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## Learning Innovation of "Linking Karmina" with Contextual Approach and Role Playing

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### ABSTRACT

**Background.** Karmina is one type of pantun of Indonesian intangible cultural heritage that is important to preserve.

**Purpose.** This research aims to develop an innovation in flash pantun learning (Karmina) with a contextual approach and role-playing method at the Madrasah Ibtidaiyah and Elementary School levels in accordance with the independent learning platform.

**Method.** This research uses a qualitative approach and the Borg & Gall development method. Data collection techniques used tests, observations, and interviews, while data analysis techniques used a flow analysis model. Data validity was done by triangulation technique. The data sources were students and teachers of elementary schools and madrasah Ibtidaiyah. The research locations are in Malang and Tulungagung.

**Results.** The results of data analysis show (1) with a contextual approach, 100% of learners can make the cover and content of vocabulary used in daily conversation; (2) with the role playing method, Karmina linking learning is 100% complete, because learners can turn dialog into Karmina linking when playing roles; and (3) the Karmina linking learning model using a contextual approach and role playing method makes the learning atmosphere active, dynamic, fun, and meaningful.

**Conclusion.** With these findings, it is suggested that Elementary School and Madrasah Ibtidaiyah teachers can use these findings for pantun learning to make it fun and meaningful for students, so that the nation's cultural heritage as a whole can be preserved.

### KEYWORDS

Learning, Role, Playing

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### INTRODUCTION

Since the independent curriculum was implemented, all learning processes for students are required to be fun and meaningful for students' lives (Nida dkk., 2023). For this reason, teachers must have the competence to design and implement a learning atmosphere with an independent learning environment for students (Farid, 2023). Learning



materials are developed from the surrounding students' context so that they are relevant to the students (Zarnuji, 2023). To encourage an independent learning atmosphere, the learning process is designed so that learning activities are dynamic, thus making students more active, creative, and engaging (Ministry of Education and Culture, 2021). Karmina is one type of rhyme of Indonesia's intangible cultural heritage (Teguh dkk., 2023). As a cultural heritage, rhyming is one of the materials that must be taught in elementary schools so that this Indonesian ancestral heritage can be preserved. In addition, rhyme learning is intended to enhance students' communication skills with Indonesian character.

Based on the orientation results in elementary schools and madrasah Ibtidaiyah in the research location, learning four-line rhyme that consists of two lines of cover and two lines of content is quite challenging for students (B. Beribe, 2023). The difficulty of arranging words into two covers and two contents makes rhyme learning unappealing (Makniyah & Khotimah, 2023). The learning of rhyme becomes even more unattractive when the teacher gives examples with vocabulary that is not commonly known by the students (Yeltriana dkk., 2023). Teachers only take examples of rhymes from textbooks or blogs, then students are asked to make rhymes. As a result, students are less enthusiastic in learning rhymes (Minarti dkk., 2023). 94% of students did not achieved complete results with score under 7. Based on the orientation results, the researcher took the idea to simplify pantun learning into flash pantun or Karmina. Karmina is a rhyme which consists of one line of cover and one line of content (Mustajab dkk., 2023). This idea is based on the phenomenon of millennial children's lifestyle that is fast-paced, fun, and meaningful.

To make learning Karmina easier, the utilization of a contextual learning approach is considered the most appropriate (Roshayanti dkk., 2023). The contextual learning approach is a learning perspective that utilizes the context of the students' immediate environment for the development of learning materials. The students are given knowledge and skills from teaching materials that are commonly seen, heard, and done in daily life (Ulum dkk., 2023). By utilizing the context that exists in the students' environment, material development is valued as meaningful to the students.

To establish an independent learning atmosphere, the role playing method is assumed to be suitable because it can make a dynamic, active, creative and fun learning atmosphere (Nurzen dkk., 2022). The students can play their roles as characters in their environment to practice linking Karmina teaching materials to their friends and teachers.

