

Development of Enrichment Book on the Wayang Banjaran Bima Stories of Based on Drama Text with a Character Education for High School / Vocational School

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Abstract

The purpose of this research is to describe the characteristics of the needs and development models on the “Wayang Banjaran Bima” Stories of Based on Drama Text with a Character Education for High School / Vocational School. The study is conducted by using research and development design. The enrichment book is developed by applying the feasibility aspects of it, book consisting of four aspects namely material, linguistic, presentation, and graphic. In addition, enrichment book products are arranged in accordance with the principles of preparation of enrichment books such as having conformity with educational goals, adjusting to the development of science, and developing the ability to reason. The draft enrichment book consists of the beginning, contents, and last. The enrichment book development of products are based on the characteristics of the students needs who expect the preparation of puppet story material based on drama texts and there is a character education content. The puppet story is developed in the form of a drama script text divided into six the Banjaran Bima plays, namely (1) Bima Bungkus, (2) Bale Sigala-gala, (3) Dewa Ruci, (4) Bima Suci, (5) Jagal Abilawa, and (6) Pandhu Swarga. The content of character education is inserted into the whole story in the conclusion section at the end story. With the content of character education students are expected to be able to understand the values contained in the puppet story and it can be applied in everyday life.

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INTRODUCTION

In the learning, the material is a very important component as a distributor of learning materials. The student success in the learning process is one of which depends on the teaching materials used. Educators need to formulate the teaching materials that can support them in the implementation of a good education because of teaching materials affect the student's success in the learning process in addition to the role from a teacher. (Kitao, 1997; Paula, 2002; and Wijayanti, Ida, and Rustono, 2015). Many types of teaching materials, enrichment books are the most widely found and used in the teaching materials by an educator. In a language and literature learning, for example, there are many enrichment books developed by educators for educational purposes. However, not a few of the existence of enrichment books are not suitable needs. According to Permendiknas No. 22/2006: 318, the purpose of literary learning is for students can enjoy and utilize of literary works, to expand their insight, refine their character, and improve their knowledge and language skills. Be related to this purpose, Doyin (2014) explains that there are still many students who have not been able to properly enjoy and utilize of literary works. Conditions like this, one of which is caused by the inappropriate material of literary works contained on the enrichment book of teaching materials. One of the competencies must be mastered by students in Javanese lesson of the tenth grade X of vocational school is the story material of puppet literary "*memahami isi dari cerita wayang teks Mahabharata (Bima Bungkus)*". The learning of a story material in the puppet literary, teachers use some the teaching materials are already available. The teaching materials are in the form of textbooks namely "*Prigel Basa Jawa kanggo SMA/SMK/MA Kelas X*" publisher Erlangga, and "*Trampil Basa Ndhidik Karakter Luhur kanggo SMA/MA/SMK*" publisher Mediatama. In addition to textbooks, there are some enrichment books that discuss a material on puppet stories such as "*Mutyara Rinonce; Budi Pekerti ing Wayang kanggo SD, SMP, SMA/SMK,*

Guru Basa Jawa, lan Umum" published by Grafika Indah and "Bharatayudha; Banjir Darah di Tegal Kurusetra" published by Narasi.

The fourth of teaching material have a content mapping as follows, (1) The puppet story material is presented in a simple and in-depth manner, especially the story to the Bima character in the Mahabharata epic, (2) the text of literary material is presented in the prose genre form which does not emphasize the story content aspects of material, and (3) the use of language in stories that apply the *basa pedhalangan* considered difficult for student. In fact, student will not use language merely as a tool of communication, but as a developing tool of thinking skills (Subyantoro, 2014). This becomes an obstacle for students in understanding the wayang contents.

Puppet literary learning delivered in the prose form seems monotonous and boring for students, it is necessary to develop the teaching material for the enrichment books of puppet story, one of which on the the text genre of drama. Drama on a learning can not only be used as a complement in the curriculum, but instead makes the lesson more interesting, facilitates student understanding, enriches the experience of students and helps facilitate educators in the application of learning strategies in accordance with student development. (Bramwell, 1990; Mc Cammon and Smigiel, 2004; Kelin II, 2007; Adomat, 2012, and Kemp, 2013).

