

The Using of Local Wisdom-Based Picture Series in Indonesian Subject of Telling Experience

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Abstract

The four language skills (writing, reading, listening, and speaking) are considered important in life, students are not only given theories, but also meaningful learning. Meaningful Indonesian learning is a learning that can be remembered, attached, and applied by students. The success of learning is the teacher's role as a facilitator. Teachers must be creative and innovative. One of the teacher creativity is the using of instructional media. Examples of media that can be used in learning Indonesian is "Local wisdom-based picture series". Picture series are Indonesian learning media that contains hints of story frameworks for students when recounting their experiences. There is local culture pictures at back as additional insights of students. Besides, media, models, and learning strategies which should be considered by teachers, learning is designed with several activities that are divided into four main sessions, namely apperception, material explanation, group game, and concluding sessions.

Keywords: Local wisdom-based picture series, Indonesian Learning, Telling Experience.

INTRODUCTION

Four language skills (listening, writing, reading, and speaking) are considered important in life, so students are not only given theories, but also meaningful learning. Meaningful Indonesian learning is a learning that can be remembered, attached, and applied by students. The success of learning is the teacher's role as a facilitator. Teachers must be creative and innovative. One of the teacher creativity is the using of instructional media. Examples of media that can be used in learning Indonesian is "Local wisdom-based picture series". Not only creative and innovative are needed by students, but also the contents of local culture that increasingly left by young people should be prevented. One of the precautions is to incorporate local cultural elements into learning. Entering efforts in the learning can be done on the learning model, learning strategy, until the media

developed by the teacher for learning. Instructional innovations in the form of models and media will be created when the creativity of educators (in this case the teacher) developed. The use of instructional media will greatly help the effectiveness of the process and delivery of messages of learning materials. In addition to arousing interest, the media can also increase students' understanding of the material presented by teachers.

Theoretical Review

Media is a means to increase the spirit of learners in capturing knowledge. Media is anything that can be used to transmit messages from the sender to the receiver to stimulate the thoughts, feelings, attention, and interests of the students so that the learning process occurs (Arief S. Sadiman, R. Rahardjito, 2008: 7). It can be concluded that, the media in learning has an important role as a tool in creating an effective learning process.

Benefits of learning media according to Arsyad (2009: 26) are as follows: (1) can clarify the presentation of messages and information that can be facilities of the process and learning outcomes, (2) can improve and direct the students' attention in order to generate learning motivation, (3) can overcome the limitations of the senses, space, and time, and (4) can provide students with similar experiences about events in their environment. From some of these opinions, it can be concluded that the definition of instructional media is anything that can be used to distribute messages (learning tools and materials) that stimulate the attention, interest, and activeness of students in learning activities to achieve learning objectives.

Thus, it can be concluded that the image media is a shaped medium and in its selection emphasizes the authenticity and simplicity of the image, in order to assist students in developing language skills, art activities, and creative statements in storytelling, dramatization, reading, writing, and helping them interpret and remember the contents of the material.

Culture-based education is divided into three types: 1) learning about culture, 2) learning with culture, and 3) learning through culture. Learning about culture can be interpreted as placing culture as a field of science. In addition, the culture is studied in a particular subject and not integrated with other subjects. Secondly, culture-based learning is learning with culture. Learning with culture occurs when culture is introduced to students as a way or method for studying a particular subject. Thirdly, learning through culture is defined as a method that provides an opportunity for students to demonstrate the attainment of the understanding or meaning. It creates in a subject through a

variety of cultural manifestations. Of the three kinds, the selection of culture-based learning can be tailored to the subjects and teaching materials that will be submitted to students.

Local wisdom-based picture series is an Indonesian language learning media in the form of a card with one side illustrating the sequence of recounting experiences from the material telling experience and the other side there is a picture of historical places and has a culture that is around students. The use of consecutive word media based on local culture will be more effective when balanced with the use of interesting methods and learning strategies.

METHODS

The writer writes this article using descriptive method. Descriptive method is a method in research. Descriptive research is a form of research intended to describe the phenomena that exist, both natural and man-made. According Sukmadinata (2006: 72), the phenomenon can be the form, activity, characteristics, changes, relationships, similarities, and differences between phenomena with one another phenomenon. This descriptive study, no treatment given or controlled and no hypothesis test as in other studies.

