



The Use of *Punakawan* “Novel Graphic” for Increasing Early Childhood’s Knowledge about Cultural Heritage

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Abstract

This research is done based on concerns with children’s lack of knowledge about the culture. Indonesia is a country that is rich in cultural diversity. Cultural diversity in Indonesia today is beginning to experience shock. The shock is caused by the entry of foreign culture which then dominated local culture. The media for the introduction of local culture in early childhood is minimal and less attractive. The creation of local cultural media today is not comparable to the creation of foreign media, so early childhood is more comfortable with foreign cultures and less familiar with the local culture. This study aims to determine the differences and knowledge of early childhood about cultural heritage in terms of the use of *Punakawan* novel graphics. This study uses quantitative research with experimental methods. The research design used is Pre-Experimental Designs. The population in this study are all students in the TK (Kindergarten) Khalifah 25 Semarang who are 5-6 years old, while the sample is 32 children aged 5-6 years who became the experimental class which are given treatment by researchers using the media graphic novel books of the clown. The data collection technique in this study uses a knowledge scale of cultural heritage. The data analysis technique uses Independent Sample t-Test. The results obtained $t_{count} > t_{table}$ ($11,825 > 2,039$) and the sig value (2-tailed) $0.00 < 0.05$, then the hypothesis is accepted. The calculation of the percentage of cultural heritage knowledge in early childhood based on the application of novel graphic media has increased by 28% between pretest and posttest. The results of the study stated that there are differences and increased knowledge about cultural heritage in early childhood in terms of the use of *Punakawan* novel graphic.

How to Cite

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INTRODUCTION

Indonesia is a country rich in cultural diversity. With the diversity of its culture, Indonesia can be said has advantages compared to other countries. Indonesia has a complete and varied cultural portrait. The culture is spread from Sabang to Merauke. Data obtained from BPS (Central Bureau of Statistics) Indonesia consists of around 17,504 large and small islands and consists of approximately 1,340 tribes, each of which has an amazing cultural diversity. The abundance of cultural diversity in Indonesia today is beginning to experience shock. The shock is caused by the entry of foreign culture which then dominated local culture (Sachari, 2007).

Furthermore, in this modern era, there is a lack of insight into children's knowledge about puppetry due to the preservation of increasingly lost cultures. In addition, the lack of insight into children's knowledge is also due to the lack of learning media that can attract children's interest in reading (Darsono, 2000). Existing local cultural education books are considered to be less attractive to children's reading interest. It is less interesting because of the creation of local cultural books that are very different from the creation of comics and illustrated books that contain elements of an outside culture. This event resulted in the beauty of our nation's culture increasingly displaced by foreign cultures.

Cultural Heritage according to Arafah (2003) is a product or physical cultural result of different traditions and achievements - spiritual achievements in the form of values from the past that are the main elements in the identity of a group or nation. So, cultural heritage is a tangible cultural result, and cultural value (intangible), from the past. The cultural heritage is a variety of species. Such diversity includes historical sites, traditional houses, traditional clothing, traditional ceremonies, regional dances, regional musical instruments, typical food, regional handicrafts, special weapons, and regional arts.

Dance, music, norms, oral and written literature are other cultures that are used to spread the philosophical values of the Indonesian people. One of the Indonesian arts that are used as a means of delivering messages, both religious messages, moral messages, and folklore is the performance of puppet show art. Puppet is one of the regional artworks of the Indonesian people that stand out among the many other works of art. At least the puppets have been spread on densely populated islands namely Java, Madura, Bali, and added to several regions in Sumat-

ra. Puppets continue to grow from time to time, which is also one of the media for information, preaching, education, understanding philosophy and entertainment (Kresna, 2012).

The broad definition of puppets according to Aizid (2012), which can contain images, human artificial dolls made of leather or other flat-shaped material in two-dimensional form. Puppets are used as communication media that are popular among the people, their own stories have diversity which almost entirely stores moral and cultural values that can be used as guidelines and examples (Diana, 2013). Of the many types of puppet stories and characters, one of the most popular in the community is *Punakawan*. The figure of the Punakwan himself is basically a manifestation of several human forms and characters that have many philosophical values. The philosophy implies the character of the lowest caste treatment and actions in Javanese philosophy and is able to set an example for human life.

Punakawan comes from the words of *Puna* and *Kawan*. *Puna* means difficult, while *Kawan* means friends or relative. So the meaning of the *Punakawan* can also be translated by friends when it's hard. There is another interpretation of the words of *Punakawan*, namely, *Puna* can also be called *Pana* which means bright, while *Kawan* means friend or relative. So another interpretation of the meaning of the word *Punakawan* is a friend or relative who invites to the bright path (Vincent, 2012). Formerly the preservation of puppets is only by holding puppet shows. At present the preservation and introduction of puppets are diverse. The introduction of puppets is one of them currently using books. These books can be historical books, stories, or fairy tales.

