
Integrative Learning Model Containing Local Wisdom by Using Multimedia Animation-Based for Elementary School Students

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Abstract

The results of preliminary observations on several primary schools with increasingly advanced Information Technology (IT) technologies are (1) local culture which is increasingly eroded by the rapid development of Information Technology known as "kids era," (2) IT increasingly requiring the model learning follows events. Furthermore, (3) in previous English learning, the process has not been integrated (not synchronous between writing, listening, speaking and reading). The purpose of this research is to design an integrative learning model with local wisdom on elementary school students based on multimedia animation and to know the accuracy of integrative learning. It was a research development with the subject is elementary school students in Ngestiharjo region. Methods of data collection used observation and questionnaire. The questionnaire instrument was obtained from media and material experts. Questionnaires were addressed to IT expert and English education lecturer. Data analysis techniques used qualitative approach model. This research has resulted in an integrative learning media with local wisdom-based multimedia animation of English grade 3 elementary school. The content of interactive media is divided into three main sections, namely semester 1, semester 2, and video lesson. Animated media is integrated into the ability of speaking, listening, reading and writing. Aspects of local wisdom are demonstrated by the content and vocabulary used in reference to local Indonesian culture. The result of the content validation by the English education material experts stated the media is very good. Media experts claim that interactive media is good and worthy of use in learning English. Video lesson can increase students' active participation in English learning.

1. Introduction

Purposes of English learning for elementary school students are as follows. First, it is to develop competencies to communicate in oral performance in a limited way to accompany action (language accompanying action) in the school context. Second, it is to aware participants of the nature and importance of English to improve the competitiveness of the nation and play role in the international communication. Those two goals will be achieved if all components involved in learning English both at the primary and secondary levels are well integrated.

In achieving the goals mentioned above, the introduction of English for children is a must. Integrated English recognition among the ability to read, write, speak and listen creates deep understanding. Learners' understanding of this foreign language is of course associated with other aspects which include language learning, such as culture, art, education, environment, socio-economic, even technological developments, especially information technology.

Information technology in the learning process cannot be separated. The learning process utilizes technology as an effort to achieve educational outcomes and objectives. Teachers utilize information technology to deliver English language learning material. There are various forms of information technology that teachers can use in teaching language. For example, various kinds of soft and hardware devices. Software that can be utilized is various forms of English learning applications that can be operated through computers or mobile phones. Social media such as social networks, namely Facebook, Friendster, Twitter, blogs, and so on can facilitate learning English. In addition, hardware is also used in learning languages such as LCD projectors, computers, televisions, DVDs, VCD players, cell phones, language laboratories, and so on. According to Heinich quoted by Azhar Arsyad (2010), learning media is an intermediary that carries messages or information aimed at instructional or contains the meanings of teaching between sources and recipients.

By using information technology, participants and components of English learning feel ease or advantage. Language learning components include objectives, material/learning materials, methods/techniques, media, evaluation, students and teachers/educators. These components can synergize in the use of information technology in learning English. Taking advantages of information technology in teaching English to elementary school students, the learning will be more interesting, effective and efficient.

M. Nur Mannan, Achmad Sopyan and Sunaryo (2015) conducted a study entitled "Development of Local Wisdom Based Learning Devices to Develop Positive Characteristics of Primary School Students". In this study designing learning tools based on local wisdom is one of the innovations in the development of learning devices. With a variety of cultures in Indonesia, it is very supportive to develop a device that is integrated with local wisdom in the local area.

Dwijani Ratnadewi (2009) conducted research with the title "Pembelajaran Bahasa Inggris Tematik Integratif : Sebuah Alternatif Model Pembelajaran Bahasa Inggris di SMK". In this study, the integrative learning model was designed to be adapted to vocational students in their teens who experienced rapid physical and mental changes, they began to develop broader cognitive abilities for logical thinking. Thematic is learning that is designed based on certain themes in the discussion of various subjects similar to the purpose of mastering a graduate competency of the same. On the basis of the Contextual and Communicative approaches to IT learning make students learn in their own world, which is in accordance with the skills they pursue, because this learning model is an English learning model about their own vocational competencies. This learning model does not bring students' minds to other places because this learning has the same theme, making it easier for students to concentrate on understanding learning material.

