

The use of *Wayang* for Sociology Learning in conflict and integration materials

Prihanto¹, Saly Kurnia Octaviani²

^{1,2}STMIK Sinar Nusantara Surakarta, Indonesia

Correspondence : prihanto@sinus.ac.id, sally@sinus.ac.id

ABSTRACT

Conflict and integration materials are part of sociology topics that relatively abstract and not attractive leading to low motivation for students to learn. Material in sociology will be easily conveyed by teachers and accepted by students when using media. Learning conflict and integration material raises many issues in stories in society. *Wayang* is a traditional performance that tells a lot about real conditions in society and functions as not only learning medium in sociology, especially material on conflict and integration but also preserving culture of *wayang* for generation Z. This research aims to provide references for teachers in using learning media. This research uses a qualitative descriptive method that focuses on the natural conditions of the experiment or data sources so that researchers obtain valid and in-depth information that is appropriate to the conditions of the research field. The main data for this research were obtained from participant observation of the teaching and learning process in the classroom. There are 3 results of this research. Firstly, learning the sociology of conflict and integration material using *Wayang* becomes more enjoyable and easier to understand for Al-Firdaus High School students. Secondly, the implementation of learning using *Wayang* related to reality in society through *wayang* stories and its plots motivated Al Firdaus High School students to study. Thirdly, the use of *wayang* as a sociology lesson provides a new reference in the learning process which is increasingly varied to be used as a learning medium and can be applied in other subjects.

Keywords: conflict and social integration, learning media, sociology.

INTRODUCTION

Conflict and integration materials are part of sociology topics that relatively abstract and not attractive leading to low motivation for students to learn. Previous study has investigated the factors that cause students' low learning motivation in social conflict material in secondary schools. Through a qualitative approach, data was collected through interviews with teachers and students, classroom observations, and document analysis. The results show that students' low motivation in social conflict material is caused by several factors, including lack of relevance of the material to students' personal experiences, lack of involvement in interactive learning, and lack of support from the learning environment (Ahmad & Siti, 2020).

Learning media is a message delivery technology that can be used for purposes in the learning process. According to Djamarah and Zain, learning media is any tool that can be used as a channel for messages to achieve learning objectives (Djamarah & Zain, 2006). Learning media is a physical means that can be used in the process of delivering learning material. Learning media includes tools that are physically used to convey the content of learning material, for example books, tape recorders, cassettes, videos, video recorders, films, slides (picture frames), photos, drawings, graphics, television and computers (Gagne & Briggs, 1979). Therefore, learning media does not always have to be technological only, even though it is currently called 21st century education. Learning media can use various things, both traditional and modern.

In accordance with National Higher Education Standards in Government Regulation no. 32 of 2013 in Article 19 paragraph 1 states that the learning process must be able to encourage students to learn (Nasional, 2013). Meanwhile, Law of the Republic of Indonesia Number 14 of 2005 article 20 concerning the duties of lecturers and lecturers (D. P. R. Indonesia, 2005), and government regulation no. 32 of 2013 article 20 (Nasional, 2013), as well as Regulation of the Minister of National Education (Permendiknas) no. 41 of 2007 (K. P. R. Indonesia, 2007) requires lecturers to plan and develop learning materials. The use of learning media, in planning and development, is adjusted to the subject matter the teacher wants to convey. Teachers have a very important role in determining the media that will be used to convey the material being taught. In its development, the use of learning media used by teachers can be in the form of videos, pictures, films or other media such as *wayang*.

Wayang is a Javanese word which means "shadow" or shadow which comes from the root word "yang" with the prefix "wa" becoming the word "*wayang*". Words in Javanese have the root word "yang" with various vowel variations, including: "layang", "dhoyong", "puyeng", "reyong", which means: always moving, not fixed, vague and faint. - faint. The words "*wayang*", "hamayang" in the past meant: showing "shadows" (Mulyono, 1979). Puppets, which are now starting to be forgotten by children, can be a learning medium that can be used to convey lesson material. Saiputri stated that *wayang* is one of the arts in Indonesia that must be developed (Saraswati et al., 2019). In its development, *wayang* can not only be studied through regional arts subjects, but *wayang* can also be used as a medium for teaching local wisdom. This is in accordance with Sumintarsih's statement that *wayang* is a cultural work that has educational values and functions in society so that *wayang* must be empowered and efforts must be made to preserve it (Usroh, 2020). Therefore, *wayang* art needs to be introduced to today's young generation, sociology subjects also require new innovations in the learning process.