The research on Karmina learning with contextual approach and role playing method has never been implemented (Fuadi & Mirsal, 2023). The existing research is about learning ordinary rhymes consisting of four lines. Research on rhyme learning has been conducted by Hidayah (2019) entitled Improving Pantun Writing Skills with the Numbered Heads Together Learning Model (NHT) and Keyword Pounce Technique (Suryaningsih, 2021). This study shows an increase in writing pantun but less meaningful because the students still depend on the keyword cue. Wartik (2017) and Resnani (2021) researched with the title Improving Students' Pantun Writing Ability Through the Multiliteracy Model (Mudinillah & Rizaldi, 2021). This research emphasized examples from various media without being equipped with adequate vocabulary, so it was less meaningful for students. Furthermore, Latifah and Setyaningsih (2023) researched with titled Improving Pantun Writing Skills Using the Arias Learning Model with Pantun Card Media. This research emphasized on efforts to complete rumpang rhymes on rhyming cards (Mutalib & Dylan, 2021). This research has not yet reached the level of using according to context, so it is meaningless for students.

Karmina is not only an Indonesian cultural heritage, but also a resource that enhances the students' communication skills based on Indonesian culture (Arsul dkk., 2021). For this reason,

Karmina learning starts from enriching vocabulary such as the names of objects, animals, plants in the students' surrounding (Rahmah & Martin, 2022). This is aligned with human nature as explained in the Qur'an letter Al-Baqarah 31 (2019: 2) which states that God taught language to Prophet Adam starting with mentioning various names of objects.

Based on the survey's results and the researcher's ideas, this study aims to develop an innovation in flash pantun learning (karmina) with a contextual approach and role playing method. This research is expected to provide accurate information that can be implemented (Yennizar dkk., 2022), so that Indonesian cultural heritage can be preserved and children's communication skills can be improved based on Indonesian culture.

## RESEARCH METHODOLOGY

This research used qualitative approaches and the Borg & Gall development method. The Borg & Gall development method is designed to develop learning innovations that are compatible with the spirit of independent learning and independent teaching on the Merdeka Curriculum platform (Afifah dkk., 2023). The sources of research data are students and teachers of grade V elementary schools and madrasah Ibtidaiyah. Grade V was selected because the grade V curriculum has rhyme learning material on theme 4 and 6.

Research locations are State Elementary School 3 Jepun Tulungagung, State Elementary School 2 Kutoanyar Tulungagung and Madrasah Ibtidaiyah Al Munir Pagelaran Malang (Pathurohman dkk., 2023). The research location was selected based on the accessibility of the research (Muhammadong dkk., 2023). The research data consists of quantitative data and qualitative data. Quantitative data is in the form of Karmina related writing achievement obtained before and after learning using contextual approach and role playing method. Qualitative data is in the form of interviews, observations, discussions, and field notes during the learning process. Both qualitative and quantitative data are used to measure the success rate of Karmina learning with contextual approach and role playing method.

This study uses data collection technique using tests, interviews, observations, and field notes. Tests were conducted at the beginning (pre-test) and at the end (post-test) of learning. The pre-test was done to determine the initial achievement of the rhyme material by students (Kurniawan dkk., 2023). The collected information before the preliminary orientation was used as a material to design the best learning scenario according to the contextual approach and role playing method (Lasmi dkk., 2023). The post-test was used to measure Karmina's learning achievement after using contextual approach and role playing method.

Interviews were used to collect qualitative data about the students' rhyme and Karmina learning experience and the teachers' rhyme teaching experience. Interviews were also used to collect reflective information from the subject of the study (Andra dkk., 2023). Direct observation in the field was used to collect accurate information before and during the learning process.

The key instrument in this research is the researcher himself (Sugiyono, 2021). The key instrument in this study plays a role in the preparation of interview guidelines and questionnaires, observation grids, and field notes (Saputra dkk., 2023). The complementary instruments in this research are video recordings, field notes, interview guidelines and items, observation grids, and tests assessing the success of the process and learning outcomes of linking Karmina.