Whereas according to Bovee, (1997), interactive learning media is a medium created to meet the various needs of foreign language learners at a time when one or all of the factors that influence the acquisition of this second language are difficult to obtain. The media used in learning activities are:

- 1) Media that is not projected and projected
- 2) Audio media
- 3) Media videos and films
- 4) Computers and computer-based Multimedia

In fact, the use of information technology in some elementary schools in the Special Region of Yogyakarta has not been maximally implemented. The process of learning English at Sonosewu Elementary School has not prioritized the integration among speaking, listening, writing and reading skills yet. The learning model applied is still individual technique. The activities applied in the introduction of English to children, especially grade 3 do not include integrated skill activities. As a result, students' understanding of language has not been as a whole. In practice, the learning process is not integrated and not communicative.

This study aims to create an integrative English learning model containing multimedia-based local wisdom. The introduction of language must be integrative because the purpose of language learning is to introduce and motivate students to be able to use the target language communicatively. There is content of local wisdom in the introduction of English so that students who are "young learners" do not forget or even leave the nation's cultural identity which is an inherited wealth that must be preserved.

2. Method

This research design developed an integrative learning models containing local wisdom in elementary school students based on multimedia animation. Model development used the cycle stages of Research & Development (R & D) development from Borg and Gall (1989). This model would be tested theoretically and empirically in the field after tentatively found the model through preliminary research.

The type of data in this learning media development research is qualitative data and quantitative data. Qualitative data was got from criticism, suggestions, and comments from learning media experts. Whereas in the field trial, qualitative data was obtained from observations and interviews. Quantitative data was obtained from questionnaires given to validators to assess the product development of integrative learning media containing animation-based local wisdom.

The main menu will appear after the opening animation at the beginning of the media. The main menu displays 5 buttons, namely the first semester, second semester, videos, profile and exit buttons. If the first semester or second semester button is pressed, it will go to the semester menu display. The video button is to open the video view, the profile button functions to go to the profile, and the exit button is used to end the media.

