

# IMPROVING RORO JONGGRANG STORY VISUAL AUDIO MEDIA IMPROVING CLASS V AUDIO SDN LAMBADA KLIENG

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## ABSTRACT

Students' first skill is their ability to listen. Listening to Roro Jonggrang's fairy tales is one of the various kinds of listening lessons. Students who study without using teaching materials become detached and unable to understand the material being taught. Researchers want to use audio-visual media in classroom action research to overcome these problems. Media that combines audio and visual elements is known as audio-visual media. This type of media helps students understand and remember stories better. Average learning media can be used to clarify the presentation of messages so that they are not too verbal (in the form of mere written or spoken words), overcome the constraints of space, time, and the senses, and provide the same stimulus, create the same perception and equate experiences. Appropriate learning media can reduce verbalism, make learning interesting and fun, and improve listening skills and students' motivation to learn. Therefore, the purpose of writing the article is to explain the improvement of listening skills for the story of Roro Jonggrang using audio-visual media for class V SDN Lambada Client. The method used is descriptive qualitative. In this study, the researcher relied on the researcher's observations to collect data through direct observation in the field. In the sense that researchers do not participate in these activities, then the observations are passive participatory observations (passive participation). SDN Lambada Client students were used as research subjects. The research data is a learning process based on audio-visual media.

Keywords: *Skills, audio visual, roro jonggrang*

## 1. INTRODUCTION

In fact, teacher teaching materials have not fully incorporated technology. This is because educators are unable to create more innovative technology-based learning materials. In addition to the teacher's limited time for teaching materials. In addition, students reported that they often studied from textbooks, making it difficult for them to understand or remember the instructor's abstract material. In this regard, it is necessary to develop teaching materials that are interesting and easy to understand. It is hoped that making learning videos can ease student learning difficulties.

Humans are social creatures who cannot live alone and always need other people. Humans need language as a means of

communication in order to form effective relationships. Humans are able to communicate their desires, feelings, and thoughts to others through language. Other sciences also have a basis in language. In addition, language learning is the core and foundation for other subjects, especially for students in elementary schools. The level of language proficiency a child has is an important factor in how well they do in school and in society in terms of learning and mastering various sciences.

Language helps students succeed in all areas of study and plays an important role in their intellectual, social, and emotional development. Students are expected to learn a language in order to learn about themselves, their culture, and the cultures of others. They are also expected to learn how to express ideas and feelings, join communities that speak the language, and learn how to use the analytical and creative skills they already possess. Students' ability to understand and respond to situations on a local, regional, national, and global scale is based on good mastery of language competence (KTSP in Rahayu, 2022).

In elementary schools, Indonesian language lessons cover three aspects: linguistic aspects, language skills, and appreciation of literature. Phonology, morphology, syntax, and semantics are all aspects of language (KTSP dalam Rahayu, 2022). Language skills include listening, speaking, reading, and writing. The four language skills are interrelated and taught in an integrated manner. Literary appreciation includes children's poetry, prose, and drama.

Indonesian is one of the most important learning materials. The goal of learning Indonesian is for students to be able to use Indonesian correctly and live according to the language's goals, level of experience, and situation (Satuni in Yulianto, 2017).

Listening skills are the initial skills for students. Listening as a means of communication, communication skills, art, processes, responses, and creative experiences are all aspects of listening. The purpose of listening is for people to learn something from the speaker's speech. In addition, this listening skill enables the smooth and precise communication of thoughts, feelings or ideas with others. Who is listening, when, for what purpose, what is the listening material, and who is conveying the information, all of

which have an impact on the actual listening process (Triyadi, n.d.).

Learning through listening places more emphasis on achieving learning objectives that combine cognitive, psychomotor, and affective components. Students' progress in their education will continue to improve as a result of listening instruction's capacity to increase concentration, which will enable them to apply their newly acquired skills to other areas of interest to maximize their benefit. The qualities that make a good listener are as follows: a) ready physically and mentally; b) concentration; c) motivation; d) objective; e) thorough; f) value; g) selective; h) sincere; i) not easily distracted; j) quick to adapt; k) knowing the direction of the conversation; l) contact with the speaker; m) summarizing; n) evaluate; and o) respond. The term "instructional goal" usually refers to specific goals that must be clearly stated for listening instruction. In order for students' language skills to be equated with planning and content, listening lesson plans must be carefully and methodically prepared.

Students who do not use learning media experience boredom and do not fully understand the material being taught. Researchers want to use audio-visual media in classroom action research to overcome these problems.

Audio visual media is media that combines sound and visual elements (Saparati in Sulfemi, 2018). Because it combines both types of audio or auditory media and visual or viewing media this media has enhanced capabilities. Audio-visual aids in the form of tools used in education to help written and spoken words convey knowledge, attitudes, and ideas are known as audio-visual media. The use of material and its absorption through sight and hearing to create conditions that enable students to acquire knowledge, skills or attitudes is known as audio-visual media. This is an intermediate medium Sulfemi, 2018).