Studying in a puppet story that tells the life of a character's story will be more interesting to students through drama texts than prose or poetry texts. Studying a puppet stories cannot be kept away from Javanese culture full of values (*nilai piwulang luhur*). Puppet have a role as a means to live and deliver the moral messages and values of society almost all cultures contain of the value of local wisdom (Kruger, 2006; Nugraheni, etc. 2016). By understanding the values contained on a culture, student will respect and love their culture (Septarianto and Subyantoro, 2016: 218).

Puppet literary material becomes interesting material for student because it

teaches about life through a story or puppet play. In the puppet literary story, all the problems of human life are delivered with the purpose of emphasizing of character education for students. The teaching and learning process in the development era will be more effective and interactive if it instills a moral education, for that education of values in learning is very necessary. (Norhayati & Siew, 2004; Revell & Arthur, 2007). Lickona (in Wibowo: 2013) states that a character education is education to establish personality by the character education, the results of which can be seen in one's real actions, namely good behavior.

The effort of forming personality is designed and implemented systematically to help students about understanding the values of human behavior related to God Almighty, self, fellow human beings, the environment, and nationality manifested in thoughts, attitudes, feelings, words, and acts based on religious, legal, ethical, cultural and norms (Husen et al, 2010).

Research on teaching materials that have relevance to this one is Jannah's research (2016) which conducts the research with the title Development of Autobiographical Play Teaching Material Based on Habibie and Ainun. The research purpose is to produce teaching material products based on autobiographical. The research of product result are printed of teaching materials on Student Worksheets (LKS) playing drama. Jannah (2016) states that the research result can be useful foran educators, a student and researchers as material for consideration of further development needs.

Furthermore, the research on wayang stories was carried out by Rusmiasih (2008) in her thesis entitled Development of Learning Strategy Competence in Reading Puppet Stories with Interactive CD as an Independent Learning Media for Javanese lesson on Junior High School. The research resulted in reading puppet media products packaged using a power point application. The advantage of this product located on the media design, while the weakness in this study is the lack of media optimization using power points. It causes the power point

media is considered to be a media commonly used in the classroom learning, so the attraction of students' interests is less than optimal.

The drama research was conducted by Kelin II (2007) in the perspective study from Within Dramas and Childrens Literature and Adomat (2012) in the research of Dramas Potential for Deepening Young Childrens Understanding of Stories reviewing the role of drama as a learning medium. From the second research that drama can be an effective learning strategy for students. Literary learning strategies through drama have advantages such as: (a) being able to explore the honesty and spontaneity of students understanding the story character, (b) facilitating students' understanding and introduction to the story, (c) able to prepare students of exploring and appreciating the story deeply , (d) enrich the student experience in understanding the story.

Furthermore, research on character education by Revell and Arthur (2007) in his study entitled "Character Education in Schools and the Education of Teachers". In that research, Revell and Arthur (2007) conducted a case study who is resulting in the need for educational values in learning. Educators need to practice for teaching procedures implementing a character education, educators must be role models, encourage students to apply the moral education, and get involved in the character education process.

The research purpose is to describe the characteristics of the need characteristics of enrichment Book of *Wayang Banjaran Bima* stories based on drama text containing character education and the enrichment book model of *Wayang Banjaran Bima* stories based on the drama text that containing a character education for senior high school/vocational students.

METHOD

Research on the Development of the Wayang Banjaran Bima of Enrichment Book Based on the Character Education for Senior High School/Vocational Students was carried out with a research and development design

developed by Borg and Gall (2003: 572). However, according to the research needs the research phase was modified into 8 stages, namely (1) finding potentials and problems, (2) gathering information, (3) the product design, (4) the design validation, (5) design improvement, (6) try the product, (7) product revision, and (8) manufacture the product. There are two variables in this research, namely the independent and the dependent variable. The content of character education is an independent variable, while the *Wayang Banjaran Bima* story of enrichment book is based on the drama texts as the dependent variable.

The Research data obtained from the questionnaire needs of educators and students then analyzed by grouping, selecting, and inferring a raw data. The analysis of assessment data by experts is accumulated so that the average score is known. The effectiveness test data analysis is performed using an assessment guideline that is processed through the average difference test or t-test.