Data analysis was conducted using the flow analysis technique (Miles and Huberman, 2019). After the data was collected, verified, then reduced (Sari dkk., 2023), presented, and concluded into a model of developing Karmina linked learning with a contextual approach and role playing

method. Data validity and credibility testing was conducted using triangulation techniques of data sources, data, and research methods.

## RESULT AND DISCUSSION

### KARMINA LEARNING WITH CONTEXTUAL APPROACH

According to the Kamus Besar Bahasa Indonesia Digital (2023), Karmina is defined as a two-stranded rhyme consisting of two lines (Johanna dkk., 2023). The first row is the cover and the second row is the content. The final rhyme pattern of Karmina is a-a or b-b (N. A. Putri dkk., 2023). That is why Karmina rhymes are also called flash rhymes.

Karmina is a type of rhymes that has existed in the 16th century. In the traditional society of the past, Karmina was often spoken by some people to reprimand someone more politely (Susanti dkk., 2023). Like other types of rhymes, Karmina as one of the classical literature works is almost extinct in this modern era. Even most of the younger generation do not even recognize Karmina (Camalia, et al., 2021).

Like the rules of rhyming, Karmina uses vocabulary from plants, animals, objects, behaviors, behaviors, and phenomena to compose the cover, then uses a straightforward and on-point language style to convey its intent / content so that it is easy to understand instantly. Therefore, vocabulary is a very essential asset to be able to make Karmina and use it in communication.

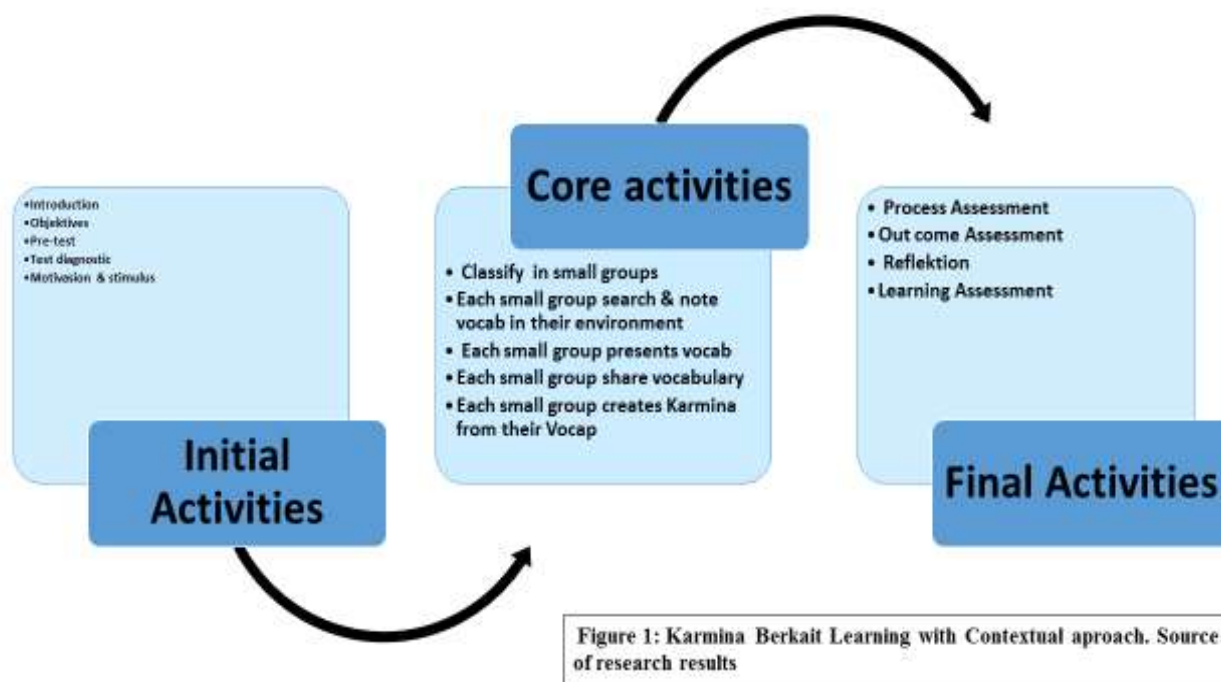
The contextual approach according to Jonhson (2021:9) is learning that helps teachers connect subjects with real-world situations to motivate learners to connect knowledge and its application in daily life as family and community members. Through relationships inside and outside the classroom, the contextual learning approach makes their experiences more relevant and useful for students in building knowledge that will be applied in lifelong learning (Saefuddin and Berdiati, 2019; Suyanto, 2021; Nur, 2021:2). Contextual learning provides a concept that relates the subject matter learned to the context in which the material is used. Context gives full meaning, relevance and benefit to learning (Depdiknas, 2022: 8).

