

Animation of "Wayang" as a Character Education Media for Elementary Students

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Abstract. Research on the creation of animated puppets as a medium for moral education is encouraged by the results of previous research, which found data on the declining quality of moral education. Thus it is necessary to create media to teach moral values to elementary school students. This media is animated "wayang." The research aims: (1) to produce a prototype of animated puppets; (2) to conduct an application test of animated puppets in elementary schools. The creation of animated puppets as a medium for moral education is carried out using the Practice-Based Research method. The practice of creating products through collaboration between researchers, teachers, and elementary school students. Data collection through observation, interviews, and document analysis. Animated "wayang" products are validated based on expert validation, followed by a qualitative applied test. Data analysis was carried out using interactive techniques. The results of the study included: (1) prototypes of animated puppets received by elementary school teachers and students; (2) The results of the applied test state that "wayang" animation can support the moral education of elementary school students.

Keywords: Animation; "Wayang "; Character; Education.

1 Introduction

The phenomenon of moral decline in school students is a problem that is a sign of the condition of Indonesian society. Here the role of education is crucial in maintaining student morale through character education. Symptoms of a decline in morale that need attention to change for the better [1]

Research conducted by Reckitt Benckiser[2] on 500 schoolchildren in five major cities in Indonesia found that 33% percent of students had committed theft. From these results, 58% of them did it at 16 to 20 years old. In addition, a survey of cities from 33 provinces in Indonesia found that there were 1.1 million or 3.9% of adolescent victims of drugs. The data was taken in 2020 [3].

Meanwhile, data from the Jakarta Center for Social Disorder Control shows that 0.08% or around 1,318 students are involved in brawls out of 1,647,835 Jakarta students. There were 26

of them died [4]. The moral problems in today's children do not end there; lately, many cases have been of students turning against their teachers. Some even have the heart to abuse their teacher to death, as in Madura [5]. This is a warning that no moral is embedded in these students.

From this explanation, it can be concluded that the decline in the moral quality of school students in Indonesia can already be called worrying. This is indicated by the research results, which found that students' moral deviations were influenced by the social, family, and school environment. In schools, it was found that the media used for moral education in elementary schools still needs to be improved, so effective media development is needed for students' understanding of the lack of good communication media in schools specifically for moral education. This phenomenon occurs in students, including elementary school students [6].

In previous research, it has been found that elementary school-age children rarely witness 'wayang' as a performance. The characters and stories are understood by elementary school students [7]. In order to make it easier for elementary school students to understand, through applied research excellence, this was created with stories of Indonesian folklore. Almost all regions of Indonesia own Indonesian folklore stories, and all contain a powerful moral education message [8].

This character education media for elementary school students was created as animated "wayang." Animation is one of the results of multimedia technology which is made in cartoon form, can be made manually, then arranged in such a way and attempted to use an application so that the image will appear to move. With the rapid development of technology, animation can be done more quickly and easily through the pre-production, production, and post-production stages. The effectiveness of animation has been found in previous research, which proves the hypothesis that the use of animated media is effective and significant for conveying character education messages to elementary school students [9]. As for the impact of the accompaniment, the use of animation media can significantly increase elementary school students' interest. Thus, research on creating animated "wayang" as a medium for character education for elementary school students is urgent for the development of elementary school students.

2 Research Methods

The creation of animated puppets as a medium for moral education is carried out using the Practice-Based Research Method [10]. The practice of creating products through collaboration between researchers, teachers, and elementary school students. Data collection through observation, interviews, and document analysis. Animated "wayang" products are validated based on expert validation, followed by a qualitative applied test. Data analysis was carried out using interactive techniques. This research was conducted with practice-based research and applied as follows.

2.1 Condition Determination Stage Method

The survey method was used to determine the condition of elementary school student's understanding of social messages that support moral development in folklore.

2.2 Creation and Development Methods

Focus Group Discussion is used to find forms of folklore that can be represented in animated wayang scripts that are appropriate for staging to strengthen the character and morality of elementary school students, which is validated using an expert's judgment.

2.3 Staging Method

The debriefing discussion is used to find procedures for presenting folklore in the form of animated puppets to be staged, which are adequate to strengthen character education for elementary school students.