In studying sociology, much of the material taught is directly related to everyday life. The materials in sociology are very close to things around students, both interaction, socialization, and conflict and integration. Dahrendorf in Rabbany states that conflict is a condition in which individuals and groups with different identities are involved together in a conflict that is motivated by the desire to achieve a certain goal (Rabbany, 2021). The scope of these conflicts includes ideology, belief, religion, claims to status, resources and power.

SMA Al-Firdaus, Sukoharjo (Al Firdaus Senior High School) has differences in understanding the material. Research from Urosyidah et al suggests several internal factors that cause students to have low interest in Sociology subjects, namely lack of basic student intelligence abilities, no talent in studying sociology, lack of interest in learning situations that cannot motivate students, and the absence of a library (Urosyidah et al., 2019). This is a correction for teachers in sociology subject to be creative in using learning media.

The need for conflict and integration material to be taught to children, as well as the need to introduce and bring children closer to the culture around them, encourages sociology teachers to use *wayang* as a medium for learning sociology, especially in conflict and integration material. Research from Ma'ruf et al shows that *wayang* is used as a

performing art to internalize messages of knowledge to society and the use of sociodrama allows students to be actively involved through the roles they play so that students can use the values contained in *wayang* as an alternative reference in life (Ma'ruf et al., 2020).

The implementation of the Merdeka curriculum is useful for building and preserving the culture of the Indonesian archipelago through a project to strengthen the profile of Pancasila students. The implementation of a curriculum that is more oriented towards cultural preservation encourages the use of learning media that still pays attention to the preservation of culture in society (Hartono et al., 2023). Preserving culture which is also beneficial for learning is something that can go hand in hand and have an impact on both. Besides, conflict and integration materials are part of sociology topics that relatively abstract and not attractive leading to low motivation for students to learn. Therefore, *Wayang* is a potential learning medium for conflict and integration material in sociology learning at Al-Firdaus High School, Sukoharjo. It is hoped that it can bring children closer to the culture around them and raised learning motivation. The above conditions encouraged researchers to conduct research on "Utilization of *Wayang* Media in Sociology Learning in Integration and Conflict Material at Al-Firdaus Sukoharjo High School".

METHOD

This study uses a qualitative approach with descriptive qualitative methods. According to Sugiyono, qualitative research methods focus on philosophy to research a scientific situation and analyze that situation using qualitative data collection techniques that emphasize meaning (Sugiyono, 2018). This research uses qualitative methods because this research focuses on the natural conditions of the experiment or data sources so that researchers obtain valid and in-depth information that is appropriate to the conditions of the research field. This research describes the use of *wayang* media used by sociology teachers in class XI SMA AL Firdaus, Sukoharjo (Al-Firdaus Senior High School, Sukoharjo) in conflict and integration material. This research site is located on Jl. Al Kautsar, Mendungan, Pabelan, Kartasura District, Sukoharjo Regency, Central Java 57169.

In qualitative research, words and actions are the primary data sources; Next, data types are divided into words and actions, written data sources, photos, and statistics (Moleong, 2007). The main data of this research is the learning media for Sociology

subjects using puppets. The researcher obtained the main data for this research from participant observation of the teaching and learning process of Sociology subjects in class XI SMA Al Firdaus. Observation can collect research data through observation and sensing where the researcher is involved in the informant's daily life (Bungin, 2007). Therefore, an interview with a Sociology teacher as an informant for this research is also needed as the main data for this research. To consider information for conducting research and processing data, researchers also use supporting documents as researchers' references.

FINDINGS/RESULTS AND DISCUSSION

1. Sociological learning of case-based material on conflict and integration

Learning sociology on conflict and integration material encourages teachers to have many methods in learning process. The topic of conflict and integration is very close to everyday life. The conflict and integration material explains several topics, starting from explaining social conflict, explaining social violence, explaining social integration, and explaining multicultural society. The topics of this material are very relevant to children's daily lives. In studying sociology, many students find it difficult to explain using conventional methods that are less interesting and practical. Learning using conventional methods causes many children to feel bored, sleepy, and have difficulty understanding the material presented by the teacher. Al-Firdaus Senior High School applies various methods in learning sociology in order to help students accept the material presented by the teacher. The variety of methods in studying sociology has a huge influence on Al-Firdaus Senior High School students, especially for children with special needs who take part in the learning process. In the learning process, each topic of sociological material has its own gaps that the teacher can take to select and adjust the method to be used, so that the material presented and the method can work well.

