LEARNING PROCESS OF INTRODUCTION TO LAMPUNG SCRIPT THROUGH ICT (INFORMATION AND COMMUNICATION TECHNOLOGIES) FOR KINDERGARTEN STUDENTS OF TK RASYIDUL JANNAH BANDAR LAMPUNG ACADEMIC YEAR 2014-2015

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ABSTRACT

Problems proposed in this study are: (1) How is the learning process of introduction to Lampung script for kindergarten students through ICT? (2) What are supporting and inhibiting factors in the learning process of introduction to Lampung script for kindergarten students through ICT?

The objectives of the research are: (1) to describe the learning process of introduction to Lampung script for kindergarten students through ICT and (2) to describe supporting and inhibiting factors in the learning process of introduction to Lampung script for kindergarten students through ICT.

This research was conducted at Rasyidul Jannah Kindergarten, Bandar Lampung. As the focuses of this research are the kindergarten teachers and 24 students group B aged 5-6 years. This research took place in the second semester of the academic year 2014-2015. This study uses qualitative descriptive approach as the researcher describes all the process related to the learning process of introduction to Lampung script done by the teachers through ICT. This study used a qualitative descriptive approach, where researcher tried to describe all the events in relation to the introduction of Lampung script done by teachers through ICT. The finding of this research suggested that ICT is effective to help these kindergarten students in the learning process of introduction to Lampung script. The supporting factors in introduction to Lampung script learning are the teachers, the students and surrounding society who showed enthusiasm in the learning process. Meanwhile, the inhibiting factors are students' difficulties in pronouncing the alphabets and some similar script writing shapes. In accordance with this research finding, it is recommended for the management of early childhood education to provide VCD of Lampung script learning animation and for the kindergarten teachers to carry out teaching Lampung script using the VCD as part of teacher's professional skills.

Keywords: Learning, Early Childhood, Animation, Lampung script

1. Background

Each region in Indonesia has various cultures that can be explored as a learning vehicle and cultivation of local cultural values in early childhood. As mentioned by Vigotsky (2007: 343) that the contribution of cultural, social and historical interaction in the children' mental/behavioral development influence on child development. Learning which is based on the cultural and social interaction that refers to the socio-historical-cultural developmental aspects will greatly impact on the children's perception, memory and thinking. One of the principles in the DAP (Developmentally Appropriate Practice) concept states that early childhood learning should be in accordance with the social and cultural environment in which the child is living. Therefore, educators' understanding against children's socio-

cultural background can be used as a reference for educators in preparing learning materials and instructional media that are relevant and meaningful to the children. In addition, educators can also prepare children earlier to be individuals who can adapt to the social and cultural environment.

As a nation that has so much richness and diversity, including the richness and diversity of local cultures, it will be isolated by itself if we do not early instilling a strong determination to strengthen and preserve our local culture that is rich in noble values. Fears, either consciously or unconsciously, of the impact of global education will gradually shift the position of the local culture. This is contrary to the Lampung Provincial Regulation No. 2 of 2008 on Lampung Cultural Maintenance. In Article 7 it is stated that Lampung language and script are cultural elements of culture to be developed. Furthermore, Article 8 point E stated that the introduction of Lampung language and script starts from kindergarten, elementary and secondary school levels, which the implementation complies with the provisions of the region, conditions and needs.

Based on the problem above, one of the efforts that need to be done is to strengthen the local culture through learning. In this research, the instructional media used are learning animation. Animation learning media have the ability to explain a complicated or complex thing to be explained only by pictures and words. With this ability animated media can be used to describe a real material.

Through the introduction of Lampung script learning using animation more children are expected to know and love the local culture so that they can grow and develop optimally and that the local culture will be stronger.

A. FORMULATION OF PROBLEMS

Based on the background of the problems above, the formulation of the problem in this research are:

(1) How is the learning process of introduction to Lampung script for kindergarten students through ICT?

(2) What are supporting and inhibiting factors in the learning process of introduction to Lampung script for kindergarten students through ICT?

B. OBJECTIVES

In accordance with the above problems, the goals to be achieved in this research are:

(1) to describe the learning process of introduction to Lampung script for kindergarten students through ICT and

(2) to describe supporting and inhibiting factors in the learning process of introduction to Lampung script for kindergarten students through ICT.

2. THEORETICAL FRAMEWORK

Pattern of regional language learning with the CBC is based on contextual approach, known as CTL (Contextual Teaching and Learning). Contextual learning as described in SBC (MONE, 2006) is a concept of learning that helps teachers correlate the material and the topics he teaches with the situation in real life and encourages students to make connections of the knowledge possessed by the application in their daily lives. Then, Syaiful Sagala (2007: 88) states constructivism is the cornerstone of thinking in contextual approach, knowledge is built little by little, the result expanded through limited (narrow) and not abruptly context. Knowledge is not a set of facts, concepts or rules which are prepared to take and remember.