Thus learning using this contextual approach aims to establish a natural learning condition. The students are invited to remember, understand and explore their daily experiences in the actual context, so that the learning that is generated becomes exciting and fulfilling.

Depdiknas (2022: 12-14) stated several things that must be emphasized in the contextual learning approach, including (1) problem-based learning; (2) authentic instruction; (3) inquiry-based learning; (4) project-based learning; (5) work-based learning; (6) service learning; and (7) cooperative learning.

According to Nurhai (2022), the concept of the Contextual Teaching and Learning learning model includes three things that must be understood, including:: (1) emphasizes the process of involving students to have direct experience in the learning process; (2) encourages students to be able to find the relationship between the learned material and the real life situation, so that it has meaning; (3) encourages students to be able to implement their knowledge in their lives as a provision for students in real life.

Based on the previous opinion, the use of a contextual approach in learning Karmina at Elementary Schools and Marasah Ibtidaiyah is conducted with steps based on the Merdeka curriculum platform, including introduction, core, and closing. Before learning steps based on the contextual approach and role playing method are carried out, orientation is conducted by giving pre-tests, interviews, and diagnostic tests. Pre-tests are conducted to determine the initial ability of the students in composing Karmina, interviews are conducted to find out the experience of learning rhymes. Diagnostic tests were conducted to find out the students' difficulties in making rhymes. The



pre-test results showed 94% of the students had difficulty composing Karmina. The diagnostic test results showed 96% of learners had difficulty choosing the right vocabulary because of minimal vocabulary. Based on the diagnostic test results, teaching modules, teaching materials, and project modules were created. Through teaching modules, teaching materials, and project modules, the students are habituated to be able to create Karmina with vocabulary that is found from the environment. In this way, Karmina learning for students becomes more meaningful. Linking Karmina learning model using the Contextual Approach is described as follows:

Based on the Karmina learning model using the Contextual Approach in Figure 1, it is known that the learning steps of the contextual approach are adjusted to the Merdeka Curriculum platform.

#### Initial Activities

Initial activities are utilized for character education for devotion, politeness, honesty, and discipline by praying, conveying greetings, checking the attendance of students. Then teachers convey learning objectives to students, then provide stimulus with several examples of Karmina from vocabulary in the school environment, and motivation.

#### Core Activity

The core activities are designed to enhance the students' vocabulary with project learning. Therefore, the learning activities conducted in the core activities are as follows:

1. Form small groups and give the groups names according to their respective assignments, i.e. flora (plants), fauna (animals), objects, events, and behaviors.
2. Guided by the project module, each group searches, observes, records vocabulary names of plants, animals, objects, events, and behaviors found in the students' environment.
3. All small groups present their vocabulary findings, while other groups observe and evaluate the findings of the presenting groups in rotation.
4. The teacher explains how to make Karmina based on the vocabulary found by the students.
5. Each group is asked to make Karmina from the discovered vocabulary at least 10 pieces.
6. Each group presents the Karmina results in rotation, while other groups appreciate and evaluate (responses and suggestions).



### Final Activities

In the final stage, process assessment, results, reflection, and learning assessment are carried out. Process assessment is carried out with authentic assessment by direct observation of the students' performance during learning. Based on the observation, it is known that all students are excited to discover and record vocabularies according to their assigned group, solid in cooperation, and succeed in composing more than 10 Karmina with the accuracy of the words choice and the harmony of content and cover.