RESULTS AND DISCUSSION

In this research is produced the characteristics and needs of the *Wayang Banjaran Bima* stories of enrichment book based on the drama text with character education for senior high school / vocational school. Overall these sections described below.

Characteristics of Enrichment Book Needs

The story of *Wayang Banjaran Bima* of enrichment book based on the drama text containing a character education was developed based on the principles of the teaching materials by written in Permendikbud No. 8 of 2016. These principles include (1) the material aspects, (2) the linguistic aspects, (3) the presentation aspects, and (4) the graphic aspect.

The material aspects of the story of *Wayang Banjaran Bima* of enrichment book have characteristics in accordance with the needs in the school that is in accordance with the Core Competencies, (KI) Basic Competencies (KD),

and Competency Achievement Indicators (GPA). The competence reads of Understanding the contents of the story *Wayang Mahabarata (Bima Bungkus)* taught at the senior high school/vocational school for the whole semester of the first grade. The next characteristic is the enrichment book arranged with complete and detailed. The completeness of the enrichment book is seen from the material presented detailly about the Bima Figure story. If the curriculum is only telling about the story of *Wayang Bima* character with a *Bima Bungkus*, the enrichment book is expanded and developed into a banjaran play (a complete story about the story of puppet character). Among these plays are (1) *Bima Bungkus*, (2) *Bale Sigala-gala*, (3) *Dewa Ruci*, (4) *Bima Suci*, (5) *Jagal Abilawa*, and (6) *Pandhu Swarga*. The material is delivered detailly about the story line with the delivery model in the form of drama text. The third characteristic is the enrichment book relevant to the needs of students and educators. During this time they have not found the teaching materials about the puppet story thoroughly, only the story of *Bima Bungkus*. In addition, students want a wayang stories that contain the character education.

In the linguistic aspect, the enrichment Book of *Wayang Banjaran Bima* has two characteristics, namely suitability with the level of student development and integration. The language used in the delivery of material using the Javanese variety of *ngoko*, while in the contents of the puppet story material using language in accordance with the character and role of each character. The enrichment book is not used by the language of *Pedhalangan* when delivering a puppet stories, but everyday Javanese language that is often used and heard by students. In addition, languages are arranged in a coherent starting from diction and sentence structure which arranged concisely and clearly.

In the aspect of presentation, the enrichment Book of *Wayang Banjaran Bima* has have three characteristics, namely (1) presentation technique, (2) presentation material, and (3) completeness of presentation. Presentation techniques in question are the order and systematic presentation, presentation of

illustrations, material, discussion, evaluation, and reflection. The material delivery characteristic prioritize the process of involvement and activeness of students. The involvement occurs because the material presented the form of drama text which can be used as role playing of modeling by students. In addition, the existence of illustrated images in each story makes the material more interesting for students. The characteristics of the completeness of the presentation in this enrichment book includes beginning, contents, and end.

The initial part of the enrichment book includes title, publication, introduction (*pangiring*), and table of contents. The contents section of the enrichment book covers books (*pambuka*), getting acquainted with the puppet literature, the character education in puppet stories, and the main content of the six *Wayang Banjaran Bima* story of material which is packaged in the form of a drama script complete with discussion, evaluation and self reflection sheets. The final part of the enrichment book includes conclusions (hopes), expectations, author information, and bibliography.

In the aspect of graphics, enrichment books have characteristics which include the format of the book, the design of the book cover, and the design of the contents of the book. In the book format, enrichment books are arranged in A5 size (bookpaper) with a size of 15x21 cm. The cover design of the book uses illustrations of the Bima character (*crita banjaran*). In the design, the contents of the book are arranged in Arial letters measuring 11, divided into six chapters, and printed in color on the cover, pictures, illustrations, and the contents of the *pitutur luhur*. In addition, the placement of page numbers is in the bottom corner. Whereas in the header section comes with a description of the book title and the author name.

