The Use of Flashcard Media for the Preservation of language Temanggungan *at* Madrasah Ibtidaiyah *Elpist* Temanggung

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ABSTRAK. This research focused on the low level of understanding of grade 3 students at MI Elpist Temanggung Central Java towards the Javanese language in Temanggung dialect or Basa Temanggungan. It was caused by the dominance of the use of Indonesian in everyday life and was reinforced by the influence of language through digital media. Another contributing factor was the negative perception of the Temanggung dialect, which needed to be more modern, thus affecting students' motivation to learn and use this language. The research method used the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) to develop flashcard-based learning media containing local wisdom. This flashcard integrated local cultural elements such as tembang dolanan, which not only served to improve vocabulary understanding but also instilled Temanggung cultural values. The research results showed that the use of flashcards significantly increased students' interest and understanding of Basa Temanggungan, especially in tembang dolanan materials such as "Cublak-Cublak Suweng" and "Sluku-Sluku Bathok". However, there were challenges in applying Krama vocabulary and limited learning time. This research emphasized the importance of collaboration between teachers, parents, and the social environment to enrich local language learning through more interactive and contextual methods in order to preserve regional languages and local wisdom systematically.

Kata kunci: ADDIE Model; Dialect Javanese; Flashcard.

PENDAHULUAN

Currently, the existence of regional languages and their dialects faces major challenges due to the influence of globalization and the use of Indonesian as a national language. It causes the low intensity of the use of regional languages (Budiarta, 2019). One of the endangered dialects is the Temanggung dialect of Javanese. The younger generation in Temanggung is starting not to use this dialect, and some of them don't even understand it anymore. The Temanggung dialect has unique expressions that describe the culture of the Temanggung people, which are not found in other Javanese dialects (Muanayah et al., 2023). Therefore, efforts to preserve the Temanggung dialect of Javanese are very necessary.

There are many factors in supporting student success in classroom learning. One of the most important things for successful learning is the use of creative, innovative, and appropriate learning media for students, especially in elementary education (Magdalena et al., 2021). Learning

media itself is a bridge in delivering information and knowledge to students, which is modified in such a way as to attract and grow their potential power and increase the quality of student learning outcomes optimally (Yunianta & Ichsan, 2020).

One way to preserve it is by documenting it in the form of Flashcard media containing the local wisdom of the Temanggung community. Flashcard media itself is a visual learning medium that uses picture cards. This media is used by showing it to students quickly. Flashcard media is also a picture card that contains words (Pradana & Gerhni, 2019). This flashcard media can stimulate students to recognize numbers more quickly, stimulate children to be more interested in mastering numbers, and stimulate students' intelligence (Nurhasanah, 2021). In this research, the researchers will present various data reviews as a reality regarding the use of flashcard media to introduce learning of Temanggungan language to children of elementary school age, especially in Madrasah Ibtidaiyah, as a strengthening of local wisdom education in Indonesia.

The use of Flashcard media containing local wisdom is intended to remind the use of the Javanese language in the Temanggung dialect, which has begun to fade and to provide knowledge about the local wisdom of Temanggung society to the next generation. The target users of this Flashcard media are elementary school children in Temanggung Regency. In addition to books, Flashcard media can also be used as a source of learning for students. So far, books are reading materials used in the School Literacy Movement, which aims to foster students' character (Ichsan, 2018). However, researchers want to provide a new approach to developing school literacy media, namely using Flashcard media with the same goal as book media as a source of teaching materials in the classroom.

The elementary school that was the location of this research was Madrasah Ibtidaiyyah (MI) Elpist Temanggung, with the research subjects being students in grade III (three). The determination of MI Elpist as the research location was based on the location of the school in the center of Temanggung, which had students coming from the surrounding environment. Students who live in urban areas use Indonesian as their mother tongue and are only familiar with Javanese, especially the Temanggung dialect when they interact with peers or other people outside the home. Furthermore, the selection of research subjects on grade three students (aged 8-9 years) because the language development of children at that age has been significant. They have become proficient in using language to communicate, think, and learn so that when they are given knowledge about language and local wisdom, they can provide knowledge and be absorbed optimally.

Many studies have revealed the preservation of local languages and classroom learning through flashcard media. First, research from Syaiful Musaddat et al. (2021) reveals that the development of digital teaching materials based on local wisdom has a positive effect on children's social character and language skills. Second, research from Leni Sartika and Ricky Sujana (2022) shows that there is potential for the Jambi Malay language in the Seberang Dialect as local learning content in elementary schools through three aspects, namely linguistic aspects, literary aspects, and cultural aspects. Third, research from Taufiqqurrahman (2019) reveals that there is a very positive influence on the development of Dick, Carey and Carey model teaching materials in local content books for the Sasak language. These teaching materials need to be continuously developed and expanded in various schools in the West Lombok region.