Conflict and integration material is very easy to explain on a case basis. The sociology learning carried out at Al-Firdaus Senior High School, Sukoharjo is taught based on cases in society. In sociology learning, the topic of integration and conflict is explained in steps, children are asked to collect material references by exploring the material, on the other hand the teacher explains the outline of the material on integration and conflict.

The integration and conflict material explained by the teacher is followed by creating stories that refer to cases in each material topic.

The topic material that has been chosen by the group will create a story line that ends in the learning sub-material. At this stage, students are able to understand conflict and integration material in the context of application in social life. Students are able to understand every material explained and apply it in everyday life. The stories that have been created will then be presented and presented using the media that will be created, namely *wayang* with characterizations that the students have conceptualized.

2. Implementation of Sociology Learning using *Wayang* and its Storylines.

Sociology learning presentations use *wayang* as a medium to actualize stories that have been created and conceptualized previously. Implementation of this learning is carried out by involving all group members who have been assigned. Starting as a puppeteer, or moving the puppets from behind the stage. Learning sociology using *wayang* media provides many activities for children in its implementation. On the other hand, the implementation provides opportunities for students to explore material, concepts, as well as responsibilities and problem solving for the students themselves.

In the conflict and integration material, students are formed into groups consisting of 5 students. Learning begins with an explanation of the learning objectives as well as indicators of competency achievement which are conveyed to students. The material on conflict and integration, in its implementation, was carried out in two meetings, each meeting held for two hours of class. Implementation of sociology learning on conflict and integration material, at the first meeting the outline of the material was explained, then each group that had been formed was asked to hold a discussion and determine the selected sub-topic. From the topic that has been chosen, each group is asked to create a story line that provides an overview of the condition of the community around them to be told according to the sub-topic and theme chosen at the beginning.

In the next stage, the group that has created the storyline will determine the characterization in the story. After the characterization and storyline are ready, each group will make a puppet which will later be displayed. The puppets of the characters that will be displayed are made using cardboard and will be created by each group. Each group can carry out puppet making according to the group's own agreement.

The second meeting in studying sociology on conflict and integration material at Al-Firdaus Sukoharjo High School the following week was held in the form of a cardboard puppet performance in the classroom. The advanced group must divide the tasks both into those who guide the plot of the story as well as other members who run the puppets and who explain the plot of the story to the selected sub-topics of conflict and integration material. Presenting the cardboard puppets is carried out alternately from one group to another, until all groups have presented. Before the lesson time is up, the teacher concludes by providing an explanation and accommodating all the story lines that have been presented into one conclusion on the conflict and integration material.



Figure 1. Social Conflict

3. The Use of *Wayang* as a Medium for Learning Sociology

Wayang is one of the cultural heritages of the Indonesian people. In its development, *wayang* is rarely shown at events, most *wayang* is shown at large and formal events. It is very rare for students to see puppets at celebration events in their environment. This condition makes *wayang* less close to students. On the other hand, children who love *wayang* choose schools that focus on studying *wayang*, such as vocational high schools, and not every city or district has that department. The limited place that *wayang* has in the hearts of the younger generation has encouraged sociology teachers at Al-Firdaus Senior High School, Sukoharjo to use *wayang* as a learning medium in sociology lessons.

The use of *wayang* as a sociological learning medium was chosen by the teacher because the stories in the world of *wayang* are very flexible and depict the life of Indonesian society in general. Each story in *wayang* can also be made into a storyline

based on the conditions of today's society. This flexibility in the world of *wayang* is the main reason why sociology teachers choose *wayang* as a learning medium for their subjects. Using *wayang* learning media in the learning process also provides benefits including:

1. Attract Children's Attention

The use of *wayang* (puppet) learning media can attract students' attention, with the colors or shapes presented by the puppets being able to introduce curiosity and guess the plot of the story, so that students become interested in the material presented.

2. Provide a Pleasant Learning Atmosphere

Media can overcome teachers' limitations in providing conventional explanations. With puppet media, the classroom atmosphere becomes livelier and busier. The enthusiasm of other students in listening to the story line, and the conflicts that arise in the story are able to make other students entertained and able to take the essence of what is presented.

3. Make Interactive Learning

The use of puppet media can make learning more interactive and communicative. This condition is caused by interaction with the audience in conveying *Wayang* story line. Utilizing media will support active two-way communication between the presenter and other students.



Figure 2. Social Interaction

The use of *wayang* as a sociological learning medium has had a big impact on students at Al-Firdaus Senior High School, Sukoharjo. Creativity from a teacher in the learning process is the key to learning that is enjoyable and able to motivate students to

participate in learning with their own awareness. Puppets as a learning medium can also be used in other materials that are relevant and capable of being actualized by students.

