

## **BANESWA: INNOVATION OF INTRODUCTORY MEDIA OF JAVANESE CULTURE FOR CHILDREN BASED ON POP-UP BOOK**

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### **ABSTRACT**

Javanese culture is very diverse, and local wisdom is important to be preserved. Children are the next generation of the nation who need to know their culture. Implementation of the introduction of culture can be done through learning arts and culture in elementary schools. The introduction of culture to children can be done with certain media that are interesting for children. One of them is in the form of a Pop Up book which is developed according to children's development. This study discusses the development of the Baneswa Pop Up Book which is used as a medium for learning the introduction of Javanese culture through folklore, *wayang* art, traditional dances, batik diversity, batik writing skills, macapat songs, and Javanese letters. Media development is carried out in several stages, including Analyze, Design, Development, Implementation, and Evaluation. The Baneswa Pop Up Book was developed as a cultural learning medium for children. The design is developed with images that are equipped with an audio-visual QR Code whose use is collaborated with mobile devices. The development of a Pop Up Book that is integrated with technological developments has become an innovation of cultural recognition media. The children gave a good response. They are enthusiastic about learning and getting to know the culture.

**Keywords:** Baneswa, Children, Javanese Culture, Learning Media

### **A. INTRODUCTION**

The island of Java has a diverse culture. Language, knowledge, inheritance, living equipment, religious system, and art system. Every element of culture has virtues that guide people's lives. Culture is an important part of people's lives (Ariyana, Kumalasanti and Mansyur, 2019). For this reason, it is important for community culture to be preserved. Many cultural preservation efforts have been made. Culture is popularized through special broadcasts on radio and television (Hasandinata, 2014). Audio-visual media was chosen as an effective medium for the introduction and preservation of culture (Prayoga, Lodra & Abdillah, 2020). Cultural forms are documented in libraries and museums (Septa & Salim, 2021;). Extracurricular development to improve cultural skills (Amanda, Widyaningrum, Wakyudin, 2019). Cultural introduction through the development of cultural agro-tourism (Gunawan, 2016).

Culture in society can be preserved by introducing it to children from an early age. Elementary school children have learned culture through learning art and culture. Learning Javanese culture aims to improve students' abilities and skills (Latifah et al., 2019). The results of the implementation of cultural learning can provide cultural knowledge and the formation of children's character (Muktadir & Agustrianto, 2014). The important role of culture can be implemented in thematic learning in elementary schools (Segoro, Sapto, & Yuniastuti 2019).

Children's motivation in learning Javanese culture is still low. Children are more interested in learning natural sciences, social sciences, history, and sports than learning traditional songs, dances, and other forms of community culture. Javanese is considered more difficult for children to learn than English. They prefer to see international dances than traditional Javanese dances. Children think that Javanese culture is less interesting to study today. Learning art and culture is

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considered ancient and only matches with the previous generation. Students are not interested in exploring it. Cultural arts learning is also seen as difficult (Latifah et al., 2019). One of them is about the Java language material. Javanese script is considered a difficult material because in its writing it has complicated rules and has the same form in each character (Silviarista et al., 2018).

Introducing culture to children requires the right media. Learning media that presents the introduction of culture that is already available are mostly packaged less attractively, so that children do not have the motivation to learn it. Cultural introductory media should be developed according to the age of the child. According to Jean Piaget, the stage of child development is divided into 4 stages, namely the sensorimotor stage (0-2 years), the preoperational stage (2-7 years), the concrete operational stage (7-11 years) and the formal stage (11-up). Based on this theory, elementary school students are included in the concrete operational stage. At this stage the child can understand something through the help of real objects. This is in accordance with the opinion of Ramlah (2015) which states that children at the stage of concrete operations can be grouped into concrete thinking levels. Children can understand things more easily if they are assisted by pictures of real objects.