Until now, illustrated stories and tales in books are considered the most effective means of delivering messages and information. In childhood, playing is an important means of education in exploring the brain. Therefore, the concept of education that is most appropriate at this time is the concept of education combined with play. One means of education that fits the concept of pleasant learning is through illustrated storybooks (Ikada, 2010). Pictures are an effective medium for expressing ideas because they are easier to digest for early childhood. Continuity between images and interesting storylines can stimulate a child's brain to receive messages and remember them well. One of the media that can be used to introduce cultural heritage to children is the novel graphic media. The novel graphic is a combination of novels and comics, which means a novel with lots of media images in it.

The reason for choosing the novel graphic is because the media image or illustration in the novel graphic is the fastest method to find understanding, even though the picture is not accompanied by writing. Visual appearance is also always able to attract the emotions of the reader and can help someone to analyze, plan and decide on a problem, then imagine it in its true event (Kusmiati, 1999). In addition, delivering messages through visuals is the most effective way for children to adolescents. Novel Graphic is a movement, format and a form, in other words, comics with a long and illustrated format. Graphic novels easily namely the form or form of narrative comics or a tool for speaking. So it can be concluded that novel graphic is a work of combining writing and drawing that aims to convey information from the author to the reader in the form of a book.

Some of the problems above underlie the author to examine the use of *Punakawan* Graphic Novels to increase knowledge about cultural heritage in early childhood. The purpose of this study is to find out how much the influence of the *Punakawan* Graphic Novel media to increase knowledge about cultural heritage in early childhood. The strength of the research conducted is the introduction of culture that focuses on 1 area, namely the Central Java region. Other advantages, besides children, will get to know the culture in the area they are left with children will also learn to like reading books. The introduction of this reading book is done when the researcher conducts research. This research is conducted by freeing children to read *Punakawan* Graphic Novel books, which the researcher then filled out questionnaires that are assisted by class teachers.

METHOD

The research method is quantitative research with experimental methods. The form of research design used in this study is Pre-Experimental Design. This research is carried out at the TK Khalifah in Semarang, which consisted of 2 schools namely the TK Khalifah 25 and TK Khalifah 50 Semarang. The subjects in this study are TK Khalifah class B students. The sampling technique is purposive sampling. The sample in this study is children aged 5-6 years in TK Khalifah 25 in Pedurungan district, totaling 32 children. Data collection method in this study is a scale. The scale to be used in this study is the scale of knowledge about cultural heritage in early childhood. The scale made in this study refers to the Likert scale.

The data used is the result of the spread of the Likert scale instrument of knowledge about cultural heritage in early childhood. The formulated data will be tested with parametric statistics using analysis through the normality test, homogeneity test, and paired sample t-Test. Furthermore, the results will be known whether the novel graphic media of the clown will influence the introduction of cultural heritage in early childhood.

RESULTS AND DISCUSSION

Cultural heritage is something that children rarely know. Cultural heritage is something that is very close to the environment of children but is not inherent in children. So in introducing cultural heritage learning in early childhood requires the right method or strategy in order to achieve the desired learning goals. One means of education that fits the concept of pleasant learning is through illustrated storybooks (Ikada, 2010). The researcher used the storytelling method with the help of the novel graphic clown. The use of novel graphics is intended so that children can get fun learning. So that children will more easily understand the knowledge of cultural heritage.

Learning knowledge about cultural heritage can be done through various strategies and educational activities that can help optimize knowledge about cultural heritage in children. Books and pictures are fun things for children. Storytelling is also something that is loved by most children, so we can use these strategies to introduce cultural heritage to children. As Nata said in (Rizqillah, 2013) that the method of storytelling is a method that has an attraction that touches the child's feelings. These strategies are also used by foreigners to introduce foreign culture to early childhood, this can be seen by a large number of picture books sold in bookstores with foreign hero figures aimed at early childhood. While very few books are even difficult to find about Indonesian cultural heritage for early childhood, this is what makes children more familiar with foreign cultures than their own Indonesian cultural heritage.