In general, learning media has the following uses, clarifying the presentation of messages so that they are not too verbalisation (in the form of mere written or spoken words), overcoming the limitations of space, time, and senses, overcoming the passive nature of students, and providing the same stimulus. , equate experience, and generate the same perception. Using instructional media appropriately can reduce verbalism and create interesting and enjoyable learning that can improve listening skills and student motivation (Rohani in Mahmudah, 2018).

The use of audio-visual media is very important and can increase students' understanding and motivation in learning to listen to stories. In connection with this, the researcher took the title Improving Listening Skills of Roro Jonggrang Stories Using Class V Audio Visual Media at SDN Lambada Klelig. The audio-visual media used is learning media that displays audio and visual elements in the form of a folk tale entitled Roro Jonggrang by looking at the students' ability to listen to stories.

Listening skills are the ability to use the senses of hearing and sight to understand the story being listened to, and the elements

of the story include the characters and their characterization, theme, setting, plot and message of the story. The elements of the story include characterization, setting, plot, theme, and story message. Story characters are people or actors in the story, while characterizations are the description of the character or behavior of the story characters. The set consists of the setting of the place, time, and atmosphere. The plot is the series of events that make up a story. Themes are the messages that underlie and animate the creation of a story. The message is the message the author wants to convey to his readers (Sukartiningsih Nurhayati, 2022).

## 2. LITERATURE REVIEW

### 2.1 Audio Visual Media

The application of audio-visual media as an Indonesian language learning medium has had a positive impact on increasing the listening to stories of elementary school students at SDN Lambada Kliengby displaying the folklore of Roro Jonggrang.

According to Sudirman media is a tool used by teachers in the teaching and learning process, the word media comes from Latin and is the plural form of the word medium which literally means intermediary or introduction. Media plays a very important role in the learning process (Permana & Indihadi, 2018).

According to Oemar Hamalik learning media are tools, methods and techniques used in order to make communication and interaction more effective between teachers and students in the process of education and teaching in schools. Meanwhile, according to Suprpto et al, states that learning media is an effective auxiliary tool that can be used by teachers to achieve the desired goals (Arsyad, 2017).

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Folktales are stories that are classified as literary works that are passed down orally from generation to generation. Culture is one of the media in learning. Indonesia is famous for its cultural diversity, one of which is folklore (Nova & Putra, 2022).

The popular legend or folklore of Roro Jonggrang is a story originating from Central Java and Yogyakarta in Indonesia. This story is about the love of a Bandung Bondowoso prince for a princess which causes the princess to be cursed because of a trick she plays. Roro Jonggrang imposed a condition: Bandung Bondowoso had to build 1001 temples before the cockscrew and the sky shone if he wanted to marry her. Bandung Bondowoso almost finished it with the help of the power of the genie. Roro Jonggrang, on the other hand, didn't want to do it, so she decided to wake up the girls and instruct them to spread brightly colored threads above to make it look bright and make the cock crow faster. The miracle of the origin of Sewu Temple, Prambanan Temple, Ratu Baka's Palace, and the statue of Goddess Durga found at Prambanan Temple are all explained in this story (Kuswantoro et al., 2021).

### 3. METHODS

The method used is descriptive qualitative. In this study, researchers relied on observations or observations of researchers to collect data through direct observation in the field. In the sense that researchers do not participate in these activities, then the observations are passive participatory observations (passive participation). Students at SDN Lambada Klelang were used as the subject of this study. The research data is a learning process to improve the process of listening to folklore in class V students at SDN LambadaKliengentitled Roro Jonggrang.

### 4. RESULTS & DISCUSSION

One indicator of learning success is the use of learning media based on audio-visual media. Through this learning process, fifth grade students at SDN Lambada Klilang can improve the process of listening to stories better. The learning media used in this research process is learning about the Roro Jonggrang folklore using audio-visual media in class V SDN Lambada Klein.

Indonesian language learning by displaying the Roro Jonggrang folklore video based on audio-visual media in class V SDN Lambada Klilang. By explaining the contents of the video and also showing a video about Roro Jonggrang. In the video there is an explanation of the explanation of the Roro Jonggrang story, the story of the Roro Jonggrang story, and the conclusion of the Roro Jonggrang story

The presentation and explanation of Indonesian subject matter about the Roro Jonggrang folklore is contained in the audio video that has been shown to students in class V SDN Lambada Klelang as follows:

1. Explanation of the story of Roro Jonggrang, Roro Jonggrang is a legend or popular folklore originating from the Special Region of Yogyakarta and also developing in Central Java, Indonesia. This story tells of the love of a princess which ends with the princess being cursed due to a trick she did. This tale also explains the legend of the formation of Sewu Temple, Prambana Temple, Ratu Baka Palace, and the statue of Goddess Durga which was

found in Prambana Temple. Rra Jonggrang means "slender virgin (girl).

