



The Influence of Krucil Puppet Media Toward the Regional Language Ability of Blora Leh Dialect in Kindergarten B Children

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Abstract

This study aimed to find out the effect of krucil puppet media on regional language skills of Blora dialect leh in Kindergarten B children at Pertiwi Kindergarten, Randublatung District, Blora Regency. This research was an experimental quantitative research using one group pretest-posttest design. The sample of this research was 42 children of Kindergarten B children in Pertiwi Kindergarten, Randublatung District, Blora Regency in the 2018/2019. After the treatment using the krucil puppet media, it was obtained that the result of the increase in pretest percentage was 41.3% increased to the percentage of posttest 58.7%. The result showed that there was an increase in pretest and posttest by 17.4%. Based on statistical calculations through paired sample t-test, obtained ($t_{count} < -t_{table}$ or $t_{count} > t_{table}$), namely ($-75,339 < 2,021$ or $75,339 > 2,021$), with a probability value (Sig. 2 tailed) = 0.00. The conclusion showed that H_0 is rejected and H_a was accepted, it meant that there is an influence of krucil puppet media on the regional language skills of Blora dialect leh in TK B children in TK Pertiwi, Randublatung District, Blora Regency

INTRODUCTION

Early age from birth to six years is a very determining age in the formation of a child's identity and potential. Characteristics of children who are always active and enthusiastic, have a curiosity about something to see, they never stop exploring and learning. Children really need an environment that supports their development process. Naturally, every human being born in this world has been equipped with the potential to be developed. This potential will never be developed optimally without serious and comprehensive attention from the people in the environment. Parents, families, teachers basically have to be able to create a pleasant environmental situation, so as to allow each child's potential to develop optimally (Latiana.L, Mukminin.A, DH Sri. S, 2016).

Children who are already at the kindergarten level must be considered every development process, because kindergarten age is the age of physical and psychological maturation including physical motor development, cognitive development, language development, social emotional development and the development of moral religious values. In developing children's learning potential, aspects that will be developed must be considered in accordance with interrelated and integrated disciplines so that it is hoped that children can master several abilities well (Sujiono 2012: 10).

Language development is an important stage in a child's life, because language is a child's first step in expressing their perceived desires and communicating with others. Vigotsky in Diana (2013: 13) states that children's intellectual development includes how to relate language to thoughts. At the beginning of a child's development, there is no connection between language and thought. Gradually a child begins to associate language and thought. The more difficult the subject being studied, the children tend to often talk to themselves to understand what they are learning.

Because language is a symbol of communication, it requires agreement within a community group. The language used to communicate each person is the language of the area where the person lives. Local language is used by someone to communicate in social groups. Ethnologue: Language of The World (2005: 34) states that in Indonesia there are 742 languages, 737 of which are languages that are still alive or are still used by speakers. The Javanese language has various Javanese dialects according to its geographical location. Each region has its own unique language

which forms the character of the community's language in its regional scope. One of them is the regional language of Blora, which is characterized as the language of communication for the Blora people in general.

The Javanese language of the Blora region is called the leh dialect, the leh dialect is not just an accent or accent in pronouncing the Javanese language of the Blora region, but has word affixes, ownership changes and variations of synonyms. There are 5 characteristics in the leh dialect that distinguish it from the Javanese dialect in general, namely the first characteristic at the end of the sentence added with the leh affix, for example lha piye is pronounced lha piye leh. The second characteristic is the vowel "i" is pronounced 'e' "for example muleh is pronounced muleh. The third characteristic is the vowel "u" is pronounced 'o', for example ten is pronounced ten. The fourth characteristic is that the ownership word "mu" is pronounced "em", for example your klambimu is pronounced klambiem. The fifth feature is that one lexical variation has synonyms more than one example of the word langat has synonyms njongok, lunggoh, linggeh (Hutomo, 1996: 1). As a native of Blora, it is mandatory to master the leh dialect as a daily communication tool. The leh dialect is the identity, identity of the Blora people and the language character of the Blora people. The leh dialect must be instilled in children from an early age to maintain and maintain the leh dialect as the language of the Blora people.