From the various previous studies above, researchers have yet to find a strategy for developing the Temanggungan Language through Flashcard media in elementary education,

namely in Madrasah Ibtidaiyah. Therefore, this research is worthy of being revealed as an important consideration in optimizing local content learning in various regions in Indonesia. This research also provides important information about the urgency of local content learning as the most important part of education in Indonesia, the quality of which currently needs to improve.

METODOLOGI

Research and development (R&D) is a research approach to producing new products or improving existing products (Rukin, 2019). The products produced can be in the form of software or hardware. (Sugiyono, 2017). The development model used in this research is the ADDIE development model, which stands for Analysis, Design, Development, Implementation, and Evaluation. This model offers more detailed and structured steps than the 4D model so that the final results obtained are of higher quality. In addition, the similarity to the database development model shows that ADDIE is a proven and reliable approach (Asdar et al., 2023).

The reason researchers chose the ADDIE model is because this model can be implemented systematically. The following are the steps taken in this research through the ADDIE model: (1) *Analyze*. This initial stage aims to find out whether we really need to create a new learning method. Researchers check whether the existing method is still suitable for current conditions, such as student needs, technological developments, and learning environments. In this research, researchers used Flashcard learning media as an answer to the results of the initial analysis of the preservation of the Temanggungan language in the Temanggung Regency area of Central Java. (2) *Design*. This design stage is the heart of the development of the learning model. Just as an architect designs a building, a learning developer designs an effective and meaningful learning experience. At this stage, researchers begin to design active learning using the index card match learning strategy. This learning strategy is very relevant because it utilizes Flashcards that have been designed in the first stage, namely, analy*sis*. (3) *Development*. At this stage, researchers turn the ideas that have been designed into reality. If, at the design stage, the researchers had made a learning design that is still a concept, at this stage, the researchers makes all the materials needed for the learning, such as learning plans, media, and learning materials. Researchers have started to design the teaching modules that will be taught to students. (4) *Implementation*. At this stage, the designs and methods that have been developed are applied directly in the classroom. The new learning model is tested in real conditions, with all materials presented according to the methods that have been designed. After the learning process is complete, an initial evaluation is carried out to provide feedback for further improvements (Endang, 2011). Furthermore, the implementation stage is referred to as the actualization process of the design of teaching materials in the context of classroom learning. At this stage, the design of teaching materials that have gone through the development stage is applied directly in an authentic classroom environment.

Evaluation. The evaluation in this research adopted a formative and summative approach. It means that formative evaluation was conducted periodically after each meeting to monitor the progress of student learning. The summative evaluation was conducted at the end of the semester to measure the achievement of student final competencies. The evaluation results were used as a basis for revising and refining the learning model that had been implemented. In this research, the researchers chose formative evaluation by looking at student learning outcomes (Hidayat, 2021). It is because learning outcomes are the main core of the learning process (Khairunnida et al., 2023).

The evaluation stage in this research refers to the process of systematically assessing the quality of learning products (teaching materials) and the effectiveness of the teaching process, both before and after implementation (Ainin, 2013). The general procedures involved include determining relevant evaluation criteria, selecting appropriate evaluation instruments, and implementing the evaluation carefully. The evaluation results are expected to provide a comprehensive picture of the level of learning success, identify areas that need improvement, and become the basis for developing improvement plans for subsequent implementation (Khalim, 2019a). The teacher, as the main evaluator, is responsible for collecting data, analyzing the results, and compiling an evaluation report containing important findings, conclusions, and recommendations for improvement in the flashcard learning media on strengthening local wisdom education in *Basa Temanggungan.*

TEMUAN DAN DISKUSI

Analysis of Children's Understanding of *Basa Temanggungan* at MI Elpist Temanggung

This research explores the understanding of grade 3 students at MI Elpist Temanggung towards the Javanese language in the Temanggung dialect, also known as *Basa Temanggungan.* Based on interviews with teachers and students, it was found that the use of Indonesian is more dominant than local dialects in everyday life. Internal factors such as age, thinking ability, and learning motivation play a role in their understanding of this dialect. In addition, the influence of the family and school environment is also significant, where Indonesian is more often used in daily interactions, both at home and at school (Riany et al., 2017). It causes limited exposure to the Temanggung dialect, thus inhibiting the development of student's abilities in the local language.

Overall, these findings indicate the need for increased exposure to *Basa Temanggungan* in contexts that are relevant to students' daily lives. Developing a more effective curriculum and improving social perceptions of the dialect could be a solution to improving the understanding and use of the Temanggung dialect among the younger generation. A grade 3 teacher at MI Elpist Temanggung also supported this view, emphasizing the importance of improvements in learning approaches to maintain the sustainability of local languages in the future.