Lampung script is a form of writing that has a relationship with South India's Pallawa. Various kinds of phonetic writing syllables are the vowels as in Arabic characters by using signs as *Fathah* on the above line and *kasrah* on the bottom line. However they are not

using *dammah* on the front row but using the mark on the back; each sign has its own name.

According to A. Effendi Sanusi (2013: 15) Lampung alphabets includes in syllabic writing system. The characters referred to as *Kaganga*. Lampung script consists of three elements: Parent Letter, Child letters, and punctuation.

Figure 1 : Lampung Script   (Parent Letter)

Aksara	Nama	Huruf	Aksara	Nama	Huruf
	ka	k		ja	j
	ga	g		nya	ny
	nga	ng		ya	y
	pa	p		a	a
	ba	b		la	l
	ma	m		ra	r
	ta	t		sa	s
	da	d		wa	w
	na	n		ha	h
	ca	c		gha	gh

Source : A. Effendi Sanusi, (2013) Tata Bahasa Bahasa Lampung,Universitas Lampung

In order to make the introduction to Lampung script learning for kindergarten students more interesting, the researcher has created media animation of Lampung script learning in form of VCD containing about the types of script that is associated with the type of animals that have been known by the students. Learning animated media have the ability to be able to explain a complicated or complex thing to be explained with pictures and words alone. With this capability, the animation media can be used to describe a real material.

According to Aaron and Zaidatun (2004: 5), animation, like other media, has its own role in education, especially to improve the quality of teaching and learning. In line with Wina Sanjaya (2012: 231), audio-visual learning is defined as the production and use of related materials with learning.

Learning media of Lampung script learning includes in audio visual media types because there are motion pictures, floating letters, and voice.

3. METHODS

The research method used is descriptive qualitative

(1) Location of research was in TK Rasyidul Jannah Sukarame Bandar Lampung.

(2) Time of research was on even semester of academic year 2014-2015.

(3) The focuses of research are the teachers of the 'Matahari' Class (TK B) at TK Rasyidul Jannah Sukarame Bandar Lampung and 24 students (TK B) of TK Rasyidul Jannah Sukarame Bandar Lampung aged 5-6 years.

(4) Data collection tool was CD of introduction to Lampung script for early childhood students. Analysis of the data was by describing all the events in relation to the learning process of introduction to Lampung script done by teachers through CD of learning media animation.

Data were collected through: participant observation, interview and document studies. Research instruments consisted of: (1) free observation, field notes, cameras

video cameras, (2) free interview, tape recorder, (3) school documentation.

Which became the source of information in this study are: Kindergarten students, teachers and parents

4. RESULT AND DISCUSSION

A.   Result

Lampung script learning for Kindergarten students through Learning Animation:

1.   The purpose of this study was to obtain an overview of the implementation of Lampung script learning for kindergarten students through animations. The tool used in this research is the VCD creation of introduction to Lampung script which was made by the researcher to help students recognizing 20 Lampung script parent letters.

2.   Supporting and inhibiting factors in Lampung script learning for students kindergarten through Animated Learning:

The supporting factors in learning are: (1) kindergarten teachers who have high spirit of dedication in teaching, (2) Students of TK Rasyidul Jannah Bandar Lampung which have high spirit in the learning process, (3) Culture of Lampung people who is still maintained, (4) The condition of the children's learning environment which is very supportive.

Furthermore, the factors that become obstacles in Lampung script learning for kindergarten students through animations in TK Rasyidul Jannah Bandar Lampung include; (1) The shapes of the characters which are almost the same are hard to distinguish, this resulted in the teacher should repeat and pronounce the characters many times especially for difficult children. (2) Lack of Lampung script learning CD which resulted in children rarely see and hear the Lampung characters which are suitable with their minds.

B.   Discussion

(1)   Learning Analysis

Introduction to Lampung script learning is an activity to introduce Lampung script through the stimulus and the response of people on the children's surroundings. The introduction runs through constructivism process of building concepts through stages, connecting existed experience to the new experiences so that children are able to construct their own understanding. For example, the introduction of animal names associated with the Lampung script to stimulate the cognitive processes in children learning process will occur quickly.

The learning process will be successful when students are motivated to learn. In accordance with the teacher's role as a motivator "to obtain optimal learning results, teachers are required to creatively evoke students 'motivation' (Sanjaya, 2009: 29).

When listening to and viewing the animation of Lampung script by using video, students are sitting on the carpet with the semi-circle position facing the television. "Some teachers prefer the children to sit on the floor, especially when they are provided the floor mat or carpet. They consider such an arrangement gives more pleasant climate and peace ". (Hidelbrand in Muslichatun, 2004: 167).