The Enrichment model Book of Wayang Banjaran Bima Story Based on the text Drama with Character Education

The Enrichment model Book of *Wayang Banjaran Bima* Story Based on the text Drama

with Character Education have been improved in accordance with the assessment and advice from experts in four aspect (material, linguistics, presentation and graphics). This enrichment book consists of the beginning, contents, and end. At the beginning of the enrichment book consists of a title page, publication, preface (*pangiring*), and content table. In the contents section of the enrichment book consists of an introduction to the material and content of the material. Introductory material contains (1) about books / (*pambuka*), (2) getting acquainted with puppet literature, (3) the character education in wayang stories, and (4) Banjaran Bima wayang stories. In the contents of the material contains the character education of the *Wayang Banjaran Bima* of drama script which is arranged into six acts. In the content of the drama script material each round is completed by conclusions of *pitutur luhur*, discussion sheets, evaluations and self-reflection. At the end of the book consists of conclusions, expectations, author information, and bibliography. In detail the book form of "*Banjaran Bima Drama Basa Jawa*" as follows.

The Enrichment model Book of *Wayang Banjaran Bima* Story Based on the text Drama with Character Education divided into six chapters with the titles (1) *Pambuka*, (2) *Tepung Karo Sastra Wayang*, (3) *Pendhidhikan Karakter Ironing Crita Wayang*, (4) *Crita Wayang Banjaran Bima*, (5) *Pendhidhikan Karakter Ironing Naskah Drama Crita Wayang Banjaran Bima*, and (6) *Panutup*. The cover of the enrichment book uses an illustration of the life journey of a Bima character (*crita banjaran*). In addition, the front cover includes the book title and the author name. On the back cover there is a reflection about the puppet story that contains the values of *pitutur luhur* on order to emulated by humans. The explanation of each chapter is as follows.

Part chapter 1 (*pambuka*) the enrichment book contains an overview of the contents and the purpose of the book. Part 2 of the enrichment book contains the understanding of puppet, puppet functions, types of puppet, and types of plays in puppet. Part 3 of the enrichment book contains the understanding,

principles and the value to the character education, as well as character education in puppet stories. Part 4 of the enrichment book contains the main story of the *Wayang Banjaran Bima* story consisting of the division of plays,

plot lines, synopsis of each play, and biographies of Bima figures. Part 5 of the enrichment book contains the main content of the material that is character education in the drama of *Wayang Banjaran Bima* story.

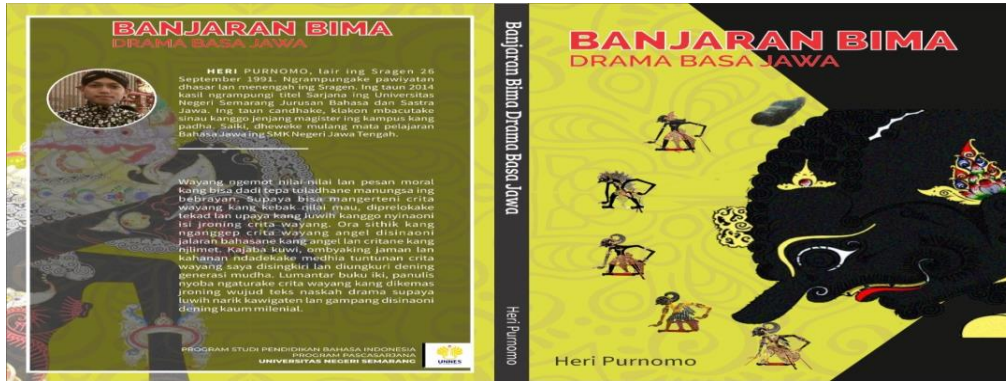


Figure 1. cover of the enrichment book 'Banjaran Bima'

The contents of the subject matter consist of six stages of the story. (1) Bima Bungkus plays telling the birth of Bima. Unlike ordinary babies, Bima can only come out of the wrapper (placenta) after 14 years being put in the Minangsraya forest. Bima's father, Pandu

Dewanata deliberately placed Bima, which was still in the form of a wrapper in the middle of the forest, as a means to be concerned so that one day he would become the main knight. These efforts were once constrained by Kurawa who was not happy with Bima's birth, even though Bima finally passed the test.