3 Result and Discussion

3.1 The Results of Determining The Conditions for Understanding The Value of Character Education in Elementary School Students

The results of the Determination of Conditions were carried out in 10 elementary schools in Surakarta City. The ten elementary schools are spread across five sub-districts in Surakarta City. Elementary schools, which are the research settings, consist of elementary schools located in urban areas and elementary schools located on the outskirts.

Determination of conditions is done through observation. The observation results show that some students need more character education. It can be seen that many students do not maintain cleanliness, discriminate between friends, mock each other, and lack respect between friends, and some students are less sensitive to friends who are in trouble. This is influenced by several factors, one of which is the common understanding of moral values.

Instilling an understanding of moral values and character education must be carried out continuously. There needs to be cooperation from various parties so that it is well attached to students. That way, with an understanding of high moral values in students, it is hoped that students will also have high character education.

Understanding of Moral Values The highest score obtained is 15 of the possible scores that can be achieved, namely $(1 \times 18) = 18$, while the lowest score is 4 of the possible lowest scores that can be achieved, namely $(0 \times 18) = 0$.

From the results of the data analysis, the score for understanding moral values obtained an average score of 9.48, a median of 10, a mode of 10, and a standard deviation of 2.27. Character education The highest score obtained is 96 of the highest possible score that can be achieved is $(4 \times 24) = 96$, and the lowest possible score is 66 of the possible score that can be achieved $(1 \times 24) = 24$.

From the results of data analysis of students' character education scores, the average score was 82.33, median 83, mode 83, and standard deviation = 5.907. The results can be concluded that elementary school students' understanding of character education still needs to be improved, and the right solution needs to be given.

The lack of character education shows a lack of national unity because people find it difficult to accept differences in life and tend to show idealism as the Indonesian nation that has not materialized. In addition, the fading of homeland character education will have harmful consequences. If this is allowed to continue, it will cause the nationalism of the people to disappear. They will also feel more comfortable living in neighboring countries than in Indonesia.

3.2 The Results of the Creation of Animated of “Wayang“ Prototypes

The results of the development carried out in this study in the first stage used Focus Group Discussion. Focus Group Discussion is used to find forms of Indonesian folklore that can be represented in animated wayang scripts that are appropriate for staging to strengthen the moral values of elementary school students.

From the focus group discussion results, it was agreed that character education is the understanding, feelings, and actions of maintaining goodness to maintain the quality of social relations between children and the surrounding community and God Almighty. In moral values there are good values, namely, those related to good and bad actions, that generally guide human life.

The meaning of moral values are values that can encourage people to act or do something and are a source of motivation. In other words, moral values tend to regulate and limit actions in everyday life. Indicators that can be referred to are moral knowing or knowledge about morals; moral feeling is feelings about morals and moral actions or moral behavior and actions.

Moral knowing consists of six main things that should be taught, namely (1) having moral awareness, (2) knowing moral values, (3) perspective-taking, (4) moral reasoning, (5) decision-making, and (6) self-understanding alone. At the same time, the moral feeling is a source of strength to always act according to moral principles.

To this moral feeling, six things need to be instilled in children according to the stages of their development, namely: (1) sharpening conscience, (2) strengthening self-confidence, (3) increasing empathy or training to be able to feel what other people feel, (4) loving the truth, (5) the ability to be able to control oneself continuously and (6) efforts to hone humility.

Moral action is behavior that is based on moral considerations. Moral behavior embodies knowledge about morals manifested in real action or behavior. Because character is related to reasonable values, character education is an effort made in stages to instill habits so that children can always think, act and behave based on sound values, so that character education is always associated with value education. For this reason, the achievement of character education goals is reflected in children's knowledge, attitudes, and behavior based on sound values, namely universal moral values in the form of values that can be accepted in all environments and cultures.

Finding out how children's knowledge, attitudes, and behavior are based on sound values requires an accurate assessment instrument that will provide correct information about child development so that the results can be used as a basis for development through learning at school. This study aims to develop moral learning media for elementary school students by creating animated puppets that can provide learning experiences of moral values towards the development of children's knowledge, attitudes, and behavior related to universal moral values in elementary school. In addition, it also compiles an indicator system for the development of knowledge, attitudes, and behavior of children related to universal moral values as a reflective evaluation of character education in elementary schools.