2. The story of Roro Jonggrang, this story tells of two ladder kingdoms. Pengging Kingdom and Baka Kingdom. Pengging was led by Prabu Damar Maya. He has a son, Raden Bandung Bondowoso (alternative spelling: "Bondowoso"). While the Baka Kingdom was led by a governor named Gupula. Even though he came from a race of giants, Prabu Baka had a beautiful daughter, named Rara Jonggrang. To expand the kingdom, Prabu Baka called for the Pengging kingdom war.

Battle broke out in the Pengging kingdom. In order to end the war, Prabu Damar Maya sent his son to confront Prabu Baka. Thanks to his supernatural powers, Bandung Bondowoso managed to defeat and kill King Baka. The news of Prabu Bka's death was immediately reported by Patih Gupala to Rara Jongrang. After the death of King Baka, Prince Bandung Bondowoso invaded the Baka palace. There, he was captivated by Rara Jongrang's beauty. He also proposed to the princess, but was rejected because the princess did not want to marry her father's killer.

because he was constantly persuaded, finally the princess agreed to be married with two conditions that were impossible to grant. The first requirement is the construction of a well called the Jalatunda well. The second condition is the construction of a thousand temples in just one night. Bandung Bondowoso agreed to these two conditions. First, he succeeded in completing the Jalatunda well thanks to his supernatural powers.

After the well was finished, Rara Jonggrang tried to trick the prince into going down into the well and examining it. After Bandung Bondowoso came down, the princess ordered Gupala to close and fill up the well with stones. However, Bandung Bondowoso managed to get out by breaking into a pile of rocks thanks to his supernatural powers. Bondowoso was angry, but soon calmed down because of her beauty and persuasion. coeed the princess. To fulfill the second condition, Bandung Bondowoso summons spirits (genies, demons, and ghosts) from the bowels of the Earth. With their help, he succeeded in completing 999 temples. He woke up the court ladies and village women to start pounding rice with antan, and ordered the mounds of straw to be burned on the east side. The resounding sound of antan gives the impression that dawn has begun, while the light from the east gives the impression that the sun will soon rise, so the spirits hide back into the bowels of the Earth. As a result, only 999 temples were successfully built and the Bandung Bondowoso effort failed. After learning that all of this was the result of Rara Jonggrang's deception and deception, Bandung Bondowoso was very angry and cursed Rara Jonggrang to turn him into a rock. The princess turns into the most beautiful statue to complete the final temple. According to this story, the site of Ratu Baka near Prambanan is Prabu Baka's palace, while the 999 unfinished temples are now known as Sewu Temples, and the Durga statue in the north room of the main temple at Prambanan is the embodiment of the princess who was cursed to stone and is still remembered as Lara. Jonggrang which means "slender girl".

3. Conclusion of the story Roro Jonggrang, this legend is a fairy tale or folklore that explains the miraculous origin of historic sites in Java, namely the Ratu Baka Palace, Sewu Temple, and the

statue of Durga in the north hall of the main Prambanan temple. Although these temples date from the 7th century, it is suspected that this story was composed in a later era, namely the Mataram Sultanate.

During the learning process, the seriousness of students in responding to the material and listening to stories shows this. When the teacher monitors students during the teaching and learning process, they have very high activity and enthusiasm in the oil stories that are displayed. The positive attitude that students have in responding or responding to the material presented.

Based on the analysis of data from observations of teacher activities, the implementation was 100%. The level of achievement of teacher activities has increased, namely with the acquisition of a value of 85.9. The results of learning to listen to Roro Jonggrang's story using audio-visual media for the fifth grade students at SDN Lambada Klilang have increased. The mastery of classical learning results from listening to stories using audio-visual media at a percentage of 88% with an average grade of 88.3 in class V SDN Lambada Kleing.

The obstacles faced when learning to listen to Roro Jonggrang's story using audio-visual media is the lack of the teacher's ability to create conducive learning conditions during the learning process. The teacher should remind them to be orderly and pay attention to the teacher's explanation properly.

Learning to use audio visual media



Figure 1. Roro Jonggrang



Figure 2. The story of Jonggrang



Figure 3. The conclusion

## 5. CONCLUSION

The role of learning media based on audio-visual media is as a bridge of communication between teachers and students, so with this audio-visual media-based learning media in class V SDN Lambada Klelang it really helps teachers in conveying material during the learning process. The seriousness of students in class V at SDN Lambada Klilang in responding to the material shows this. When the teacher monitors students during the teaching and learning process, they have very high activity and enthusiasm in the oil stories that are displayed. The positive attitude that students have in responding or responding to the material presented. Apart from that, this has the potential to improve the process of listening to stories well in class V SDN Lambada Klilang.

Based on the results of the research and discussion that has been described, it can be concluded that the application of Indonesian language learning based on audio-visual media as a learning resource in learning to improve the process of listening to folklore, namely the story of Roro Jonggrang to elementary school students in class V SDN Lambada Klilang can improve the learning process. listen to stories better so that on average students have deep motivation and can also increase the motivation of fifth grade students at SDN LambadaKliengin the teaching and learning process.

## 6. ACKNOWLEDGMENTS

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