Figure 2. border cover chapter 1 'Bima Bungkus'

(2) The *Bale Sigala-gala* play tells the division of the Ngastina kingdom by Pandavas and Kuravas. On incitement of sengkuni, Kurawa invited the Pandavas to party before dividing the territory of the Ngastina country. This was done at the Pramonokothi guesthouse

which is made of bamboo and is flammable. The Kauravas who had planned evil intentions invited the Pandavas to get drunk and then the guesthouse was set on fire. The Pandavas survived the very careful efforts of Bima.



Figure 3. border cover chapter 2 'Bale Sigala-gala'

(3) Dewa Ruci play telling the story of Bima's struggle to find a true teacher to meet Dewa Ruci at the bottom of the ocean. Bima who wanted to explore Manunggaling Kawula Gusti knowledge and then met Durna's teacher. A

very hard struggle must be passed by Bima starting from entering the forest, going up the mountain to dive into the ocean floor. With perseverance and sincerity, Bima managed to meet with Dewa Ruci.



Figure 4. border cover chapter 3 'Dewa Ruci'

(4) *Bima Suci* plays about Bima becoming a Brahmin ascetic after getting enlightenment and true knowledge from Dewa Ruci. Thanks to Bima's determination in asceticism, the place around him became very prosperous and peaceful. This was considered by Gods not so good that the Gods sent messengers to tease and disturb Bima. Bima was finally able to face the test.

(5) The Act of *Jagal Abilawa* told the disguise of the Pandavas in the Wirata kingdom after serving a sentence of 13 years in the forest. Bima disguised himself as an animal slaughterer named Abilawa. The disguise of the Pandavas was almost uncovered when *Patih Wirata* challenged the *Ratu Wirata* war which then required that *Jagal Abilawa* be appointed as the champion of the queen of Wirata. Bima can also help solve problems in the Wirata country.



Figure 5. border cover chapter 4 & 5 'Bima Suci' and 'Jagal Abilawa'

(6) The *Pandhu Swarga* plays told the struggles and devotion of the Pandavas especially the Bima figure to pray for his parents namely Prabu Pandu and Dewi Madrim who were sentenced in the crater of hell. Pandu and Madrim who received punishment after killing Begawan Kimindama ascetic during sexual

intercourse, were punished by Dewa and put in the crater of *Candradimuka*. This made Bima and the Pandavas not accepted and tried to pray for his parents to enter Swarga. Various obstacles and trials had to be passed by Bima until finally he was able to touch his parents.



Figure 6. border cover chapter 6 'Pandhu Swarga'

The entire material of the *Banjaran Bima* puppet story is conveyed in the form of a drama script. By being packaged in the drama genre, students are more interested and actively involved in learning. In the material, each round is always equipped with supporting activities such as understanding the noble speeches of *Pitutor Luhur Kawedhar*, discussion sheets, discussion (evaluation), and self-reflection. All these activities are to support the achievement of learning objectives, namely understanding the contents of puppet story.

Section 6 of the enrichment book contains a conclusions (expectations), expectations, author information, and bibliography. From the whole *Wayang Banjaran Bima* story of material, the following conclusions are obtained (1) *piwulang luhur* about concern, endeavor and patience, (2) always alert and cautious in acting, (3) seeking knowledge to anyone with seriousness, (4) courage in worshipping *Sang Hyang Widi*, (5) sincerely helping without reward, and (6) filial piety and respect for parents.

Product Acceptance

The teaching materials become an important component in a learning, no exception with the enrichment book. In its preparation, enrichment books developed must be in accordance with the principles of developing in the teaching materials and the needs of school students. According to the Republic of Indonesia Minister of Education Regulation No. 8 of 2016, enrichment books are declared feasible if the existence of the book supports on the learning process. Suitability and accuracy of the contents of a good enrichment book will increase the student abilities to encourage a particular material. The teaching material for the *Wayang Banjaran Bima* story of enrichment based on character-developed a drama text is a product that in accordance with the characteristics of the students' needs. The suitability of these characteristics can be explained as follows.

(1) Compliance with material aspects. The *Wayang Banjaran Bima* story material have been compiled based on the needs of users in the field such as the puppet story material not only presented in the *Bima Bungkus* play, but rather tells the story of Bima figures from birth up to adulthood. This is to answer the user's need for enrichment textbooks in supporting of Javanese language learning, which has only been discussing a *Wayang Bima Bungkus* story of material. This is in line with Kurniawan (2016: 26) who explains that enrichment books are books that contain certain material in depth that serves as a complement to textbooks and enrich students' knowledge.