At the reflection stage, the results indicated that all students felt happy learning Karmina with a contextual approach. None of the learners found it difficult to match the rhymes in the content and cover. The learning atmosphere is dynamic, the students easily carried out learning activities. At the learning evaluation stage, it was concluded that learning Karmina with a contextual approach could improve vocabulary and enthusiasm for learning Karmina for students.

### LEARNING LINKING KARMINA USING ROLE PLAYING METHODS

Role playing is a learning method in which there is a student's behavior that plays a role according to the character that has been determined / chosen. The students imitate the behavior and speech of the characters played in accordance with the objectives, expressions, behaviors, expressions, and gestures (Wahab, 2017; Trianto. 2022). According to Mulyono (2022), role playing is a learning method directed at creating real events or events in learning.

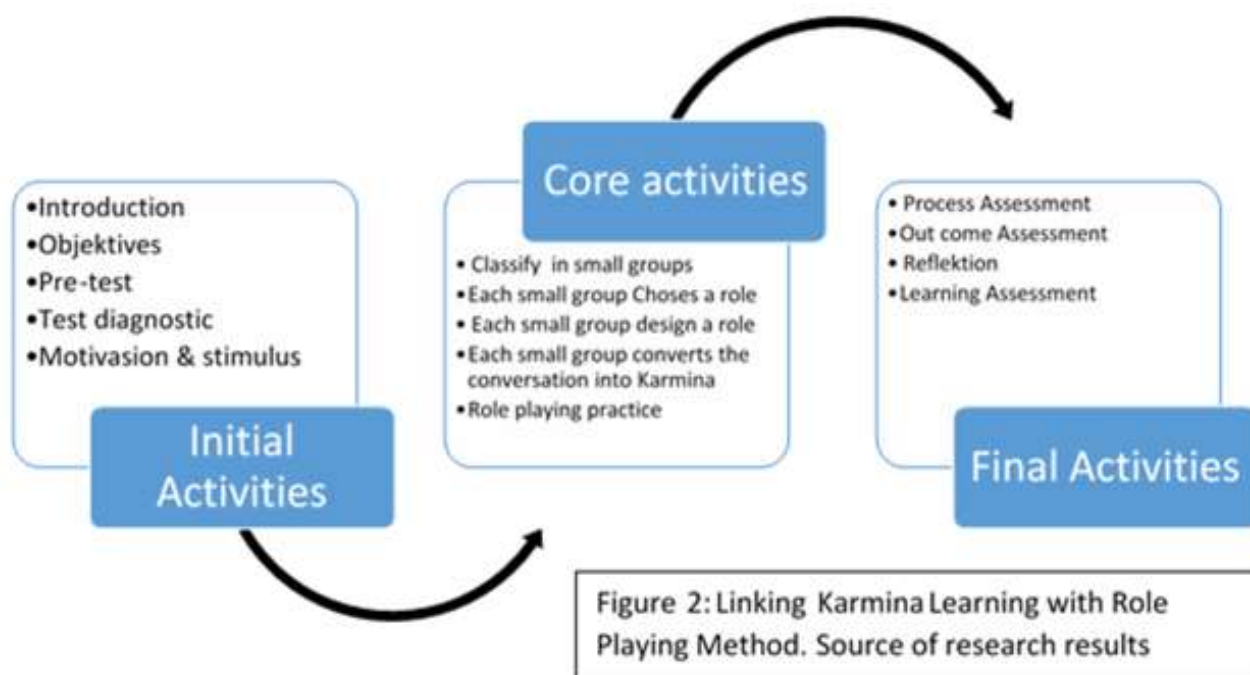
The role playing method can lead to learning experiences, such as cooperation skills, communication, and interpretation of an event. Through role playing, students learn to explore human relationships by demonstrating, so that collectively students can express feelings, attitudes, values, and problem-solving strategies.

The role playing learning model emphasizes emotional involvement and sensory observation into real problem situations. Participants are treated as learning subjects, actively practicing communication with their friends.