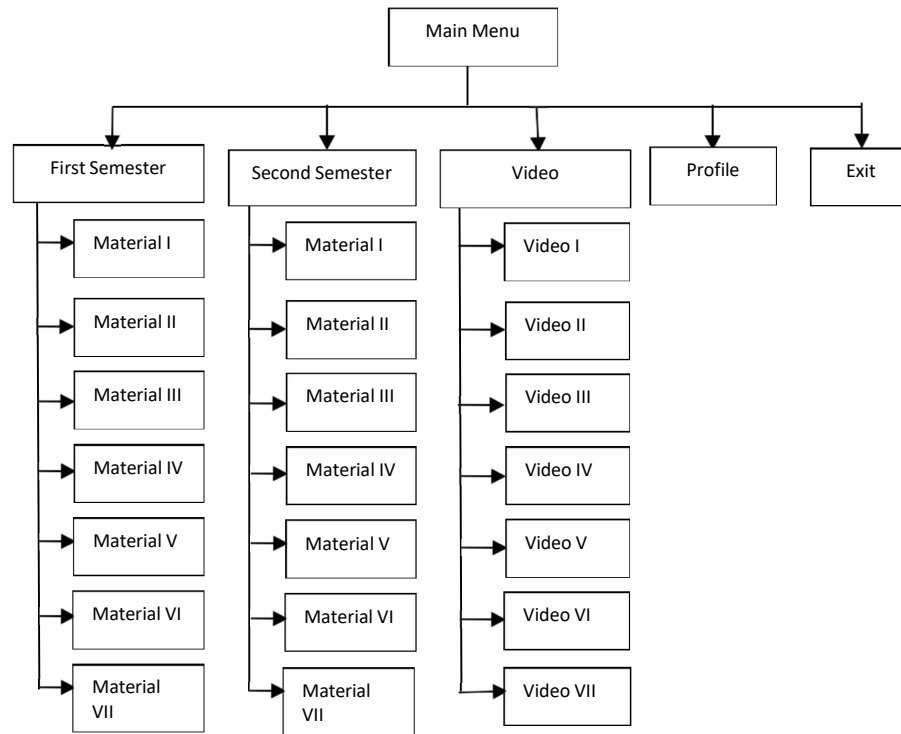


Figure 1. Structures of Menu

Data analysis techniques used in this research and development are qualitative and quantitative data analysis techniques. Qualitative data is obtained from preliminary studies in the form of interviews, observations and literature studies to determine the values of Indonesian local wisdom. The assessment phase of this development study is through the following stages.

- a) English language teaching experts, IT experts, and field practitioners (teachers) provide criticism and suggestions on the learning media result.
 - b) Developers make revisions to the media according to criticism and suggestions from experts.
- Evaluation Subjects are as follows.

- a) English language education experts and IT experts who are experts and experienced in the field of teaching English.
- b) IT experts namely people who are experts in the field of Information Technology.
- c) Learning media expert, namely lecturer who is experienced in teaching and competent in the field of learning media.

3. Results and Discussions

Researchers have created an information technology-based learning media. The media refers to the syllabus of English grade 3 elementary school subjects. The media that has been prepared makes students easier understand the subject matter in a fun activity because it is presented in flash interactive media. The media is presented in three main parts. All material presented in the development of the design of English learning media was developed based on the guidebook for English subject of Yudhistira publisher. The following is a description of the contents of animation-based English learning media.

3. 1. Page: Semester I

a. The alphabet

The material on alphabets or letters is presented through letters in which the letter is touched (clicked) it will be presented an explanation of the sample object's vocabulary with the initial letter of the alphabet. The images are also diverse according to the sound of the letters presented. After observing and learning each vocabulary with pictures and names, students then work on questions. A simple question is given a picture and the student chooses the name or designation of the object or picture presented. If the answer is correct, students will get a reward.

b. They are my friends

They are my friends' material relates with friends. This material is presented in the form of images, but no longer uses the example of a simple vocabulary. This material also introduces students to friends' activities such as playing soccer, playing chess, and so on. Students have been introduced to simple sentences. To clarify the meaning of the sentence, it is also presented about the pronunciation of the sentence presented.

c. I come from Jakarta

This material discusses the person's place of origin. Students are introduced the difference of come and comes. The structure of this language implies the difference between single and plural subjects. It also discussed about the use of past time to be namely was and were. If they want to convey the place and day of birth, students are expected to use a past time form, for example, I was born in Yogyakarta.

d. Anton has a bicycle

The material "Anton has a bicycle" is about ownership. In this subject, students are introduced to the vocabulary relating to the objects they have. The form of language structure used has and has. They must distinguish the use of having and has formed. This relates to single subjects or multiple subjects in sentences. If the subject is single, then the form of the verb used has. Multiple subjects use the have formed in their sentence.

e. Abilities

Students study about the ability through modality which can be like the example sentence "Tania can ride a bike" which means that Tania is able to (can) ride a bicycle. Denying is also discussed that is using the form of modality cannot or can't. Like the material on the subject matter of ownership, it is also introduced about negation or negative form. Students are expected to be able to think critically.

f. Places

Primary school-age children must be able to understand the place. For this reason, it is necessary to present material about prepositional phrases. These prepositions are related to the place of being, such as inside, in front, beside, behind, and so on. All prepositions described in the picture are very simple. But unfortunately, all prepositions are not clarified with illustrative images contextually so that students can more imaginatively understand the material.

g. On the farm

In accordance with the title, this material is related to vocabulary related to agricultural tools such as tractors, hoe, or livestock such as buffalo, cow, and so on. This material explains the demonstrative pronouns, namely pronouns that use the standard number and distance. Images are presented by distinguishing between single and plural nouns. Single objects are followed by that and this. Plural objects are followed by those and these.