Punakawan Graphic novels are a blend of three strategies. The strategy used in *Punakawan* Graphic Novels is a combination of books, pictures, and stories. Language is a basic ability for a child, the choice of methods in language recognition greatly determines the results of child development (Umaroh, 2013). The language used in this media uses language that is easily understood by children so that the media can be used to introduce knowledge about cultural heritage in

children in a fun way (Handayani, 2016). Novel *Punakawan* is a novel graphic storybook for early childhood in which tells about various kinds of Central Javanese cultural heritage, in this book children are invited to explore areas in Central Java, invited to know kinds various kinds of cultural heritage and of course know clerics. Introduced cultural heritage includes historic places in Central Java, traditional Central Javanese traditional weapons, typical Javanese musical instruments, Central Javanese arts, Central Javanese specialties, and traditional Central Javanese traditional houses. Central Javanese culture in this book is also explained about clowns. So in this graphic novel "*Jelajah Budaya Bersama Punakawan* (Exploring Culture with *Punakawan*)" explores the cultural heritage in Central Java which is made more modern and more interesting for children

The research data shows that there are differences in cultural heritage knowledge in early childhood when viewed from the use of *Punakawan* novel graphic. Based on research data collected, a normality test can be carried out using SPSS.16.0. The output of the normality test can be seen in Table 1.

Table 1. Normality Test Results

Variable	Explanation		
	Statistic	Respondent	Sig.
Preeetest	0.946	32	0.109
Posttest	0.937	32	0.062

Based on the normality test table can be said to be normally distributed because of more than the standard significance level of 0.05. After the normality test found that the results of the data are normally distributed, the researcher conducts a homogeneity test using the SPSS.16.0 program. The results of the homogeneity test output can be seen in Table 2.

Table 2. Homogeneity Test Results

Levene Statistic	df1	df2	Sig.
3.453	1	62	.510

Based on the table, the significance value is 0.510. The data shows a significant value of 0.510 greater than 0.05. After the homogeneity test is done, the result is homogeneous data, the

researcher conducts a hypothesis test using the SPSS.16 program assistance. The output of the hypothesis test can be seen in Table 3.

From the results of the analysis, it can be concluded that $t \text{ count} > t \text{ table}$ is $11.825 > 2.039$ and the value of sig (2-tailed) $0.00 < 0.05$. It means that H_0 is rejected and H_a is accepted. There is a difference between the pretest and posttest values in the experimental group. There is a difference in knowledge about cultural heritage in children after early before and after being given a graphic novel "*Jelajah Budaya Bersama Punakawan* (Exploring Culture with *Punakawan*)".

Table 4. Hypothesis Testing, Improvement Test

Score	Total
Posttest	64 %
Pretest	35 %

Testing for increasing knowledge about cultural heritage in early childhood after applying Graphic Novels "*Jelajah Budaya Bersama Punakawan* (Exploring Culture with *Punakawan*)" after seeing the results of the increase that at the pretest value the percentage is 35% while the posttest percentage is 64%, it can be calculated as follows:
 $\% \text{ posttest} - \% \text{ pretest}$
 $= 64\% - 35\%$
 $= 28\%$

Based on the results of calculations that have been carried out the results explain that there is an increase in knowledge of cultural heritage in early childhood after being applied to the *Punakawan* Graphic Novel that is equal to 28%. From the research that has been done, it can be explained that with the media of Graphic Novel books with the title of Exploring Culture with *Punakawan* can affect knowledge of cultural heritage in early childhood in the age range of 5-6 years. With Graphic Novels Exploring Culture with *Punakawan* Children are more familiar with historical sites in Central Java. They know some traditional Central Java weapons. They can mention traditional Central Java food. They know the kinds of traditional houses in Central Java. They know the traditional musical instruments of Central Java. They know various kinds of traditional foods from Central Java. Children are also more familiar with and can name puppets and their na-

Table 3. Hypothesis Testing, Difference Test (Difference)

	Paired Differences			T tabel	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
pretest - posttest	46.906	22.439	3.967	11.825	31	0.000

mes. The use of images in this graphic novel can be said to be very influential for the introduction of knowledge of cultural heritage in early childhood. As explained in Sugiarti's study (2015) that pictorial storybooks can be a good medium to be applied to early childhood as an effort to instill a love of the richness of the nation's culture.

Through the media of Graphic Novel with the title Exploring Culture with *Punakawan* children can more easily recognize and receive cultural knowledge, because children feel more concrete in recognizing and learning the cultural heritage. Through books about cultural heritage and knowledge of cultural heritage, it can provoke children's curiosity and develop children's knowledge of cultural stories in Central Java. This is in accordance with Sadikin's research (2019: 12) that the development of the nation's cultural values of early childhood must be done appropriately. The development of moral values that want to be inserted for early childhood can be done in three tri centers of education, namely family, school, and community.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that there is a difference in knowledge about cultural heritage in early childhood and there is an increase in knowledge of cultural heritage in early childhood after being given a graphic novel book exploring culture with the *Punakawan*. From these results, it shows that the novel graphic Exploring Culture with *Punakawan* can be useful to introduce cultural heritage to early childhood at the TK Khalifah Semarang.

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