The main object of this research is the development of universal moral values that form character in elementary schools, with data sources from teachers and elementary students. The result of the first year is the compilation of a universal moral value indicator system, namely the development of children's knowledge, attitudes, and behavior regarding moral values. The

universal moral value provides an overview of the dominant character aspects developed in various types of elementary schools as a reflection of the quality of character education in elementary schools. The results of this study are (1) clustering of universal moral values as the basis for preparing instruments for assessing the development of children's knowledge, attitudes, and behavior about the moral values of elementary school children; and (2) An indicator system for the development of children's knowledge, attitudes and behavior regarding moral values which gives an overview of the dominant character aspects developed in various types of elementary schools, to be used as a reflective evaluation of existing character education.

The creation of this animated puppet design includes environment design and character design. The environment design is designed and created to support the setting of the place and time of the story. The character design was created to strengthen the characters' character in folklore and can help the children's audience (elementary school students) understand the message of character education. This creation process is described in the storyboard and collecting material as follows.

Table 1. Storyboard and Material Collecting Design

Name	Description	Meaning
Cover page	Story Title	Character Depiction
Front page	Baby character image	The depiction of children as a baby whose presence is highly expected by Mother
Story content page	Complete description of story events	Presentation of messages in animated puppet stories

The complete design depiction of animated "wayang "stories for character learning media is presented in the image below.



Fig. 1. Animated puppet prototype

The Animated "wayang "prototype takes the theme of Indonesian folklore. The story taken is the story "Timun Emas ."This story describes the struggle of a minor girl character whom a

giant attacked. In this story, the character can fight against the evil giant who will eat her. The description of the scene of the incident is presented in the following Figures.



Fig.2. Animated wayang story scene depiction

The depiction of the scene in this animated wayang is realized as a rural image. The rural image is characterized by simple houses surrounded by trees and forests. Then the form of the character is presented in Figure 3 below.



Fig.3. Animated puppet character depiction

The characters in this animated puppet include parents, a small girl named Timun Emas, and a giant. The parents in this animated "wayang" story are frightened when their children receive threats that a cruel giant will eat them. Arriving at the climax of the story, the struggle of a minor girl character against a giant is presented in Figure 4 below.



Fig.4. Animated puppet climax scene

The main character's struggle in this animated wayang can be seen in the climax scene. In this climax scene, the main character defeats the giant about to eat him. The denouement in this animated "wayang" story is presented in Figure 5 below.



Fig.5. Animated puppet story denouement scene

The end of this animated "wayang" story is marked by the defeat of a giant who plunges into a sea of hot mud. The dead giant sank into the hot mud, so the children in this animated wayang were saved from harm.

3.3 Discussion

Animated "wayang" as a medium for educating the character of elementary school students is a theme taken from Indonesian folklore. This story tells of a beautiful girl who is kind, smart, and brave. At a young age, the character of "Timun Emas" dared to fight the evil giant who wanted to eat her.

From the story of the animated "wayang," the messages can be seen that can educate the character of elementary school students. The message of character education is to always think before doing something, so we do not regret it in the end.

In the story above, the mother character has made a pact with an evil giant, but as a result, when her child is old enough, the giant will eat the child. Another message of character education is: always try because a severe effort will get success.

In the story depicted in this animated puppet, the little girl never gives up and is always enthusiastic when trying to fight a giant. Another character education is a message to all children that children must always serve their mothers. Because the mother's blessing will also affect the future business, in this story, the little girl character is always obedient to her mother. When she is about to go against the giant, this little girl asks her mother for prayer first.

4 Conclusion

Based on the research results obtained through the creation of animated puppets, it can be concluded as follows: 1) Elementary school students' understanding of moral education messages to strengthen character can be improved through animated puppets based on Indonesian folklore. 2) Forms of Indonesian folklore that are represented in animated "wayang" scripts that are appropriate for staging to strengthen character education for elementary school students. 3) An effective "wayang" presentation based on Indonesian folklore to strengthen the

moral development of elementary school students based on stakeholders and experts is a “wayang“ animation that is appropriate to the cognitive development of elementary school students.

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