3.2. Page: Semester 2

a. Transportation

The subject of transportations begins with the presentation of a description of daily activities, namely going to school using a vehicle. The description is delivered in writing and verbally. Oral also submitted accompanying written descriptions. Various kinds of vocabulary regarding transportation is studied by students. Transportation studied island, water, and air transportation. An explanation of transportation is accompanied by the names of the places where the transportation is located.

b. Occupation

The next English language learning material is Occupation or work. Work or profession is studied by students through a brief description in one paragraph. To be clearer, an interesting picture is also presented in accordance with the profession described. Students were also asked to learn about changes in single and plural verbs, namely changes in wants and wants. The question sentence which is studied in this subject is the question sentence where is where. The basic pattern of the question sentence "where does" and "where do" is a concern in this subject. Students must distinguish between single subjects and plural subjects.

c. Weather

Teaching material about whether children is not as easy as expected. Students must imagine. The students know the weather is sunny, cloudy, rainy. They do not know cold weather in Europe where there is snow, so the weather is very cold. In addition to imagination, students are given the material with image impressions. The sentence question that is learned is "How is the weather today?" This question sentence form encourages students to interactively communicate with their friends.

d. Go camping

Go camping is material that pleases students. Going camping material discusses various kinds of camping equipment or supplies. This material focuses on understanding the vocabulary and possessive pronoun. Before discussing ownership pronouns, it is presented about ownership questions, such as for example "Whose hat is this?" Some informative question sentences have been used in this interactive media. The enrichment question focuses on ownership pronouns.

e. She is beautiful

She is Beautiful material relates to the characteristics of people, such as clever, cute, strong, weak, and so on. Characteristics of people are explained through images but not motion pictures or audiovisuals. Students are expected to be able to describe a person, object, or animal. Students need to repeat and add vocabulary because only a little is presented in this media. The following are the enrichment questions submitted to students.

f. At the supermarket

Discussions about supermarkets are titled At the Supermarket. The subject matter is given more in the discussion of vocabulary or various items sold in supermarkets. Learning numbers in English for children is rather difficult because, in addition to trying to remember numbers, students must also distinguish the mention of tens, hundreds and thousands or even millions. This interactive media discusses only a little. The question sentence related to price uses "How much is ...?"

g. My family

Closing the discussion on semester two of these 3 grade English subjects, students learn about family. The subject matter begins with describing the family through a family tree. Through the family tree, the teacher can help students describe their family. Students also learn about what questions describe who is "Who is ...?" During the learning process in class, students can ask questions about their respective families.

3.3. Page: Video Lesson

In this interactive learning media, English subjects are attached with a more comprehensive explanation of all the material presented in the previous chapter. Explanations are presented in a more interesting way, with the help of songs and video lessons. Video lessons are delivered using English so that children's understanding of the material is more interactive.

The pronunciation of words and sentences in each explanation in the video lesson uses native speaker sound. Thus, students are able to listen and imitate the voice of native speakers. In learning English in class, teachers who use this interactive media should give students time to observe, think and then express ideas freely directed. In the materials that focus on learning and vocabulary recognition, this interactive media explains vocabulary with images accompanied by pronunciation by native speakers.

4. Conclusion

Based on the results of research and discussion, it can be concluded as follows:

1. The design of integrative learning models containing local wisdom in elementary school students based on multimedia animation is developed with six steps of research and development namely research and collection, planning, and development of product drafts. Researchers have not been able to conduct initial field trials, revise the results of trials and field trials due to the limited time available. The next stage to complete the development research process is planned in the next funding research scheme.
2. The design results of this multimedia animation learning model are integrated between listening, speaking, reading and writing skills. The material is divided into three points, namely material in semester 1, semester 2, and video lesson. The results of the validation of the content of the material and the media stated that the media is good to be applied to students.

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