Pop-up Books can be chosen as interactive learning media that support children's development and increase learning motivation. Pop-up Books can be designed as interactive learning media that are developed according to the characteristics of elementary school students. Media Pop-up Book is designed in a three-dimensional form that is suitable for children (Raffa, 2020). Its development can be equipped with attractive image designs and embedded with a barcode to make it easier for students to access the material. Children will be interested in learning with Pop-up Book media (Ahoja, 2021). Pop-up books have been widely developed for various lessons (Fazira & Qohar, 2021). Pop-up books can also be designed as a medium for introducing Javanese culture to children.

The Baneswa Pop Up Book Media is designed with several innovative features. Some of these features include: attractive image design, easy to use, durable, low cost because it can be reused to learn other topics, and is not dangerous when used in the learning process. According to Khomah (2018), Pop Up Book media also has the advantage of providing a better explanation of the material so that it is more easily captured by students. The advantages of the Pop Up Book Baneswa media are in line with the criteria for a good learning media according to Astriani (2018), namely in accordance with the objectives, in the context of this study it aims to attract students' attention and interest in Javanese culture and arts, simple and easy to use, price cheap and can last a long time and can be used continuously, adapting to the circumstances of students, as well as the availability of easy-to-obtain media. Thus, it is hoped that the Pop Up Book Baneswa media can attract students' attention and interest in studying Javanese culture and art in elementary schools.

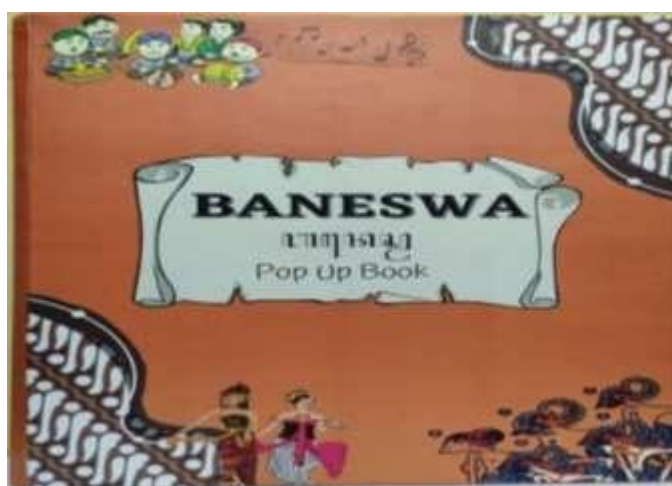
## **B. METHOD**

The development of the Baneswa Pop-up Book is carried out using the ADDIE (Analyze, Design, Develop, Implement, and Evaluate) model. The ADDIE model was chosen as the development method, because the model follows the rules of developing learning media products and produces innovative learning products (Branch, 2011). The analysis stage is carried out by analyzing the current conditions, identifying gaps, so as to produce a summary of the results of the analysis. The Product Designing stage is carried out by determining the objectives, development strategy, until successfully designing the product. The Development Phase is carried out by developing designs, content, guidelines, revisions, and validation tests, so as to produce innovative learning products. Implementation Phase, implementing the product developed in the user's environment. Evaluation stage, measuring the quality of instructional products and processes carried out after and before implementation. The data in this study were collected by using

literature, interviews, questionnaires, and observation techniques. Literature study technique to obtain data on the contents of the Baneswa Pop Up Book. Questionnaire and interview techniques were used to collect data on children's learning needs for cultural introduction media. The data analysis technique was carried out using critical discourse analysis and the Miles & Huberman interactive analysis model: (1) data reduction, (2) data display, and (3) verification of conclusions.