The role playing method in learning has the objective that students can inhabit the role to be played, able to put themselves in the situation of others desired by the team. According to Santoso (2021), the purpose of role playing is for learners to understand other people's feelings; place themselves into other people's situations; understand and appreciate differences in opinion.

There are seven steps to the role playing method, according to Uno in Yamin (2019), which are: (1) warming up the ambience and motivating the students to be attracted to role playing; (2) choosing a role. At this stage, students and teachers describe various characters; (3) arrange the sequence of scenes to be played; (4) preparing observers so that all the students experience and live the role and actively discuss it; (5) the students begin to act according to their assigned roles; (6) discussion, evaluation, and reflection to express their feelings about the played roles; and (7) sharing experiences. At this stage the students share their experiences during the role-play.

Based on the opinion above, the use of role playing method in learning linking Karmina is designed based on the independent learning platform. Before executing learning activities, pre-tests and diagnostic tests were conducted. The pre-test results showed 88% of the students had difficulty in creating linking Karmina. From the results of the diagnostic test 94% of the students had difficulty composing linking Karmina because they had not written the dialog and scene that would be played. The results of the pre-test and diagnostic test were used as material to develop teaching modules, teaching materials, and learning project modules for linking Karmina. Learning activities are performed with the steps of preliminary, core, and closing activities. The learning model of the linking Karmina with the role playing method is described as follows:



Based on Figure 2, there are three steps of learning activities, which are: initial activities, core activities, and final activities.

### Initial Activities

The initial activity is used for character building of devotion, discipline, and politeness by saying greetings, praying, and checking the attendance of students. Then the teacher conveys Karmina's learning objectives related to role playing. Next, the teacher provides a stimulus by giving an example of using a linked Karmina for role-playing from a video. Furthermore, the teacher provides motivation that Learning the linked Karmina is a good way to preserve the culture of the Indonesian nation and improve communication skills to be more beautiful and exciting.