(2) Appropriate aspects of language. The language in the *Banjaran Bima* puppet story enrichment book is compiled using non standard Javanese or popular languages according to the wishes and suggestions of students and educators. Sentences used in the drama script material for puppet literature use sentences that are easily understood in conveying the story line. The rules of the use of Javanese in puppet literary enrichment books are also an important concern, namely by using Javanese in

accordance with the level of politeness (upload) and suitability of the story line.

(3) Compliance with presentation aspects. The flow of material presentation both in the enrichment book and in the content of the *Banjaran Bima* puppet story is arranged in a coherent and clear manner. The wrangling of the book starts from the beginning and introduction to the material, the contents of the book or the core material of the *Banjaran Bima* puppet story drama until the cover is presented in full according to the needs of the students. While the content of the puppet story compiled material can be seen in the story which is divided into six rounds. The six chapters in chronological order are appropriate and make it easier for students to understand the contents of the puppet story.

(4) Conformity to graphic. The graphics in the *Banjaran Bima* puppet story enrichment book drama script combine various drawing elements in various types of puppets such as shadow puppets, shadow puppets, animated puppets and so forth. This is in accordance with the results of the analysis of the needs of students who want to illustrate images in enrichment books in the form of a combination of cartoon puppets, colored puppets and puppets. On the book size, the *Banjaran Bima* puppet enrichment book desired by the user is of medium size like a literary book, novel or other. The desired book of enrichment is the writing and picture of the puppet that is well arranged and colored according to the contents of the book.

(5) Conformity to the aspects of the writing of puppet stories. The rules for writing a puppet story genre are the text of a drama script that is needed is to use the rules and rules in general in writing a drama script that contains the intrinsic elements of the story. While the proportion of the delivery of material with dialogue on the presentation of puppet story material is more when compared with narrative form. This is in accordance with the statement of Kusmana (2008) that the presentation of material in enrichment books can be in the form of descriptions, expositions, arguments, narratives, poems, dialogues, and/or using image presentation.

Appropriate Accuracy of Character Education in Research Products

Widagdo (2016: 38) explains that a good enrichment book has an urgent function to help educators and students in the success of the learning process. In puppet literature learning, character education becomes the most important urgency in learning and becomes the spirit of the literary work. The accuracy of character education content in enrichment books is as follows.

(1) The scope of character education content contained in the enrichment book is good and in accordance with the values of character education mentioned by the Ministry of National Education (2010). The contents of character education are 1) religious, 2) honest, 3) tolerant, 4) discipline, 5) hard work, 6) independent, 7) curiosity, 8) national spirit, 9) love for the motherland, 10) love peace, 11) social care, and 12) responsibility.

(2) The character education content is in accordance with the conditions of the students' development. The content and content of the character education contained in the story are very compatible with the psychological condition and development of high school/vocational students such as the absence of extreme violence presented in the story, murder and others.

(3) Submission of the content of character education is conveyed through implicit and explicitly very clearly. Implicitly, character education is conveyed indirectly through the dialogue of each character in the drama script. Where as explicitly, character education is delivered in the sublime *Pitutur Luhur Kawedhar* which is in each end of the story telling part.

CONCLUSION

The *Wayang Banjaran Bima* puppet story of enrichment book is based on drama text with the character education compiled based on four aspects of eligibility in teaching materials consisting of material, linguistic, presentation, and graphic aspects. In addition, enrichment book products are developed based on the

characteristics of needs in the field both of students and educators. The draft enrichment book is composed covering the beginning, contents and end. The *Wayang Banjaran Bima* story of enrichment book product is in accordance with the characteristics of students who expect the presentation of material other than the prose genre, which is arranged in a drama script genre, and hopes for the complete development of material about the Bima character's life story so that it is arranged in a *banjaran* play (the life story of a figures in puppets). In addition, students also expect a character education content from each puppet stories that is presented. By the content of character education contained in puppet stories, students are expected to be able to understand and apply *pitutur luhur* in their daily lives.

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