Besides the leh dialect language, Blora also has an almost extinct art, namely the Krucil puppet. RM Sajid in Hutomo (1996: 152) describes the Krucil puppet originating from East Java. Wayang Krucil is a puppet belonging to the people that spreads across the land of Java, especially the villagers and the people of the mountains. The shape of the 2-dimensional flat Krucil puppet is made of small wood. In contrast to the three-dimensional wayang golek and the purwa puppets made of animal skins. The material of the Krucil puppet is mentaos wood, candlenut wood, generally made of teak.

As the people of Blora, they must love their own culture which is uniquely different from other regional cultures. For the preservation of the local culture, they need a conducive situation and conditions for children in the family environment and in the school environment. In order for the culture of the Blora community to be successful, stimulation is needed which is controlled by the role of parents and the role of teachers.

In fact Nowadays, the leh dialect language

in kindergarten children experiences a language shift caused by other languages that are more dominant, the times, the more advanced technology, the habituation patterns of the parents, the school and the environment. Kindergarten children now tend to use Indonesian and mixed languages so that the language they use becomes confusing. Many kindergarten children do not understand the leh dialect, which is their own regional language, from the characteristics of the leh dialect to the verbs, leh dialect adjectives and their pronunciation. According to Kirana.V and N. Augustinus.AE (2016) Many children are deficient interested in learning or just knowing the culture it's just, but a lot of foreign tourists to study Indonesian culture, wayang or traditional musical instruments. Early childhood currently not many know very educational puppet characters, they will know cartoon characters, even super heroes characters in soap operas. Child interest against culture, especially wayang cannot emerge by itself if no one introduces our own cultural wayang.

In the field, Pertiwi Kindergarten, which is located in Kediren Village, Randublatung District, Blora Regency, many children do not understand the leh dialect. Based on observations in the field, the problem faced by TK Pertiwi group B children aged 5-6 years is that many children are not able to speak the local dialect of Leh. This was proven when the researcher gave activities for children to tell stories to express experiences or events in a simple way in the regional dialect of Leh, the children still mixed in their words. Many children are confused about pronouncing the regional dialect. When the child asks about something to the researcher and the researcher responds by using a dialect of leh, the child is just silent and doesn't understand. When children are asked to answer questions from researchers using the leh dialect, they just shook their heads. Even though the researcher has tried to ask questions in the regional dialect of leh.

TK Pertiwi, Randublatung District, Blora Regency has a special day for Javanese, namely Tuesday. The Blora district education office gives a policy to all educational institutions such as kindergarten, elementary, junior high school, and high school that they must designate 1 special day as a Javanese language day. All interactions and communications in the teaching and learning process must use Javanese on that day. In fact, the special Javanese language day which was set on Tuesday was not properly implemented by TK Pertiwi, Randublatung District, Blora Regency. Teacher communication with children, songs

sung by the teacher, the teaching and learning process in the classroom still uses Indonesian. Having an impact on the condition of the child, the child always uses Indonesian in communicating with the teacher and communicating with his friends.

The researcher wants to apply the leh dialect to the children of the Pertiwi Kindergarten, Randublatung District, Blora Regency using the krucil puppet media. The media is an intermediary tool used in the learning process that aims to distribute teaching materials or materials, develop children's thinking to be critical and positive and provide motivation for children to learn (Annisa and Tasu'ah. N, 2016: 57).

The purpose of this study was to determine whether there is an influence of wayang krucil media on regional language skills in Blora dialect leh in TK B children in TK Pertiwi, Randublatung District, Blora Regency. The advantage of this research is that the reader knows that the regional Blora dialect is important for children, it must be maintained and preserved as the identity of the Blora community language, the Blora regional language dialect leh must be instilled in children through habituation in the school environment and home environment. Another advantage is that children can get to know seeing and playing krucil puppets, which are now becoming extinct. It is hoped that the Krucil puppet learning media will affect the regional language skills of the Blora dialect leh.