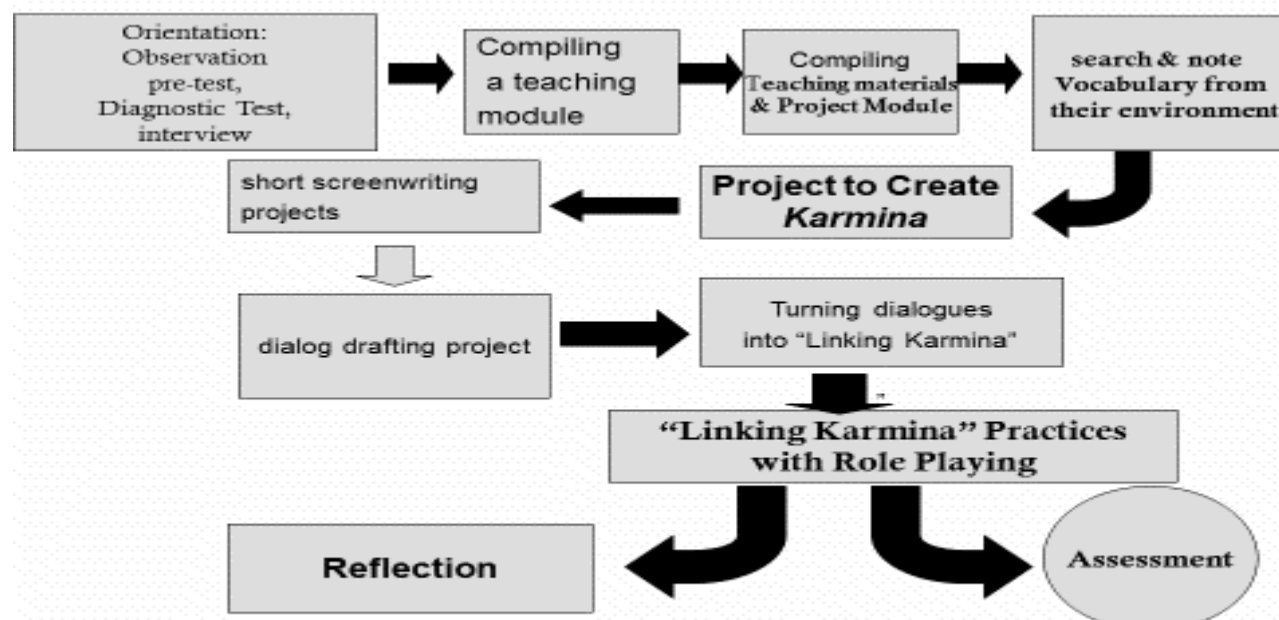
### Core activities

In accordance with the results of the diagnostic test, the ability to create linked Karmina for role play is performed as follows:

1. The teacher divides small groups of 3-5 learners. Each group is assigned a name according to the role to be played, for example the Gurid, Kagurid, Gutarid, and Jururid groups. The Gurid group plays the roles of teachers and students; the Kagurid group plays the roles of principals, teachers, and students; the Gutarid group plays the roles of teachers, parents, and students. The teacher explains the teaching materials on how to make linked Karmina for role-playing to the students.
2. The teacher distributes project modules that contain learning steps on how to develop role-playing scenarios; each group is assisted to arrange role-playing scenarios that include designing scenes and their dialogs. Furthermore, learners are guided to change some of the dialog into linked Karmina.
3. Then the small groups perform the role play in front of the group in turn, while the other groups appreciate and evaluate the Karmina that the group is performing. The following is an example of dialog in role-playing with hooked rhymes:

**Data 01 Gurid Group Performance (Teacher Teaching Student Scene)**

Teacher	Student
Breadfruit tree hazelnut tree	Starling, canary
Assalamualaikum good morning	Waalaikum salam good morning
Basil flower rose flower	
Dear children, let's learn	Go upstream to meet bats
Jasmine flowers smell nice	O teacher, we are ready to learn



**Figure 3: Learning Innovation of "Linking Karmina" with Contextual Approach & Role Playing Method: Source of research results**

**Data 02 Student Group Performance (Scenes of Principal, Teacher, and Learners)**

Headmaster	Student
Mullet fish stingray	Paddy field planted with rice
Children good morning	Mr. Principal good morning
Headmaster	Teacher
Book bought read many times	The fish is split, ready to be grilled
Kind teacher, the children are waiting	Mr. Principal, we are ready to learn
Teacher	Student

**Final Activity**

In the Final Activity, process assessment, results, reflection, and learning assessment are conducted. Assessment of the learning process is conducted using authentic assessment by direct observation during the learning process. The assessment of results is seen from the group's success in achieving the target of composing a linked Karmina for role-playing, the suitability between cover and content, fluency, intonation, and expression. Learning assessment is based on reflection observation. Based on the observation, it was discovered that all the students were excited to play the role as a group. The class became dynamic, creative, and happy. All group members were involved in the role play.

At the reflection stage, it was found that all learners felt happy to learn linking Karmina to the role playing method. The learning atmosphere was supportive. All the students did not find it difficult to change the dialog into linking Karmina for role playing. At the learning evaluation stage,



it is concluded that learning linking Karmina with the role playing method can Improve students' communication and enthusiasm for learning.

## **LINKING KARMINA LEARNING INNOVATION WITH CONTEXTUAL APPROACH AND ROLE PLAYING METHOD**

Linking Karmina learning innovations using a contextual approach and role playing method are implemented according to the Merdeka Belajar and Merdeka Mengajar platforms in the Merdeka Curriculum. Before the learning process is implemented, an orientation is carried out to find out what level of understanding grade V students have of Karmina. At the orientation stage, interviews with teachers and students, pre-tests, and diagnostic tests were conducted. The interview was conducted to find out whether the material had been taught in class V or not. The results of the pre-test showed that 94% of the students still could not write Karmina correctly. Based on the results of the diagnostic test of learners, there were 96%, the students had difficulty choosing the right words to harmonize the cover and content of Karmina because of the minimal vocabulary. The second pre-test found 88% of the students had difficulty making linking Karmina. The results of the diagnostic test found that 94% of learners had difficulty composing linking Karmina, because they did not know how to do it. The learning innovation of linking Karmina with Contextual Approach and Role Playing Method is depicted in the following chart:

Based on Figure 3, it can be described that the learning innovation research of linking Karmina with Contextual Approach and Role Playing Method was designed and implemented based on the results of the preliminary orientation (L. R. Putri dkk., 2023). The findings at the orientation stage were used by teachers to develop teaching modules, teaching materials, and project modules to support the implementation of independent learning.