Through VCD of Lampung script learning animation the teacher invites the students to listen to the rhythm and see Lampung script shapes. Goat ("*ka*mbing") represents script *Ka*, Ga (*ga*jah), Nga, (si*nga*), Pa (*pa*us), Ba (*ba*dak), Ma (*ma*can), Ta (un*ta*), Da (kuda), Na (ikan tuna), Ca (Capung), Ja (jangkrik), Nya (nyamuk), Ya (buaya), A (ayam) La (lalat) Ra (kura-kura), Sa (Sapi), Wa (walet), Ha (harimau), Gha (gagak) In this animated it is seen that when the script is shown and voiced, at the same time the animals that have been known to the children appear. Further

animation displays all characters that are 20 characters in total followed by singing Lampung song. All students sang happily following the Lampung script.

When Lampung script animation began to show, it appeared that the children were so enthusiastic, full of concentration; that happy reactions of children to Lampung script animation happy when uttering the characters in unison. Sometimes they screamed or even laughed when there were funny animal pictures. Children were very happy if they could guess the animal that had to do with the script. The student's activity movement followed the rhythm of the animation. By the end of Lampung language learning activities through Lampung child song, the teacher returned to direct interaction with the children using question and answer technique. Capability of teachers in presenting and answering questions is very important.

In this learning process, the teacher uses several methods: (1) **Demonstration Method**. Demonstration means exemplifies or demonstrate how to perform or undertake an activity or job. In this research, demonstration method was used by the teachers when they wanted to introduce the Lampung alphabets to children. For example, teachers said and showed Lampung script and the students followed and watched. (2) **Assignment Method.** Method of giving the task is when a task or exercise is intentionally inflicted on children who should be executed properly. This method gives children the opportunity to carry out duties under the direct guidance that has been prepared by the teacher so that children can have a real experience and can thoroughly carry out the task. (3) **Direct Practice Method.** Teachers provide opportunities for children to practice the pronunciation of Lampung script via VCD shown to the children. (5) **Playing Method**. Playing method is a way of teaching that can cause a sense of pleasure and delight to children who are involved in it.

Teachers encourage children to play by guessing the types of scripts that are shown in accordance with the animals shown. (6) **Playing the role**. Role playing method is a game that carried out as the child play a certain role. Teachers develop a child's imagination by following the sound of the animals mentioned in the script. (7) **Motivating**. Teachers give praise with smiles and words, as well as encourage children to clap together as a tribute to those who can mention Lampung script properly. Using words like: *good, nice,* or *smart*, teacher also motivates children through advices which are based on the Islam and Lampung culture.

Therefore, based on the above description, Kindergarten teachers of TK Rasyidul Jannah Sukarame Bandar Lampung, in introduction to Lampung script learning process has used a variety of teaching methods that are appropriate to the characteristics of Kindergarten students.

2. Supporting and inhibiting factors in Lampung script learning for kindergarten students through Animation

Supporting factors in Lampung script learning for kindergarten students through Animation which is based on the analysis results of the study found that teachers are well aware of the importance of Lampung script learning for early childhood students. Teachers are people who take full responsibility in the learning activities for children in school. All kindergarten teachers at TK Rasyidul Jannah have passed bachelor degree so that they can teach well. Persistence and genuine and sincere desire of kindergarten teachers are very influential to learn more about early childhood education. Students of TK Rasyidul Jannah Bandar Lampung are very proud to have this formal education institution. Since this kindergarten was built, children's daily activities become managed. Children are able to go alone to school without being accompanied by their parents. Children willingness in learning the language, reading, writing, and numeracy under the guidance of

teachers causing the majority of kindergarten result in the children being able to read fluently. Communities around this school in Sukarame Bandar Lampung is still bound by a strong local culture. Everything will be done at this school and discussed with the village officials.

The parents have understood that all the children in the kindergarten are their responsibility. The school environment is also quite comfortable and healthy for the implementation of learning activities. Clean room conditions and sufficient sunlight make the atmosphere calm and happy. Children can play and explore to develop their skills in introduction to Lampung script learning.

Based on the data analysis, factors inhibiting the introduction of Lampung script learning through animation for early childhood students are that the pronunciation of characters in certain scripts are camouflaged by the students, for example, the *Ra* and *Gha* script which are almost the same in the pronunciation, are very difficult to be spoken by kindergarten students who tend to pronounce vowels. It is also difficult for kindergarten students to distinguish characters who have almost the same shapes.

V. CLOSING

A. Conclusion

Lampung script learning through animations is very favorable by the children. Learning materials which are presented through animation program are clearly for the students and can attract them well. Through animation the process becomes more interactive and helps teachers and students to perform two-way communication actively during the learning process. With animated Lampung script, the media can arouse students' curiosity and stimulate students to react both physically and emotionally. Learning media can help teachers to make learning more alive, not monotonous or boring, and efficient in time and energy.

The introduction to Lampung script literacy through animation learning gives tremendous impact for the students' cognitive, emotional, spiritual, and visual development. In addition, children will understand the local culture so that they can become the generation that can preserve their culture, especially the culture of Lampung.

B. Suggestions

Kindergarten teachers can apply introduction of Lampung script learning through VCD Animation media of Lampung script as often as possible because it can give a lot of benefits. Schools should prepare VCD of introduction Lampung script animation that can be used during school hours.

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