RESEARCH METHODS

This study uses experimental quantitative research, Sugiyono (2011: 107) explains that experimental research is a research method used to find the effect of certain treatments on others under controlled conditions. The form of the research design used the one group pretest-posttest design, also known as the paired-sample t test. The independent variable or independent variable in this study is the wayang krucil media. The dependent variable or the dependent variable in this study is the regional language skills of Blora dialect leh. The population in this study were children at Kindergarten B in Kindergarten Pertiwi, Randublatung District, Blora Regency in the 2018/2019 academic year, totaling 42 children. The sample in this study used a saturated sampling technique where all members of the population were used as samples (Sugiono, 2014: 85). So that the sample in this study amounted to 42 children. The data collection technique used a linkert scale questionnaire, with 39 valid items

through instrument testing and reliability testing. While the data analysis techniques used are normality test, hypothesis testing with paired sample t-test and percentage techniques.

RESULTS AND DISCUSSION

The data obtained are data before being given treatment and after being given treatment. The pretest result data can be seen as follows:

Table 1. Data on Pretest Results

Interval	total	Percentage	Criteria
129 -158	0	0.0%	Very well developed
99 -128	10	23.8%	Develop according to expectations
69 -98	28	66.7%	Start Developing
39 -68	4	9.5%	Undeveloped
TOTAL	42	100%	

The data from the pretest, the percentage of regional language skills in the Blora dialect, was very well developed, which was still 0.0%. The percentage of regional language proficiency in the Blora dialect developed according to expectations, namely 23.8% with a total of 10 children. The percentage of regional language proficiency in the Blora dialect is 66.7% with a total of 28 children. The remaining percentage of regional language proficiency in Blora dialect leh on the underdeveloped criteria is 9.5% with 4 children.

After getting the pretest result data, then the child is given treatment using the Krucil puppet media. Performed 14 times of treatment or treatment, in order to obtain posttest data, as follows:

Table 2. Posttest Result Data

Interval	total	Percentage	Criteria
129 -158	19	45.2%	Very well developed
99 -128	23	54.8%	Develop according to expectations
69 -98	0	0.0%	Start Developing
39 -68	0	0.0%	Undeveloped
TOTAL	42	100%	

The data from the posttest results on the percentage of regional language skills in Blora dialect leh on very well developed criteria, reaching 45.2% with 19 children. The percentage of re-

gional language skills in the Blora dialect developed according to expectations, reaching 54.8% with 23 children. The percentage of regional language proficiency in the Blora dialect on the criteria began to develop to 0.0%. The percentage of regional language proficiency in Blora dialect is not yet developed, the result is 0.0%.

This shows an increase in the regional language skills of the Blora dialect leh. Evidenced by the increase in the percentage of developing very well, from 0.0% to 42.5%. The percentage of the criteria developed according to expectations, from 23.8% to 54.8%. The percentage on the criteria started to grow, from 66.7% to 0.0%. Percentage on undeveloped criteria, from 9.5% to 0.0%. The result is that there is an increase in the pretest and posttest, this shows that there is an influence of the wayang krucil media on the regional language skills of the Blora dialect leh. This is evidenced by the calculation of the hypothesis test with the paired sample t-test which shows the following results:

Paired Sample t-test	
Respondents	42
t table	2,021
thitung	-75,339
Sig. 2 tailed	0.00

Alanisis the output data:

Ha : There is influence between the media *wayang krucil* towards the regional language skills of Blora dialect leh in Kindergarten B children in TK Pertiwi, Randublatung District, Blora Regency.

Ho : There is no influence between the media *wayang krucil* on the ability of Randublatung in Blora Regency.

Acceptance criteria Ha:

With a confidence level of 95% or ($\alpha = 0.05$). The number of 42 respondents obtained t table = 2.021

Ho is rejected and Ha is accepted if the probability value (Sig. 2 tailed) <0.05.

Ho is accepted and Ha is rejected if the probability value (Sig. 2 tailed) > 0.05.

The results above can be obtained that the probability value (Sig. 2 tailed) is 0.00 <0.05, so Ho is rejected and Ha is accepted.