DISCUSSION

Learning media will help the learning process more interesting. In addition, the media not only making learning more interesting, but also helping teachers make learning more meaningful for students. The use of Local wisdom-based picture series will be more effective when balanced with the use of attractive learning strategies. Here is an example of applying a media card in sequence based

on local culture in learning Indonesian KD describes the place of Class III. Learning begins with apperception, followed by material description describing the place. After the material is conveyed, the students are invited to play with the learning media of sequential cards based on local culture. This game does not just play, but this game has a lot of value contained. The game using Local wisdom-based picture series is done in groups. After performing the game, students work on several individual tasks to find out how much students' understanding of the material has been discussed. The last activity is the conclusion of learning. Description of learning activities in detail as follows:

1. Apperception Sessions

This first session begins by taking the time and asking for students' news first. In addition, it can be by asking for historical places ever visited, especially with the historic place closest to home or school students. For example if in Ngawi, Pendem Castle and Trinil museum are recommended as historical places. Other examples include the Kresak Monument in Madiun, Ceto Temple in Karang Anyar or any other places the student has ever visited. This aims are to make students more familiar and learning can be fun. In addition, students recalled the experience of historical and cultural places around them.

2. Material Explanation Session

This second session is giving material about describing the place. Giving material is done in a joyful learning. The teacher explains the material, gives one example, and then asks another sample to the student. The

teacher describes how to tell a story, how to choose the right words, how to string a coherent sentence, and historical or cultural places around them. After that, the teacher asks the students about the places they've visited as an example. This activity aims to arouse students' memory of the place name, location, function, and what culture they know about the place. Sampling of these students aims to contribute to learning. Students will become active and eager.

3. Group Game Sessions

This group game aims to apply what has been described in the second session. This group game utilizes Local wisdom-based picture series. Group game sessions consist of two activities. The first is the sort of picture sequencing activity, which is the answer of the questions given by the teacher. The second is the activity of telling the story in front of the group. The procedures of the game is as follows: a) students are divided into four groups (red, green, yellow, and blue); (b) each group receives a card from the teacher; (c) before sorting cards, each group discusses the place; (d) each group appoints one group member to be group ambassador; (e) each group sort the picture (which is the answer) according to the questions the teacher has given, so the card outlines the content of their experience naturally, which is the conclusion of the material already discussed together; (f) group ambassadors with the speed of attaching cards that have been sorted to the board; (g) card corrections that have been compiled by each group with teacher guidance; (h) The fastest

and precisely group will earn an award.

The second group game session is telling the story in front of the group. Each student selects an image of the place on the card media randomly. If a student chooses a card with a picture of a place that has never been visited, the student can tell the teacher, so he can pick up the card with the place he has visited. After taking the card, students create a story frame about the place in the image. The story frame consists of 1) with whom to get to the place, 2) when to place it, 3) with what to it, 4) what is interesting about the place, and 5) how the students feel when and after coming to that place. After students write down the framework of the story, students alternately tell their experiences in front of their group friends. In this activity, the teacher is responsible for supervising and directing the students.

4. Conclusion Session

At the end of the study there is a conclusion. The conclusion is intended to find out whether students really understand the material given during the lesson or not. Master delves the knowledge and understanding of the students about the material recounting her experience of going to a place of historical and cultural value. Aside from the understanding, examples are also obtained from students.

CONCLUSION

The use of Local wisdom-based picture series in Indonesian subjects of recounts text, beginning with the creation of instructional media. The use of instructional media will greatly help the

effectiveness of the process and delivery of messages of learning materials. These Local wisdom-based picture series media use to learn. The pictures of historical places on the cards make students more familiar with, appreciate historical places and have a cultural value around them. In addition to media, learning models and strategies must be considered by the teacher. This model and learning strategy will also help the use of Local wisdom-based picture series maximum in learning. Thus, the idea of successive media based on local culture can be one of the alternative media in learning Indonesian to make learning meaningful.

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