



Developing the Ajhâr Bhâthêk Application as an Implementation of the Independent Curriculum in Introducing Batik Culture to Children

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Abstrak

Di era kemajuan teknologi saat ini, salah satu inovasi yang dapat dijadikan media pembelajaran adalah aplikasi yang disematkan pada smartphone yaitu aplikasi berbasis Android. Tujuan penelitian ini adalah untuk mengembangkan aplikasi Ajhâr Bhâthêk sebagai implementasi kurikulum merdeka dalam mengenalkan budaya batik kepada anak-anak dan untuk mengetahui kelayakan aplikasi Ajhâr Bhâthêk. Penelitian ini menggunakan model pengembangan Borg & Gall dengan 10 langkah penelitian. Subjek penelitian pengembangan ini adalah 50 anak usia 5-6 tahun. Hasil penelitian dan pengembangan ini menunjukkan bahwa nilai yang diperoleh media aplikasi Ajhâr Bhâthêk dari uji coba ahli materi sebesar 77,14%, uji coba pakar media sebesar 86,66%, uji coba lapangan awal sebesar 77,45%, uji coba lapangan utama sebesar 87,86%, dan pelaksanaan operasional uji coba sebesar 92,48%. Berdasarkan hasil penelitian dan pengembangan yang telah dilakukan, dapat diartikan bahwa penerapan media Ajhâr Bhâthêk sebagai implementasi kurikulum merdeka dalam mengenalkan budaya batik kepada anak-anak cocok digunakan sebagai media pembelajaran.

Kata kunci: Budaya Batik; Kurikulum Mandiri; Media Pembelajaran

Abstract

In the current era of technological advances, one of the innovations that can be used as learning media is an application that is embedded on a smartphone, namely an Android-based application. The purpose of this study is to develop the Ajhâr Bhâthêk application as an implementation of the independent curriculum in introducing batik culture to children and to find out the feasibility of the Ajhâr Bhâthêk application. This study uses the Borg &

Gall development model with 10 research steps. The subjects of this development research were 50 children aged 5-6 years. The results of this research and development indicate that the value obtained by the Ajuhâh Bhâthêk application media from the material expert trial was 77.14%, the media expert trial was 86.66%, the initial field trial was 77.45%, the main field trial was 87.86% , and trial operational implementation of 92.48%. Based on the results of the research and development that has been carried out, it can be interpreted that the application of Ajuhâh Bhâthêk media as an implementation of the independent curriculum in introducing batik culture to children is suitable for use as a learning medium.

Keywords: Batik Culture; Independent Curriculum; Learning Media

Introduction

Education has a very important role in supporting life because basically humans in carrying out their lives cannot be separated from the implementation and study of education according to the conditions and social situations that exist in society. According to Mumtazinur (2019), education in Indonesia studies three groups of knowledge, namely natural science, social science and humanities. Cultural education is education that develops cultural values and character in each student to develop themselves as individuals, members of society and citizens. Talking about cultural education, Indonesia itself is an archipelagic country that is rich in customs and culture. One of Indonesia's cultural heritage is batik (Wulandari, 2022).

Education about batik culture needs to be given from an early age because it is a strong foundation for children to know various cultures, especially batik, with their love for taking advantage of children's golden years when they are in the process of rapid growth and development (Sujiono, 2013). In relation to the importance of cultural education given from an early age, early childhood education has a very determining role. Currently, PAUD learning recorded in Minister of Education and Technology Decree 56/M/2022 concerning Curriculum Guidelines for Learning Recovery emphasizes strengthening the Pancasila student profile, namely using an independent curriculum. It is hoped that the existence of the Pancasila student profile project with one of its themes, namely the theme I Love Indonesia, can introduce children to Indonesian culture, one of which is batik culture. In this theme, children are asked to learn about culture and get to know regional characteristics

about Indonesia so that they understand their identity as Indonesian children who have a variety of cultures and distinctive characters and are proud to be Indonesian children. However, in the implementation of the Project for Strengthening the Pancasila Student Profile (P5), the theme I Love Indonesia with The topic of introducing batik culture to children turned out to be an obstacle faced, namely the limited media used in implementing P5 in introducing batik culture to children.