To improve the students' vocabulary skills, a contextual approach was used. Learning activities are conducted using the inquiry project module, where the students in small groups observe, search, find, and record the names of plants, animals, objects, events, and behaviors that can be encountered in their environment (Maulida dkk., 2023). After the students found sufficient vocabulary, each small group presented their findings and shared vocabulary with other groups. Then followed by a project module that provides steps on how to make karmina based on the vocabulary found. Each small group made at least 10 Karminas.

The next stage of Karmina learning utilized the role playing method. At this stage, the teacher presented the project module containing the steps on how to make an linking Karmina and showed a video as an example of a conversation using a linking Karmina for role playing. Next, the teacher distributes the project module containing the steps on how to make a linking Karmina for role playing (Kamaluddin dkk., 2023). These steps includes (1) how to create a short scenario; (2) how to transform the conversation into linking Karmina; (3) how to practice role-playing with linking Karmina; (4) how to do appreciation and reflection. During the role play, the other groups observe and appreciate the group performing the role play. At this stage, other groups are given the opportunity to give appreciation through comment, suggestion, and check list on the observation sheet (Qureshi dkk., 2022). The observation sheet includes the conformity of the cover and content, accuracy, fluency, expression, intonation, and creativity during the role play. With the project module, students can do the learning independently. The teacher's role is as a facilitator. Thus, the class is completely dynamic, creative, productive, and joyful environment. The lesson ends with a reflection.

## EMERGING PROBLEMS AND EFFORTS TO OVERCOME THEM

In every learning implementation, several obstacles are certainly encountered. The obstacles encountered in this learning innovation were, among others (Yakir dkk., 2023): (1) at the orientation stage, teachers are not welcoming and students are less enthusiastic about learning rhymes. (2) teachers complained that students were not excited to learn rhymes because of the minimal vocabularies. (3) the students are still accustomed to conventional learning, such as listening, taking notes, memorizing, and completing rhymes from the teacher.

Based on the information collected from the teachers and the students, the researcher conducted a diagnostic test. Based on the results of the diagnostic test, the researcher designed the linking Karmina learning model with Contextual Approach and Role Playing Method with one Teaching Module, one teaching material, and three project modules . The first project module contains the steps of discovery-inquiry learning to search and discover vocabulary in the students' environment (Husna dkk., 2022). The second project module contains steps on how to make the cover and content of Karmina from the vocabularies that have been discovered. The third project module contains steps on how to create a short scenario for role-playing, transforming the conversation into linking Karmina, and practicing using linking Karmina for role-playing.

## CONCLUSION

Based on the results and discussion, it can be concluded that the use of a contextual approach in the role playing method aligned with the independent learning platform, makes it easier for students to learn independently in small groups, so that the teacher's role as a facilitator. The implementation of the contextual approach with the discovery-inquiry project module, makes it easier for students to make the cover and content of vocabulary in their neighborhood because they are used to using it in daily conversations, The implementation of the role playing method with the project module makes learning linking Karmina easy for students, because students are able to perform activities to make linking Karmina with role playing. The learning model of linking Karmina with a contextual approach and role playing method makes the learning atmosphere enjoyable, students are able to learn independently, and learning becomes meaningful because linking Karmina can be used in everyday conversations. With these results, it is suggested that elementary school and madrasah Ibtidaiyah teachers can utilize these results to make learning rhymes easy, exciting, and meaningful for students. Thus, the cultural heritage of the Indonesian nation can be preserved. The findings of this study can also be used for learning Indonesian for foreign student.

## AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

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