### C. RESULT AND DISCUSSION

Pop-up Book Baneswa was developed as a creative and innovative learning media to introduce Javanese culture to children through learning in elementary schools. Baneswa content is selected and adapted to the subject matter of arts and culture in elementary schools. Baneswa's Pop-up Book product in the first stage of development includes audio of Javanese songs, videos of Javanese dances, audio-visuals of *wayang* stories, batik, and Javanese script. The Javanese song audio contains macapat songs and *dolanan* songs. The selection of songs is adjusted to the development of the child's age and the content of moral values. Javanese traditional dances are presented in the form of growing pictures and videos. Growing pictures are designed to increase children's motivation and curiosity. The video is designed to show the complete dance movement so that it makes it easier for children to follow the movements. The *wayang* stories consist of stories from pandavas and punokawan. The story is presented textual and audio-visual. Batik content is presented in the form of images and videos of batik techniques. Javanese script material is presented in the form of Javanese script text and audio explanations. The following is one of the front view documentation of the Baneswa Pop-up Book.



**Figure 1.** Baneswa Landing Page Interface

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Media is developed by utilizing technological developments. Barcodes designed in Pop Up Books can connect textual books with audio visual devices through online streaming music applications, Youtube, and Video. The barcode is connected directly to an online music streaming platform to listen to audio of Javanese songs, Youtube to view videos of Javanese dances, and texts for *wayang* stories. By scanning the barcode with the Quick Response Code (QR Code), you can easily access audio of Javanese songs, videos of Javanese dances, and text of *wayang* stories. Interesting media can foster student learning motivation so that the learning outcomes obtained can be maximized. Activities are carried out systematically.

The Javanese song audio consists of *macapat* and *dolanan* songs. The selection of this material is based on the results of the identification of cultural arts materials in elementary schools. One of them is a Javanese song consisting of a *Macapat* song and a *dolanan* song. Currently, *macapat* has begun to be rarely cultivated. Children rarely know *macapat* songs. They learn about *macapat* in school is very limited. Children memorize *gatra* and sing it, however, it is often not accompanied by efforts to understand the meaning contained in the song (Noviati 2018). This became one of the reason for selecting the material for the song in the Baneswa Pop Up Book. The song is presented with the lyrics as well as its meaning.



**Figure 2.** Traditional Songs Page on Pop-up Book

The selection of songs is adjusted to the development of the child's age and moral values. *Macapat* is part of the Javanese song. Each *macapat* stanza has a line of sentences called *gatra*, and each *gatra* has a certain number of syllables, and ends at the sound of the final rhyme called *Guru Lagu* (Noviati, 2018). The content of moral values represented in Javanese songs can be used as a strengthening of character education in order to shape the nation's personality (Santosa, 2016). The *dolanan* song which is part of the Javanese song also has a moral message and a means of character education for children. In singing the *dolanan* song, it is often accompanied by movements that match the content of the song so that it makes children interested and excited (Dhalu & Santosa, 2020). The lyrics in children's play songs are still part of a children's game, their shape or form is still fun and exciting for children because their main purpose is as a medium or play activity (Ariesta, 2019). In the Pop Up Book Baneswa is equipped with information on movement instructions that are in accordance with the *dolanan* song.

The Baneswa Pop-up Book also includes traditional Javanese dances. Traditional dance is an artist's creativity which is a major contribution to the development of community culture.

Traditional dance learning has a high influence in helping to instill character and moral values in students. The art of dance used by teachers in character and personality development is very helpful for students. The art of dance is a body movement that becomes a beauty that is done by children. With dance learning in elementary school, children can develop their talents, dance can also develop students' self-confidence (Putri & Desyandri, 2019).

Traditional Javanese dance in the Pop-up Book is presented in the form of growing pictures and videos. Growing pictures are designed to increase children's motivation and curiosity. The video is designed to show the complete dance movement so that it makes it easier for children to follow the movements. Dance learning is learning that invites children to play while learning so that it can help develop children's motor skills, introduce culture, and foster an aesthetic sense, critical attitude, and appreciation (Sandi, 2018).



**Figure 3.** Traditional Javanese Dance Page on Pop-up Book

Traditional Javanese dance can be used as a medium for character education (Ramadani, Restian & Cahyaningtyas, 2020). Learning dance in arts and culture subjects in elementary schools aims to provide convenience and accommodate various opportunities for students to develop their interests and talents (Arisyanto. et al., 2018). The art of traditional dance can be implemented as a form of expressing self-expression in communicating and developing children's attitudes to be able to understand the socio-cultural conditions of the surrounding environment (Sustiawati, Suryatini, and Mayun Artati 2018).