Based on interviews conducted on Saturday, January 7 2023 with group B teacher, namely Mrs. Umi at Yannas Bangkalan Kindergarten, the results showed that Yannas Bangkalan Kindergarten is one of the driving schools in Bangkalan and has used an independent curriculum. In implementing the project to convey the profile of Pancasila students (P5) at the Yannas Bangkalan Kindergarten, obstacles were found at the implementation stage of the P5 theme I Love Indonesia, the initial batik sub-theme, namely the lack of media that could attract children's attention in getting to know batik, because the basic introduction to batik was only done with lecture or storytelling method. Mrs. Ummi stated that to introduce batik to children, you could take the children to a batik gallery/batik making place. However, due to several considerations, it is not possible to bring children to the batik gallery. Mrs. Ummi also stated that learning in Group B had never used application-based media as a fun learning medium for children. From the results of the interview above, it can be concluded that the implementation of the independent curriculum in the introduction of batik culture in the implementation of the Project for Strengthening the Profile of Pancasila Students (P5) with the theme I Love Indonesia is still not optimal. One of the inhibiting factors is the limited media as a learning resource used to introduce batik culture to children. So we need a media that can support the implementation of P5 in the learning process about batik for children.

In the learning process, media plays a role in bridging the process of conveying and sending messages and information. Arsyad (2014) states that learning media is anything that is used to convey information that is instructional in nature and contains teaching purposes. In the current era of technological progress, one of the new innovations that can be used as a learning medium is an application embedded on a smartphone, namely an Android-based application. According to Putri (2019) Android is a software for mobile devices that is currently quite popular and attracts quite a lot of attention from both individuals and

companies. One of the advantages is that it is open, namely Android can be developed and used by anyone.

Based on the background above, the researcher is interested in developing a media by utilizing existing technological developments, namely audio-visual media in the form of an Android application that can introduce batik culture to children as an implementation of the independent curriculum in the implementation of the P5 theme I Love Indonesia in introducing batik culture. Therefore, researchers developed an Ajhâr Bhâthêk application as a medium for introducing batik culture to children as an implementation of the independent curriculum. This research has significant benefits in the context of developing the Ajhâr Bhâthêk application as a learning medium for introducing batik culture to young children. The aim of this research is to develop the Ajhâr Bhâthêk application and determine the feasibility of the Ajhâr Bhâthêk application as an implementation of the independent curriculum in introducing batik culture to children. It is hoped that this application will not only function as an innovative learning tool but can also make a positive contribution in increasing children's understanding of batik culture, character and local values. It is hoped that the use of technology through this application can enrich children's learning processes and support the goals of the independent curriculum in a more interesting and effective way. Apart from that, this application is expected to be able to provide a fun learning experience, strengthen children's cultural identity, and become an important aspect in efforts to maintain Indonesia's batik cultural heritage in this digital era.

Method

The research method used in this research is the research and development method. Research and development methods or in English Research and Development are research methods used to produce certain products and test the effectiveness of these products (Sugiyono, 2017). The output resulting from this research is the Ajhâr Bhâthêk media product as an implementation of the independent curriculum in the implementation of the Project for Strengthening the Pancasila Student Profile (P5) for children. This research also involves a literature study approach to strengthen the theoretical basis and context of media development. The development of Ajhâr Bhâthêk media was carried out using the research and development model developed by Borg & Gall which consists of 10 research steps known as "The R & D Cycle" (Borg and Gall, 2007). The 10 research steps that will be carried

out are research and data collection, planning, initial product development, initial field trials, revision of initial field trials, main field trials, revision of main field trials, operational implementation trials, revision of the final product, dissemination and implementation.

The test subjects for this research consisted of expert validators to assess the instruments used by researchers and to determine the suitability of the Ajhâr Bhâthêk media being developed. Apart from that, the test subjects in this research were group B children from Yannas Bangkalan Kindergarten and Permata Hati Kindergarten who will be the target subjects in developing this media. This research uses quantitative and qualitative data types. This is used to obtain an assessment of the questionnaire results and suggestions for improvement provided by the test subjects.

The data collection instruments in this research are questionnaires and documentation. The questionnaire functions to take assessments from expert validation and children's responses to the Ajhâr Bhâthêk media that has been developed, while documentation is used to take photographic evidence in data collection. The data analysis techniques used are quantitative and qualitative analysis. The development research data which was analyzed using quantitative analysis was a feasibility analysis which was carried out to determine the feasibility of the Ajhâr Bhâthêk media, namely by carrying out an analysis of the validation of material experts, media experts and children's responses. The percentage of data obtained was calculated using the following formula (Ramansyah, 2018).

$$\text{Percentage of answers} = x 100\% \frac{F}{N}$$

Formula Description:

P : Percentage of feasibility or validity

F : The total score obtained from the validator

N : The maximum score for all objects

The percentage results that have been obtained are then categorized according to the qualitative criteria of eligibility. Qualitative criteria are used to make it easier to read the percentage results of the average validation calculation of the two experts into descriptive data. The following are the validity criteria for Ajhâr Bhâthêk media:

Table 1. Conversion of Achievement Levels and Media Qualifications

Achievement Level	Qualification	Information
90% - 100%	Very high	Very decent, no revision needed
75% - 89%	Tall	Decent, no revision needed
65% - 74%	High enough	Not suitable, needs revision
55% - 64%	Not high enough	Not feasible, needs revision
0% - 54%	Very low	Very inappropriate, needs revision

(Source: Ramansyah: 2018:52)

Results and Discussion

Ajhâr Bhâthêk Media Product Development

This development research uses the Borg and Gall development research model using 10 development steps, namely: research and data collection, planning, initial product development, initial field trials, revision of initial field trials, main field trials, revision of main field trials, operational implementation trials, revision of final products, and dissemination. The product developed is the Ajhâr Bhâthêk Application media which is suitable for use in learning.

The first step, namely research and data collection. Research and data collection were carried out to find out the problems that occurred in the field. Based on the results of interviews conducted on Saturday, January 7 2023 with group B teachers at Yannas Bangkalan Kindergarten, the results showed that in the implementation of the project to strengthen the profile of Pancasila students (P5), the theme I Love Indonesia, the sub-theme of introducing batik, had not been achieved optimally, this was due to limitations in learning media. as a learning resource in introducing batik culture to children. As stated by Nurlaili (2018) who stated that in order for the early childhood learning and learning process to run effectively and efficiently, interesting learning resources are needed so that the learning process is enjoyed by children. It was also confirmed in a research study by Fitroh (2023) that there was a difference in knowledge about Madura batik between classes that used Ronggosukowati Edu Corner media and classes that did not use Ronggosukowati Edu Corner. The existence of learning resources also provides an interesting learning atmosphere for children (Kusuma, 2021). Apart from that, the results also obtained that in the






implementation of P5 at the Yannas Bangkalan Kindergarten at the initial stage, namely the basic introduction to batik, it was carried out by the teacher using the lecture method and telling stories to the children, so that learning was obtained which was felt to be less interesting for the children. According to Mahardika (2022), one of the appropriate learning methods for early childhood education (PAUD) is learning while playing. The learning method through play is an effective learning method for providing fun material to children.

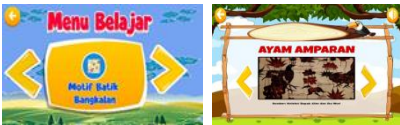
Second step, namely planning. Planning is carried out to create detailed specifications regarding the product being developed. Ajhâr Bhâthêk media planning is carried out through several stages, namely: 1) Determining the material to be delivered, namely adapting it to the target of children aged 5-6 years and adapting it to the realization of P5 in the dimensions of global diversity as stated in the Decree of the Head of BSKAP Number 009/H/KR/2022 concerning Dimensions, Elements and Subelements of the Pancasila Student Profile in the Independent Curriculum namely knowing and appreciating culture. Knowing and appreciating this culture includes three things, namely recognizing, identifying and describing. So in this case, the aim of the material presented is that children can recognize, describe and identify batik culture, 2) Determine the media creation software that will be used, namely an Android-based application with version 5.0 or Lollipop which is managed by the Unity system (Firly, 2018), 3) Prepare a storyboard for the Ajhâr Bhâthêk application.


Third step, namely initial product development. The initial product development of the Ajhâr Bhâthêk application was developed based on the planning stages that had been carried out previously. The media developed uses a type of audio-visual media. According to Purba, et al (2020), audio-visual media is a type of media that apart from containing sound elements also contains image elements that can be seen. Audio visual media in Ajhâr Bhâthêk is an Android-based application. Android is a Linux-based operating system designed for touch-screen mobile devices such as smartphones and tablet computers (Enterprise, 2015). The use of Android-based learning media can make it easier for children to learn anytime and anywhere and its use can be accessed easily. Based on the results of research conducted by Edi Junaedi, et al (2021), it shows that children's skills in using information and communication technology are high because the features on cellphones are easy for children to use. This is also in line with Putra's statement (2016) which states that Android is an easy-to-use operating system. After the media is created, a media feasibility test is then carried out which will be validated by material experts and learning media experts and improved


according to criticism and suggestions from experts. The media feasibility test functions to measure whether or not a media is suitable for use in the learning process (Ramansyah, 2018).