It is important because local content in learning is an important form of support for one of the Pancasila Student Profiles (*Profil Pelajar Pancasila*) in the Independent Curriculum (*Kurikulum Merdeka*) with indications of faith and piety, global diversity, cooperation, and individual creativity (Verrysaputro et al., 2023). Therefore, maintaining the sustainability of the Temanggungan language is an important part of maintaining the quality of Eastern civilization in Indonesia in the future.

The Development Design of Flashcard as a Media for Preserving *Basa Temanggungan* and Introducing Local Wisdom to Students

Well-designed flashcards can be a very effective tool in learning Javanese for grade 3 students of MI Elpist Temanggung, especially in the Basic Competence of "*Menceritakan Kembali Isi Tembang Dolanan Bertema Kerja Sama*". The effectiveness of Flashcards lies in their ability to present interesting visualizations, which help students remember words and concepts better (Chen & Chan, 2019).

For example, in learning *tembang dolanan* at MI Elpist Temanggung, Flashcards can be used to introduce keywords from the lyrics of the song, accompanied by images that clarify the

meaning. Suppose the song being taught is "*Cublak-Cublak Suweng*". In that case, Flashcards can present images of the traditional game, accompanied by text that explains the meaning of each verse in the Javanese Temanggung dialect (*Basa Temanggungan*). Interesting visuals will make students more involved in the learning processs (Renkl & Scheiter, 2017). It causes that they can associate words with the images they see, making it easier for them to remember the meaning of the song.

The effectiveness of Flashcards is also supported by a multisensory learning approach, where students learn by seeing, hearing, and feeling through images and text. The combination of strong visuals with text in Javanese can stimulate students' cognitive abilities (Insani et al., 2021), making it easier for them to understand and remember the words and concepts taught. Students at MI Elpist Temanggung, who are in the early stages of language development, can more easily remember new vocabulary in the Temanggung dialect of Javanese with this learning method.

In addition, Flashcards also make it easier for teachers to explain the contents of *tembang dolanan* with the theme of cooperation, because the existing images can be visual aids to retell the lyrics of the song in a coherent and easy-to-understand manner. For example, in the *tembang dolanan* "*Jamuran*", Flashcards can display images of students playing together to illustrate the theme of cooperation (Teng & He, 2015). Each Flashcard can display one part of the song, which students at MI Elpist Temanggung then retell with the help of the visuals they see.

Development of Flashcards Containing Local Wisdom as a Media for Preserving the *Basa Temanggungan*

At this development stage, the researchers designed various Javanese language learning activities for grade 3 at MI Elpist Temanggung, including the preparation of a Learning Implementation Plan (RPP) using the Javanese Flashcard media in Temanggungan. This flashcard is used to teach traditional songs such as '*Cublak-Cublak Suweng*' and '*Sluku-Sluku Bathok*'. The teaching materials have been reviewed to suit the curriculum and students' needs. The main focus is on the development of teaching strategies, learning media, teaching materials, and evaluation tools (Abdulrahaman et al., 2020). After all elements are integrated, validation is carried out to ensure compliance with the plan.

The use of flashcards is designed to help students understand vocabulary and phrases in *tembang dolanan* with Temanggung dialect. From the results of the implementation on 15 students, this media has proven to be effective in improving students' understanding of Javanese language learning materials, especially *tembang dolanan*. The students showed enthusiasm in learning the *tembang* and tried to sing it correctly using the local dialect. The third-grade teacher also stated that flashcards increased students' learning motivation because they were interested in the use of the *Basa Temanggungan* accent.

The stages of learning using flashcards include several phases, starting from observing, asking, collecting information, associating, and communicating. Students listen to *tembang dolanan*, ask about the meaning of difficult words, and write the contents of the *tembang* in various *krama* languages. The use of flashcards makes it easier for them to understand the typical vocabulary of *Basa Temanggungan*, which they then practice both orally and in writing. The implementation of this media was well received by students (Rahayu & Iswari, 2021), showing its effectiveness in helping their understanding of the lesson material in class.

Implementation of Flashcards in Javanese Language Learning at MI Elpist Temanggung

In learning *tembang dolanan* in grade 3 at MI Elpist Temanggung, Flashcards can be used as a tool to facilitate various activities, such as vocabulary exercises, retelling the contents of the song, and group discussions. Teachers can distribute Flashcards to students in the form of pictures and text, then ask them to work together in groups to re-arrange the story of the song in sequence. It not only trains language skills but also develops social skills and cooperation between students (Daulay et al., 2023), which are in accordance with the theme of the *tembang dolanan* itself.

By using Flashcards, teachers at MI Elpist Temanggung can more easily explain the meaning of each word or verse in the *tembang dolanan*, and students can more easily understand the relationship between the lyrics of the song and the cooperative actions depicted. The use of flashcards can also strengthen students' memory of vocabulary in the Temanggung dialect of Javanese while introducing the values of local wisdom contained in the song.