Ho is rejected and Ha is accepted if (t count <- t table or t count > t table)

Ho is accepted and Ha is rejected if (t count > - t table or t count <t table)

Based on the results of the hypothesis test above, it is obtained (t count <- t table or t count > t table), namely (-75,339<-2,021 or 75,339>

2.021), with a probability value (Sig. 2 tailed) = 0.00. The conclusion is that Ho is rejected and Ha is accepted, it means that there is an influence between the puppet krucil media on the regional language skills of Blora dialect in TK B children in TK Pertiwi, Randublatung District, Blora Regency. The percentage value results can be seen as follows:

Table 4. Results of the Increase in Regional Language Ability Blora Dialect leh

total	Pretest	Posttest	Enhancement
42 Respondents	3748	5331	1583
Percentage	41.3%	58.7%	17.4%

It can be seen that there is an increase and difference in the regional language skills of Blora dialect leh from the pretest percentage of 41.3% to the posttest percentage of 58.7%. The result is that there is an increase in the pretest and posttest by 17.4%, this shows that there is an influence of the wayang krucil media on the regional language skills of the Blora dialect leh.

DISCUSSION

The research with the title “The Influence of Wayang Krucil Media on Regional Language Ability Blora Leh Dialect in Kindergarten B Children in Kindergarten Pertiwi, Randublatung District, Blora Regency” emphasizes the ability of the Blora regional language as the dependent variable and the Krucil puppet media as the independent variable. This research uses a quantitative type of research, according to Azwar (2016: 5). This research uses a quantitative approach emphasizing the analysis of its data with numerical (numbers) processed by statistical methods. The aim is to find out whether there is an effect of regional language skills in Blora dialect between before being given treatment (pretest) and after being given treatment (posttest). In this study, the treatment given by the researcher was telling stories using the wayang krucil media through the Oro-oro Kesongo story.

The right media can help the learning process properly and easily. Gagne in Falahudin (2014: 109) defines media as a type of component in the learner’s environment that can stimulate them to learn. The regional language of Blora is called the Blora dialect which is closely related to the Samin community.(Hutomo 1996: 1) explains

that the Blora people are not all native Blora, but migrants from other areas. The original Blora people are coastal people, their language is different from the Javanese language in other areas.

The Blora area has a puppet art known as the Krucil puppet. RM Sajid in Hutomo (1996: 152) explains that Wayang Krucil is a puppet belonging to the people that spreads across the land of Java, especially the village people and the people of the mountains. The shape of the 2-dimensional flat Krucil puppet is made of small wood. The ingredients of the Krucil puppet are mentaos wood, candlenut wood, teak wood. The Krucil puppet learning media is expected to affect the regional language skills of Blora, the leh dialect in Group B children of TK Pertiwi, Kediren Village, Randublatung Blora District.

Before learning the Blora dialect leh regional language using the puppet krucil media, the researcher made preparations by choosing the right story and then consulted the story and the puppet characters with the puppeteer puppet krucil and the school. First, the researcher explains the characteristics, the differences between the Krucil wayang and the shadow puppets and the wayang golek, it is hoped that children will have more in-depth knowledge of wayang krucil. The treatment is carried out during class hours on days and schedules determined by the school institution, the first step is to explain Oro-oro Kesongo as the title of the story, starting from the geographical location, the video of Oro-Oro Kesongo. The Krucil puppet show, begins with the researcher introducing the characters in the story, then play the role of a puppeteer using the leh dialect language according to the leh dialect indicators that have been made. Children listen, listen, ask and answer questions, and the child is given the opportunity to tell what he observed. Then the child is given the opportunity to present himself as the puppeteer. The number of vocabulary words in the study is 16 words. After the treatment was carried out, the vocabulary that was more dominantly controlled by the children was the word mulih which was pronounced muleh, the word white was pronounced puteh, the word omahmu was pronounced omahem. It can be seen that when children chat with their friends, they start to use these vocabulary words because these vocabulary words are often related to everyday events, for example when interacting with their friends, children ask “you muleh, Nik?” Then there are also those who ask “iki pensile sopo,

Before the treatment was carried out using the puppet krucil media. Many children are still

unable to pronounce the regional Blora dialect, starting from the use of the affix leh, children are still rare and almost never add the word leh in every communication. The pronunciation of the vowels is in accordance with the characteristics of the dialect, the child is not yet able to pronounce them. Your ownership word is pronounced em, mu is more dominant than the use of em in communicating because children often use Indonesian. In the variation of synonyms, reflect the regional language Blora dialect leh, children tend not to understand the meaning of the word for other reasons because there are many synonyms so that children are confused about pronouncing it.