The Baneswa Pop-up Book also contains Javanese puppet stories called *Wayang*. *Wayang* contains cultural wisdom that is useful for building the character and identity of the Indonesian nation which is illustrated through the stories and characters of the characters (Pandanwangi & Nuryantiningtyas, 2018). Many characters and events in the puppet world are relevant to real life. The stories and characters of the Pandawa puppets are part of the Baneswa content because the stories of the Pandawa puppets and the characters of the characters contain philosophies and norms of life that are appropriate for character education for children. Pandawa figures have characters that deserve to be used as examples in character learning at school. The nature of compassion, forgiving, patient, responsible, helpful, honest and other good qualities, all exist in the character of the Pandavas. Through interesting learning media such as Pop-up Books, it will increase children's motivation to learn.



**Figure 4.** Wayang Pandawa Page on Baneswa Pop-up Book

The Baneswa Pop-up Book contains batik patterns and batik painting skills. Batik is one of the cultures found in various regions in Indonesia and must be preserved. The island of Java has a distinctive and diverse batik motif. According to (Prasetyo, 2016) batik motifs are patterns or picture frames found on batik cloth so that they become the whole batik. Batik pattern is a picture frame on batik in the form of a combination of lines, shapes and isen into a single unit that embodies batik as a whole. According to (Suliyati & Yuliaty, 2019)) batik patterns created in the past can also show the social status or identity of the community, the level of rank and nobility of the wearer. According to (Suliyanto et al., 2015) patterns can be created freely because one type of batik is written as batik so it is free to draw batik patterns. The Pop-Up Book also includes the skills to paint batik patterns. The steps for making batik are also presented through videos that children can follow with teacher supervision.



**Figure 5.** Pop-up book showing variety of batik patterns and painting skills

Batik patterns can be used as a medium for character education in elementary schools. Each style of batik has a special philosophy and meaning that contains a message of wisdom for human life. Batik activities can teach children about patience and creativity to produce the beauty of batik patterns. Batik skills in children can provide a special experience and develop their motor skills. Other content in Baneswa's Pop Up Book is Javanese script. Here is one of the Java script content pages.



**Figure 6.** Javanese Script Pages in Pop-up Book

Learning to write aksara jawa in elementary schools consists of writing the form of the aksara legena, writing the form of the sandangan swara, writing the word with the aksara legena and writing the phrase of the aksara jawa using the swara. Aksara legena consists of 20 characters, which are called aksara carakan which is the form of aksara wutuh that have not received affixes (Subrata, 2016: 9).

Learning to write aksara jawa is carried out as an effort to introduce aksara jawa to students, increase a sense of love for Javanese culture, and preserve Javanese culture (Sutarsih, 2015). The Aksara Jawa is attractively designed in the Baneswa Pop-up Book. The attractive design is designed to foster children's learning motivation. Learning aksara jawa is not an easy thing. Children need perseverance and thoroughness. Videos on how to write Javanese characters and how to read them are also available in the Baneswa Pop Up Book.

#### **D. CONCLUSION**

The Baneswa Pop-up Book was developed as a medium for introducing Javanese culture. Pop Up Book content consists of Javanese songs, traditional Javanese dances, wayang stories, batik painting skills, and Javanese script. Media is developed according to the child's age in order to increase children's motivation to recognize and learn culture. If children are interested in learning culture, the variety of Javanese culture can be preserved. Interesting learning media can provide special motivation to encourage users to learn. Pop Up Book is equipped with digital technology designed in the form of a QR Code. Children can scan the QR Code. Furthermore, they will get complete information in the form of audio-visual along with interesting videos that not only contain explanations but also include steps that guide children to demonstrate their culture. Pop Up Book Baneswa is an effective media innovation for introducing culture to children. In the future, Baneswa's Pop Up Book content can be developed and improved.

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