Many studies have revealed that cultural values and local wisdom have various functions, roles, and benefits that are very useful for people's lives. Therefore, preserving the values of both is urgent because it includes honesty, caring, civility and politeness, tolerance, justice, mutual respect, and so on (Mimin, 2023). For that, the education curriculum, especially elementary education, needs to make local content learning a solution to produce superior humans for the future of the nation's civilization. For that, there needs to be a habit of student discipline in everyday life (Khalim, 2019b) for the sake of improving education based on local eastern culture.

Evaluation of the Learning Process Through Flashcard Media for Javanese Language Subjects

Evaluation of the use of flashcards in *Basa Temanggungan* was conducted to measure the effectiveness of the media in learning and the achievement of students' learning objectives. Based on observations and interviews with students and teachers, flashcards were proven to be able to increase students' interest and understanding of the *tembang dolanan* material, such as "*Cublak-Cublak Suweng*" and "*Sluku-Sluku Bathok.*" These flashcards help students more easily remember and understand vocabulary, as well as the values of cooperation contained in the *tembang dolanan*. The teacher said that the use of flashcards with illustrations and keywords makes it easier for students to remember and apply vocabulary compared to conventional methods. Nurdiniawati (2020) reveals that flashcard media can improve vocabulary mastery in subjects.

The use of flashcards has also proven effective in motivating students to learn Javanese, especially *Basa Temanggungan*. Interesting illustrations and easy-to-understand explanations make students more enthusiastic about learning the material. One student said that learning *tembang dolanan* became more interesting and fun with the help of flashcards. However, the teacher noted several challenges, such as time constraints in delivering the material and student's difficulties in understanding the rarely used *krama* vocabulary. It indicates the need for repetition and a more intensive approach to teaching difficult vocabulary.

To overcome these challenges, it is recommended that the use of flashcards be combined with other learning media, such as language games or interactive videos. It aims to make learning more fun and in-depth and involves digital technology that combines elements of local wisdom. Collaboration between teachers and parents is also needed to provide more support to students in preserving their regional languages. Overall, the implementation of flashcards in grade 3 at MI

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Elpist Temanggung has succeeded in increasing student interest and understanding. However, further development is still needed so that this media is more optimal for learning.

Diskusi

The development of flashcards containing local wisdom has great potential as a learning medium to preserve *Basa Temanggungan* and introduce local wisdom to students at MI Elpist Temanggung. Flashcards that integrate cultural elements, such as *tembang dolanan*, local traditions, and the lives of the Temanggung community, can make language learning more contextual and interesting for students. This media is not only effective in helping students remember vocabulary and language structures but also introduces them to local cultural values. With an attractive visual design and integration of local content, flashcards can facilitate the process of internalizing language and culture while increasing students' motivation to learn the Temanggung dialect of Javanese. The implementation of flashcards in learning is expected to strengthen students' understanding of regional languages and local wisdom, as well as play a role in a more systematic and structured effort to preserve culture in the school curriculum. However, challenges such as time constraints and students' difficulties in applying *krama* vocabulary still need to be overcome by using other, more interactive learning media. Therefore, collaboration between teachers and parents and the development of innovative learning methods are needed to achieve optimal learning outcomes and preserve regional languages.

KESIMPULAN

Berdasarkan hasil penelitian dan hasil analisis data, peneliti dapat menyimpulkan bahwa hasil belajar IPS siswa kelas eksperimen yang diberi perlakuan menggunakan media pembelajaran *pop-up book* pada materi kegiatan ekonomi lebih baik dibandingkan tanpa menggunakan media *pop- up book*. Hal tersebut dibuktikan pada hasil rata-rata *posttest* kelas eksperimen sebesar 82,97 sedangkan kelas kontrol adalah 76,83. Selain itu dibuktikan juga dengan hasil uji hipotesis diperoleh nilai signifikansi (*2-tailed*) sesuai nilai *pretest* dan *posttest* dari kelas eksperimen dan kelas kontrol adalah sebesar 0,012, maka didapatkan nilai signifikansi < 0,05 sehingga Ho ditolak dan Ha diterima. Dengan demikian hal ini membuktikan bahwa terdapat pengaruh yang signifikan dari penggunaan media pembelajaran *pop-up book* terhadap peningkatan hasil belajar IPS siswa kelas IV SD Negeri 42 Pekanbaru dengan harga koefisien determinasi simultan (r2) diperoleh angka signifikansi sebesar 68,8% dalam kategori tinggi karena semakin mendekati 1 berarti pengaruh variabel independen terhadap variabel dependen semakin tinggi (Sugiyono,2016)..

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