After the treatment using the puppet krucil media the children were able to pronounce the regional language Blora leh dialect starting from the use of the leh affix word, the child began to get used to it and was able to add the word leh at the end of the sentence. The pronunciation of the vowels is in accordance with the characteristics of the leh dialect, the child is able to pronounce the vowel "i" is pronounced "e" and the vowel "u" is pronounced "o". Your ownership word is pronounced em, the child is able to pronounce your ownership word pronounced em. Variations of synonyms reflect the regional language Blora dialect leh, the child is able to interpret the meaning of the word leh dialect and even though it is still difficult to pronounce, the child is able to distinguish the synonyms of the leh dialect.

The data obtained before being given treatment, the percentage of regional language skills in Blora dialect leh on the very well developed criteria is still 0.0%. The percentage of regional language proficiency in the Blora dialect dialect developed according to expectations, namely 23.8% with a total of 10 children. The percentage of regional language skills in Blora dialect is 66.7% with a total of 28 children. The remaining percentage of regional language skills in Blora dialect leh on the underdeveloped criteria is 9.5% with 4 children.

After the researcher gave the treatment 14 times, the results obtained were the percentage of regional language skills in Blora dialect leh on the criterion of developing very well, reaching 45.2% with 19 children. The percentage of regional language skills in Blora dialect developed according to expectations, reaching 54.8% with 23 children. The percentage of regional language proficiency in the Blora dialect on the criteria began to develop to 0.0%. The percentage of regional language proficiency in Blora dialect is not yet developed, the result is 0.0%.

This shows an increase in the regional lan-

guage skills of the Blora dialect leh. Evidenced by the increase in the percentage of developing very well, from 0.0% to 42.5%. The percentage of the criteria developed according to expectations, from 23.8% to 54.8%. The percentage on the criteria started to grow, from 66.7% to 0.0%. Percentage on undeveloped criteria, from 9.5% to 0.0%.

Based on the description of the results of the discussion above, it can be concluded that the wayang krucil media can improve the regional language skills of the Blora dialect leh so that there is an influence between the Krucil puppet media on the regional language skills of the Blora dialect leh.

Reinforced by previous research, research conducted by Ita Indrawati and Sri Widayati (2015: 2) with the title Improving Speaking Ability through Wayang Media in Group B of Sabilul Muttaqin Kindergarten, the results of this study show that puppet media can improve the speaking ability of children in groups. B Sabilul Muttaqin Kindergarten. Another research is research conducted by Anik Lestaningrum and Intan (2013: 56) with the title Improving Early Childhood Language Ability through Hand Puppet Stage Media. The result of this research is that the use of hand puppet stage media has a positive and effective effect in improving children's language skills.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the research entitled "The Influence of Wayang Krucil Media on Regional Language Ability in Blora Leh Dialect in Kindergarten B Children in Kindergarten Pertiwi, Randublatung District, Blora Regency" shows an influence. Before doing the treatment using the puppet krucil media. The child is still unable to pronounce the regional Blora dialect leh starting from the use of the affix leh, your ownership word is pronounced em, variations of synonyms reflect the regional Blora dialect leh. After the treatment was carried out using the puppet krucil media, the children began to pronounce the regional language Blora, the leh dialect in interaction with their friends, the word affix leh, your ownership word was pronounced em, variations of the synonym translate the regional Blora dialect leh. Evidenced by the percentage of the pretest 41, 3% increased to 58.7% posttest percentage. The result is that there is an increase in the pretest and posttest by 17.4%, this shows that there is an influence of the wayang krucil media on the regional language skills of the Blora dia-

lect leh.

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