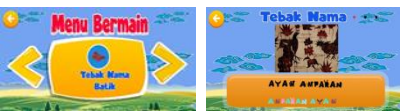
Table 2. Display of the Ajhâr Bhâthêk Application

No.	App View	Information
1.		<p>Initial view</p> <p>The initial display when the Ajhâr Bhâthêk application is accessed will display a play sign which can be clicked to go to the next menu.</p>
2.		<p>Menu Display</p> <p>In this display there are 2 menus that children can play, namely the learning menu and the playing menu. In this display there is an arrow button to return to the initial display menu.</p>
3.		<p>Learning Menu Display</p> <p>In this display there are 3 learning menu features about batik, namely an animated video of the history of batik, a video of the batik making process.</p>
4.		<p>Display of the Learning Menu "History of Batik"</p> <p>This display contains an explanation of the history of batik which is packaged using an animated video.</p>
5.		<p>Display of the Learning Menu "Batik Making Process"</p> <p>This display contains a video explaining the process of making batik</p>


6.  **Display of the Learning Menu "Bangkalan Batik Motifs"**
 This display contains images of Bangkalan batik motifs. There are 23 Bangkalan batik motifs that can be introduced. In this display there are < and > icons to view or scroll to other Bangkalan batik motif images.

7.  **Play Menu Display**
 This display provides 4 types of games that children can play, namely batik making, picture puzzles, guessing names, and counting games.

8.  **Menu Display Playing "Batik"**
 In this menu, children can draw batik patterns according to the example images provided.

9.  **Menu Display Playing "Guess the Name"**
 In this play menu, children are asked to arrange the scrambled letters by dragging the letters into the shadows of the letters to form a complete batik name.

10.  **Menu Display for Playing "Picture Puzzle"**
 In this play menu, children are asked to drag pieces of the image into the shadow of the image to form a complete image.

11.  **Playing Menu Display "Calculating Game"**
 In this play menu, children are asked to count the number of pictures by clicking on the answer option that is considered correct.

12.  **Appraisal View**
 This display is the display that appears after the child successfully completes the game. There are 4 assessments in the game, namely Excellent (the child is able to complete the game without losing

any lives at all), Good Job (1 life is reduced), Good (2 lives are reduced), Oohh (3 lives are reduced or runs out)

Fourth step, namely initial field trials. Initial field trials were carried out on 5 group B children aged 5-6 years at Permata Hati Bangkalan Kindergarten. The results of observations regarding the application of the Ajhâr Bhâthêk application in the initial field trial obtained a total score of 213 out of a maximum score of 275. The percentage obtained was 77.45% with the level of achievement and qualification "High" or "Decent, no need for revision" and in the range of 75 %-89% which is categorized as high or adequate does not need revision. However, in the initial field trials, problems were found that children faced, namely that when children played the Ajhâr Bhâthêk application on the learning menu, namely watching videos of the history of batik and the process of making batik, children had to watch the video until it was finished to play other menus. So the child's understanding when asked after seeing the video still lacks understanding. Therefore, the Ajhâr Bhâthêk application in the initial field trial will be revised.

Fifth step, namely a revision of the results of initial field trials. In the initial field trial of the Ajhâr Bhâthêk application, the percentage was 77.45% with the qualification "High" or adequate, no need for revision. However, in this case, the researcher revised the initial field trial based on the obstacles faced by the children during the initial field trial, namely the addition of a pause button (stop or continue) to the menu content for learning the history of batik and the batik making process.

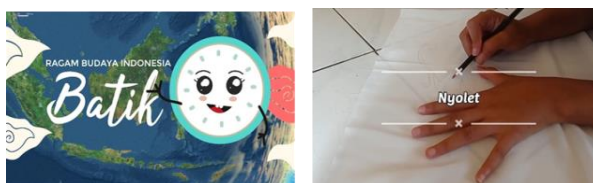


Figure 1. Display of the learning menu "history of batik" and "batik making process" before revision



Figure 2. Display of the learning menu "history of batik" and "process of making batik" after revision

Sixth step, namely the main field trial. The main field trial was conducted on 15 group B1 children aged 5-6 years at Yannas Bangkalan Kindergarten as a small group test. The results of observations regarding the application of the Ajuhâr Bhâthêk application in the main field trial obtained a total score of 659 out of a maximum score of 750. The percentage obtained from the children's response questionnaire in the main field trial was 87.86%. with a level of achievement and qualifications of "High" or "Decent, no need for revision" and in the range of 75%-89% which is categorized as high or decent, no need for revision.

