Portraying Hikayat Learning for Senior High School in 4.0 Era

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ABSTRACT

Hikayat is one of the learning materials in senior high school. Inside the textbook, it is usually presented with a long narrative text to find the values. In 4.0 era, hikayat is of the concern. Inside it, there are moral values that needed to be preserve and an example for the student. Therefore, portraying hikayat learning needs to be known as a foundation in developing hikayat learning. This research has purposes to know how is hikayat learning in senior high school in the context of 4.0 era. The research objects are the teacher and the students of tenth grade senior high school 2 Jember. This research is using descriptive qualitative model with three data analysis which is observation, interview, and questionnaire. Based on the observation results, the teacher problem in teaching hikayat is language. The dictionary of Melayu-Indonesia is not fully provided that makes students difficult to understand the hikayat. The questionnaire result showed that hikayat learning is not attractive and can’t move with the flow of time.

INTRODUCTION

Arts consist of moral values. Through hikayat learning, students can enhance their sense to care about nature. Therefore, arts can be used as a media to get humanism value for human. In all level, arts learning must get an attention. It can help students to know about themselves, their environment, their culture and the world. One of the arts learning in senior high school is hikayat. Hikayat is a classic arts using melayu language that contains moral values, culture and education. Until now, hikayat learning in school always using conventional method which is use a long narrative text.

Hikayat is a kind of story in old Melayu arts that portrayed how great and strong hero with all their might and power(Warsiman, 2017:168). Hikayat consist of stories of
an amazing journey and circle around noble’s life. In common, hikayat is a framed stories that contain another story that is told by other characters.

As a symbol of classic arts, hikayat are written long time ago. Therefore, the language used in it usually Arabic, difficult words, and idiom. Nowadays, hikayat is written in Melayu language. The text in Indonesia also used Melayu language, so the students need to translate the language into Indonesia.

Studying hikayat can enhance local wisdom knowledge. The students hoped to learn local wisdom values and apply it in their daily life. Besides that, after learning about hikayat student can get their motivation up again because the text is from their own environment.

In curriculum 2013, Indonesian language lesson in tenth grade students of senior high school has a basic competence about hikayat. Basic competence 3.7 is identifying values and contents that are inside the story either orally or in written form. The indicator that needs to be fulfilled is the students can identify the characteristic and values inside the hikayat.

Hikayat containing many values, such as religion value, moral value, social value, cultural value, esthetic value and education value. The main characters usually are very powerful. One of the hikayat that is use in senior high school is Hikayat Hang Tuah.

Hikayat Hang Tuah is regarded as a Malay literary classic and a traditional Malay epic. This folk tale has been proudly recounted to generations of Malays. It is recognized as a national literary classic which is well-known not only amongst the Malays but also to the people in the Malay Archipelago. Hang Tuah is characterized as most illustrious Malay hero in Malacca and represented absolute loyalty to the ruler as the ultimate champion of Malay loyalty, chivalry and obedience to tradition. Hikayat Hang Tuah symbolizes the greatness of Malacca at that time whilst projecting the bravery of the Malays (UNESCO 2001).

Hikayat Hang Tuah is about a powerful admiral from Bugis, which is a proof of Melayu pride. Hang Tuah characteristic are smart, confidence, strong and never give up. Until now, Hikayat Hang Tuah is a famous story in the country. Hikayat Hang Tuah always shows up in USBN. The values inside the content are suitable for the students growth, like ship technology and how brave Hang Tuah in fighting his enemies.

Based on previous research, hikayat is not an interesting material. Student feels bored and less enthusiastic in the learning process. This is also proved from the research conducted by (meginta, 2018). showed that hikayat learning in senior high school still using conventional method, the technique used is monotonous, and the method used is not very effective that make the students less motivated.

**METHODOLOGY**

This research is using descriptive qualitative method. Qualitative research data is based on what they tell, what they feel and doing by the source (Sugiyono, 2010: 295). The objects of this research are the teacher and the students of tenth grade students of
senior high school 2 Jember. The data collection method involving 99 students which consist of X IPA 2, X IPA 5 and X IPA 6. Using Likert calculation, the participants taken is 30 samples.

Taking 30 samples is based on Gay and Diehl 1992 theory which is said that in descriptive research, the minimum sample is 10% from the population (Wagiran, 2019:160). Therefore, to get heterogenous data the researcher takes 30 samples from the population.

Likert scale is scoring rubric for questionnaire research. Sugiyono (2010:134) said Likert scale is used to measure attitude, opinion, and someone perceptions or group about social phenomenon. When answering the questionnaire, respondent choose their answer from the option provided.

The researcher uses three data collection method, which are observation, interview and questionnaire. Observation is used to get data about how the learning process, what media the teacher use, and the student enthusiasm in teaching learning process from X IPA 2, X IPA 5 and X IPA 6 in senior high school 2 Jember. Interview used to gain more data about learning process when teaching about hikayat. Questionnaire used to gain data about student opinion in how the teacher when doing the teaching learning process. The sources of the data are the teacher and the student of Senior High School 2 Jember.

