untuk Meningkatkan Efektivitas Pembelajaran Era Digital Di Sekolah Dasar. *Pendas : Jurnal Ilmiah Pendidikan Dasar*. Vol. 8 No. 2, pp. 3635-3645. DOI : <https://doi.org/10.23969/jp.v8i2.10066>
- Zuhri, Moh Sayful, dkk. 2022. Workshop Pembuatan Batik Grobogan sebagai Upaya Pelestarian Warisan Budaya Indonesia di Desa Plosorejo, Grobogan. *Komunita*. Vol. 1, No. 2. pp. 95-100. <https://doi.org/10.60004/komunita.v1i2.29>
- Zuhri, Moh Sayful, dkk. 2022. The Dissemination of Pineapple Processed Innovations as a Form of Peatland Restoration for the Bunga Desa Group in Selingsing, Pelintung Village, Riau. *KOMUNITA : Jurnal Pengabdian dan Pemberdayaan Masyarakat*. Vol 1. No. 1, pp. 1-7. DOI: <https://doi.org/10.60004/komunita.v1i1.6>
- Zuhri, Moh Sayful, dkk. 2022. The Appropriate Technology for Aquaponics in Narrow Land by KKN UNS Group in Ngarap-Arap Village, Grobogan. *KOMUNITA : Jurnal Pengabdian dan Pemberdayaan Masyarakat* . Vol 1. No, 2. pp. 74-80. DOI: <https://doi.org/10.60004/komunita.v1i2.24>
- Zuhri, Moh Sayful, dkk, 2022. The Workshop on Waste Treatment of Rambutan Peel and Rambutan Seeds by KKN Kebangsaan UNS in Mawar Mekar Village, Kapuas, Central Kalimantan . *KOMUNITA : Jurnal Pengabdian dan Pemberdayaan Masyarakat*. Vol. 1, No. 2. pp. 81-86. DOI: <https://doi.org/10.60004/komunita.v1i2.25>