The process of achieving learning objectives that must be achieved by teachers in each material requires teachers to be creative in using media that can make it easier for teachers to deliver and make it easier for students to receive the material, so that the learning process runs well and has a big effect in motivating children in the learning process.

CONCLUSIONS

The use of *wayang* media as a learning medium can be applied in the learning process in high school in Sociology subjects. Each learning process has its own characteristics, however *wayang* can be a medium that can be used in the learning process in other subjects besides sociology. The values that can be taken from using *wayang* learning media include:

1. Motivation of students for learning conflict and integration materials is increased because the used of *wayang* made the learning process becomes very interesting, creative, and fun. Students can demonstrate, especially since the stories presented can create their own plot, so that it gives a more enjoyable feeling and is in line with what they want to convey.
2. Maintaining and preserving culture indirectly, through learning using *wayang* media, students actually want to know more about *wayang*. On the other hand, children learn that *wayang* can be performed using cardboard and not necessarily with gamelan or other objects commonly found in *wayang* performances.
3. Establishing integration values, through *wayang* learning media, makes students aware that Indonesia is very wide, Indonesia is very diverse, so that through *wayang* and material on conflict and integration, students will increasingly have a sense of tolerance between each other and build a sense of unity in differences.

ACKNOWLEDGMENTS

The Authors would like to express gratitude to SMA AL Firdaus, Sukoharjo (Al-Firdaus Senior High School, Sukoharjo) for given permission when doing experiment in learning, so that this research has been done very well.

REFERENCES

- Ahmad, R., & Siti, N. A. (2020). Exploring Low Student Motivation in Learning Social Conflict: A Case Study in Secondary Schools. *Journal of Education and Social Psychology* Vol 25 No 2 Page 45-58.
- Bungin, M. B. (2007). *Penelitian Kualitatif: Komunikasi, Ekonomi, Kebijakan Publik, dan Ilmu Sosial Lainnya*. Kencana Prenada Media Group.
- Djamarah, S. B., & Zain, A. (2006). *Strategi Belajar Mengajar* (3rd ed.). Rineka Cipta.
- Gagne, R. M., & Briggs, L. J. (1979). *Principles of Instructional Design (2nd Edition)*. Holt, Rinehart, and Winston.
- Hartono, R., Suastra, I. W., & Lasmawan, I. W. (2023). Implementasi Kurikulum Merdeka dalam Melestarikan Budaya Nusantara. *Edukasia: Jurnal Pendidikan Dan Pembelajaran*, 4(2), 823–828.
- Indonesia, D. P. R. (2005). *Undang-Undang Republik Indonesia Nomor 14 Tahun 2005*. Dewan Perwakilan Rakyat Indonesia.
- Indonesia, K. P. R. (2007). *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 41 tahun 2007*. Kementerian Pendidikan Nasional Indonesia.
- Ma'ruf, A., Komariah, S., & Wildan, D. (2020). Pertunjukan *Wayang* sebagai Rekonstruksi Nilai Tuntunan dan Tontonan dalam Pembelajaran Sosiologi. *Sosietas (Jurnal Pendidikan Sosiologi)*, 10(1), 753–764.
<https://doi.org/https://doi.org/10.17509/sosietas.v10i1.26000>
- Moleong, L. J. (2007). *Metodologi Penelitian Kualitatif*. PT Remaja Rosdakarya.
- Mulyono, S. (1979). *Simbolisme dan Mistikisme dalam Wayang*. Gunung Agung.
- Nasional, M. P. (2013). *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 32 Tahun 2013* (p. Pasal 19 ayat 1). Kementerian Pendidikan Nasional Indonesia.
- Rabbany, A. (2021). *Konflik dan Integrasi Sosial (Studi Kasus Muslim NU dan Muslim Salafi di Cilangkap Jakarta Timus)*. UIN Syarif Hidayatullah Jakarta.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Alfabeta.
- Urosyidah, A., Atmadja, N. B., & Maryati, T. (2019). Pembelajaran Sosiologi pada Siswa Kelas XI Madrasah Aliyah At-Taufiq di Kampung Kajanan Singaraja, Buleleng, Bali. *Jurnal Pendidikan Sosiologi Undiksha*, 1(3), 267–278.
<https://doi.org/https://doi.org/10.23887/jpsu.v1i3.26845>
- Usroh, K. N. (2020). *Pengembangan Media Pembelajaran Wayang Profesi untuk*

Keterampilan Berbicara Bahasa Arab Kelas XI MA di Kota Semarang. Universitas Negeri Semarang.