**RESULT AND DISCUSSION**

Based on the early observation, the teacher uses convectional method which is provided the students with long narrative text. Here are the steps in teaching hikayat inside the class (1) the teacher started the lesson with greeting and checking the attendance list;(2) the teacher explain about the definition and characteristic of hikayat by using marker and whiteboard;(3) the teacher ask the students to form small group consisting of 6-7 students. Each group get a task to translating two paragraph from the text “Hang Tuah” from Melayu language to Indonesia;(4) representative of the group read their results while the others take a note from it;(5) the teacher ask the students to answer their task. There are no feedback to know whether the students understand or not about the hikayat. The teacher scoring is based on the task answers that have been done by the students.

The looks from time efficiency, it can’t be controlled. That thing can happen because each group has different time in order to translating from Melayu language to Indonesia. Besides that, students understanding about Hikayat Hang Tuah is not whole. Based on the interview with the tenth grade of senior high school 2 Jember Indonesian language teachernamed Mrs. Rini W., S.Pd, she feels difficulty in teaching hikayat. First, from the language, Hikayat Hang Tuah in the textbook always uses Melayu language. Students have difficulty in translating the words from Hikayat Hang Tuah. That thing can happen because of there is no Melayu-Indonesiadictionary. Second, the teacher has difficulty in choosing an appropriate media in teaching hikayat, including Hikayat Hang Tuah. *Musyawarah Guru Mata Pelajaran (MGMP)* is also discussing about that problem.
Third, the teacher feel that Hikayat Hang Tuah is not interesting anymore. Student having had too much and less enthusiasm in teaching learning process. The teacher needs an appropriate media in teaching Hikayat Hang Tuah. Based on the interview result with Qonitah, one of the student from x ipa 5 it can be concluded that the teaching learning process is boring and the students only doing task which is translating from Melayu language to Indonesia, and doing the task. The students also cannot attracted sattention in this millenial era Actually, the students very enthusiasm in hikayat because it is telling about glory and kingdom.

Based on the data analysis, using Likert scaling to gain student opinion about the teaching learning process on Hikayat Hang Tuah. The data from questionnaire can be divided into (1) Hikayat Hang Tuah learning making easier to understand about 67.5% in category of often;(2) Hikayat Hang Tuah learning is attractive about 58.3% in category of rarely;(3) Hikayat Hang Tuah learning is interesting about 68.3% in category of often;(4) Hikayat Hang Tuah learning is appropriate with the flow of time about 56.6% in category of rarely.

From the result above, Hikayat Hang Tuah learning is still using conventional method. That makes the students easily bored and the learning is less useful. The moral values inside Hikayat Hang Tuah can’t be accepted smoothly, the technique used is monotonous, and the method used is not very effective that make the students less motivated. Therefore, the teacher needs a learning media that can help in teaching hikayat material about hang tuah.

The student needs a media that is appropriate and attractive as the time flow. The learning environment must adapted with the industrial revolution 4.0. That is a must, so the teacher can truly act as a facilitator. The students act as the source of learning, not to be the learning object. In order to increase the learning goal, teacher needs a media that is appropriate with the flow of time.
Prawiradilaga (2013:19) said that media is important to create an interesting teaching learning process and can’t be easily forgotten by the students, also it makes learning more efficient, effective and have meaning. Learning media that using new technology hoped to answer the problem in learning hikayat, one of it is Hikayat Hang Tuah in senior high school.

In response of industrial 4.0, learning media need to use technology which is through e-learning. This is in line with Kemenristekdikti, technology development not only for increasing the acces but also a way for learning efficiency. With the reason above, learning should use technology in this digital era.

The students in millennial generation needs learning media that more attractive and interesting appropriate with the technology development. This is in line with rapat kerja nasional (rakernas) kemenristekdikti about providing environmental that is appropriate with industrial revolution 4.0 era (smart classroom, augmented reality, artificial intelligence, virtual reality, data analytic and 3d printing) which is not only focusing on increasing access and quality, but also learning process efficiency (faculty of law hasanuddin university, 2019). Therefore, arts learning media must use technology to response industrial revolution 4.0.

With technology, the teacher could be a facilitator to prove services for the students. Education technology can be made with the changing of model or media in learning to match with the time flows. That must be done to support student needs in learning.
CONCLUSION

This research provided information that hikayat learning in senior high school is still using conventional method. In this industrial 4.0 era, arts learning must have been through development. Learning can designed in some way to match with the need and the characteristic of the learner. Conventional learning which is still teacher centered must change into students centered that can make student more active and creative.

Nationally, the government already knows that learning must match with the flow of time. That thing can be done with some innovation in learning media. Nowadays, arts learning media must use technology in response for student need and supporting the learning goal. In order to do that, innovation in terms of learning media must match with the flow of time and support the Hikayat Hang Tuah learning.

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