Seventh step, namely a revision of the main field trial. Revisions to the main field trial are carried out if there are deficiencies or weaknesses in the operational trial implementation. During the operational implementation trial, there were no suggestions or criticisms regarding the Ajuhâr Bhâthêk application. The results of the operational field trial assessment obtained a percentage of 87.86% with the qualification "High or Very Adequate, no need for revision".

Eighth step, namely operational implementation trials. Operational implementation trials were carried out on subjects of 30 group B children at the Yannas Bangkalan Kindergarten as a large group test. The results of observations regarding the application of the Ajuhâr Bhâthêk application in operational trials obtained a total score of 1,526 out of a maximum score of 1,650. The percentage obtained was 92.48% with a level of achievement and qualifications of "Very high" or "very feasible, no need for revision" and was in the range of 90%-100% which was categorized as high or decent, no need for revision.

Ninth step, i.e. revision of the final product. This revision is carried out if there are deficiencies or weaknesses in operational implementation trials. During the operational implementation trial, there were no suggestions or criticisms regarding the Ajuhâr Bhâthêk application. The results of the operational field trial assessment obtained a percentage of 92.48% with the qualification "Very high or very feasible, no need for revision". So as a result of the level of achievement and qualifications of the media, it can be concluded that the Ajuhâr Bhâthêk application can be used in the learning process as an implementation of the independent curriculum in introducing batik culture to children.

Tenth step, dissemination and implementation, is the result of product development from researchers, namely the Ajuhâr Bhâthêk application. As according to Borg & Gall in Hasyim (2016), dissemination is the step of disseminating the product/model being developed. Researchers disseminated research products for the development of the Ajuhâr

Bhâthêk application, including disseminating products to several kindergarten schools in Bangkalan that have used the independent curriculum in their learning process, namely YKK 01 Bangkalan Kindergarten, Seruni Kindergarten, and Kartika IV-89 Kindergarten.

Eligibility of Ajhâr Bhâthêk Media Products

The feasibility of the Ajhâr Bhâthêk application can be determined through assessments carried out by material experts, learning media experts, and children's responses. Media feasibility analysis needs to be carried out to find out whether it is suitable or not to be used as a learning medium (Maulida, 2021). The following is an explanation of each assessment from material experts, learning media experts, and children's responses.

The results of the material expert validation obtained an overall score of 54 with a maximum overall score of 70. The percentage results obtained were 77.14% which was in the range of 75-89% with a level of achievement and qualification of "High" or "Decent, no need for revision. As for the validation results from learning media experts, the overall score was 52 out of a maximum overall score of 60. The percentage results obtained were 86.66%, which is in the range of 75-89% with a level of achievement and media qualifications of "High" or "Decent, no needs revision" because it is in the range of 75%-89%.

The initial field trial was carried out at Permata Hati Kindergarten group B with 5 children as the subject and obtained an overall score of 213 out of a maximum overall score of 275. The percentage results obtained were 77.45% and were in the range of 75%-89% with the level of achievement and media qualification "High" or "Decent, no revision required". Next, the main field trial was carried out with the subject of 15 children from group B1 of Kindergarten Yannas who obtained an overall score of 659 out of a maximum overall score of 750. The percentage results obtained were 87.86%, and were in the range of 75-89% with the level of achievement and media qualifications "High" or "Decent, no revision needed". Operational implementation trials were carried out with 30 group B children from Yannas Kindergarten as subjects, who obtained an overall score of 1,526 out of a maximum score of 1,650. The percentage results obtained were 92.48% and were in the range of 90-100% with a level of achievement and media qualifications of "Very high" or "Very Eligible, no need for revision".

Based on the results of the media feasibility stage, it can be concluded that material experts, media experts, and child response questionnaires tested at the initial field trial, main field trial, operational field trial stages can be declared very feasible through the percentages

obtained in accordance with Ramansyah's opinion (2018) that media feasibility is in the range of 90-100% which is categorized as very high and declared very feasible.

Closing

The development of the Ajhâr Bhâthêk application is media packaged in an Android-based application which was developed through 10 steps of Borg and Gall model development. The results of this research and development show that the value obtained by the Ajhâr Bhâthêk application media from material expert trials was 77.14%, media expert trials were 86.66%, initial field trials were 77.45%, main field trials were 87.86%, and operational implementation trials amounted to 92.48%. Based on the results of the research and development that has been carried out, it can be concluded that the Ajhâr Bhâthêk application media as an implementation of the independent curriculum in introducing batik culture to children is suitable for use as a learning medium.

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