

Implementation of Interactive PPT to Introduce Baduy Culture in Early Childhood

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Abstract

The diversity of Indonesian culture is important to be introduced especially to early childhood in the alpha generation, because they have lived side by side with sophisticated technology since they were born. With the sophistication of technology, children in the alpha generation are less familiar with culture, especially Baduy culture. The purpose of this study is to describe how the implementation of interactive PPT is used as an alternative media to introduce Baduy culture to early childhood. This research uses descriptive method with qualitative approach. Data collection techniques through observation and documentation in the form of photographs of activities. The subjects of this study were children aged 5-6 years in Ciseke Village, Jatimulya Village, Rangkasbitung-Lebak with a sample size of 20 children. The results of this study are when the process of playing Interactive PPT looks all the children seem very excited and enthusiastic to follow the learning process. However, because the number of laptops used by researchers was only 2 pieces while the number of children was 20 children, the children were divided into 2 groups where each group consisted of 10 children to operate 1 laptop in turn. After seeing the indicators that have been designed by researchers, this Interactive PPT is proven to be able to increase the improvement of Baduy culture in early childhood.

Keywords: Interactive PPT, introducing Baduy culture, Early Childhood.

A. INTRODUCTION

Technological sophistication brings both positive and negative impacts to life in society. One of the positive impacts is that it makes it easier for people to communicate and exchange information quickly and easily. While one of the negative impacts is the entry of outside cultures into the scope of society. Because of this, many children in the alpha generation are less familiar with their own Indonesian culture, including Baduy culture.

Indonesian culture, especially Baduy culture, has a diverse cultural style. To maintain and preserve the cultural heritage, it is very important to introduce Baduy culture to early childhood. Especially the people who live in Banten area. According to Haines, in Rizkiyani F, Sari YD (2022) said that the introduction of culture is believed to be one of the important learning contents for early childhood because it is part of the foundation of children's identity formation. Montessorri revealed that the foundation for the internalization of religious values, culture, and ethical behavior patterns and even the forerunner of children's identity began to be built in the early childhood period.

Introducing Baduy culture to early childhood can use media in the form of story text and pictures. This media is still quite effective to increase children's knowledge about Baduy culture, but it is still considered insufficient to attract students to be more enthusiastic about

learning about the culture of the Baduy tribe. To answer these problems, an alternative media was made by utilizing Microsoft Power Point application to introduce the diversity of Indonesian culture, especially Baduy culture in early childhood.

According to Permana & Pratita (2019) Microsoft Power Point or commonly called Power Point is a presentation application that helps in making presentation slides to make them more attractive and look professional because they are equipped with various effects, animations and sounds. So it can be concluded that learning that is packaged in the form of Power Point and sweetened by the addition of images, animation effects, music and various other sounds will be able to attract children's attention (Herliani, Maulana, & Wardana, 2024). Power Point presented for children is different from that presented to adults. The presentation of Power Point for children must contain a variety of images, sounds, animation effects, and colorful and designed as interesting as possible so that children are interested and enthusiastic to learn and follow the learning.

Research from Philips Parette et al. (2008) states that the use of Power Point can improve children's literacy skills. In this study only used Power Point combined with direct instruction, meaning that when the display on the Power Point was shown, the teacher immediately explained and asked about the contents in the Power Point. So that the power point is only used as a display tool. In the research of Sari et al. (2020) developed an interactive Power Point-based digital game called Mipon's Daily by raising children's daily activities that focus on children's understanding of counting. This also explains that the use of Power Point can optimize learning. Related to this, the researcher wants to design a lesson using interactive Power Point which discusses Baduy culture. The content in the Power Point contains the definition of the Baduy tribe, traditional houses, characteristics, traditions, traditional musical instruments, Baduy tribal arts, traditional weapons, traditional clothing, special foods and finally religion. The researcher also added a quiz to make learning fun. The researcher used animation, images, and sound effects to make the Power Point display more interesting.

According to Septiana (2019) the use of Power Point has many benefits, including (1) Increasing self-confidence, as is known Power Point has a variety of features that help presentations become more attractive and make someone more confident in explaining; (2) Helping to design slides to be more attractive, Power Point provides the best results with the background, animation and design features provided and can even be added with songs, videos or photos; (3) Make listeners focus more on the information presented. Power Point displays keywords or points from each presentation so that it makes listeners more focused, even the information presented can be in the form of images, videos or sound. Ariyanti (2016) clarifies that there are several principles of child learning, including (1) Child-oriented learning, meaning that children must be actively involved in learning; (2) Through play children can learn; (3) Supportive learning atmosphere; (4) Integrated learning tailored to the theme; (5) Learning is carried out gradually and repeatedly; (6) Various media and learning resources; and (7) Based on life skills with habituation (Ariyanti, 2016). Regarding the principles of early childhood learning at points 2 and 8, early childhood likes things that attract their attention and is also able to invite children to play, and the use of interesting learning media can arouse the passion for learning.

Based on the description of the background and study materials above, the problem formulation in this study can be built is how the implementation of Interactive PPT to Introduce Baduy Culture in Early Childhood?

B. METHODS

Based on the formulation of the problem above, this research uses a descriptive method with a qualitative approach. Qualitative methods are social research steps to obtain descriptive data in the form of words and pictures. This is in accordance with what is expressed by Lexy J. Moleong (2007) that the data collected in qualitative research are in the form of words, pictures, and not numbers.

Data collection techniques were obtained through observation and documentation in the form of photographs of activities. Observation is done by practicing Interactive PPT that has been made by researchers to early childhood. Researchers also documented when children were operating the power point. The data analysis technique in this study is to describe the situation in each incident as it is during the research process.

This research was conducted on March 18, 2023 with the research subjects of children aged 5-6 years in Ciseke Village, Jatimulya Village, Rangkasbitung-Lebak with a sample size of 20 children.

C. RESULT AND DISCUSSION

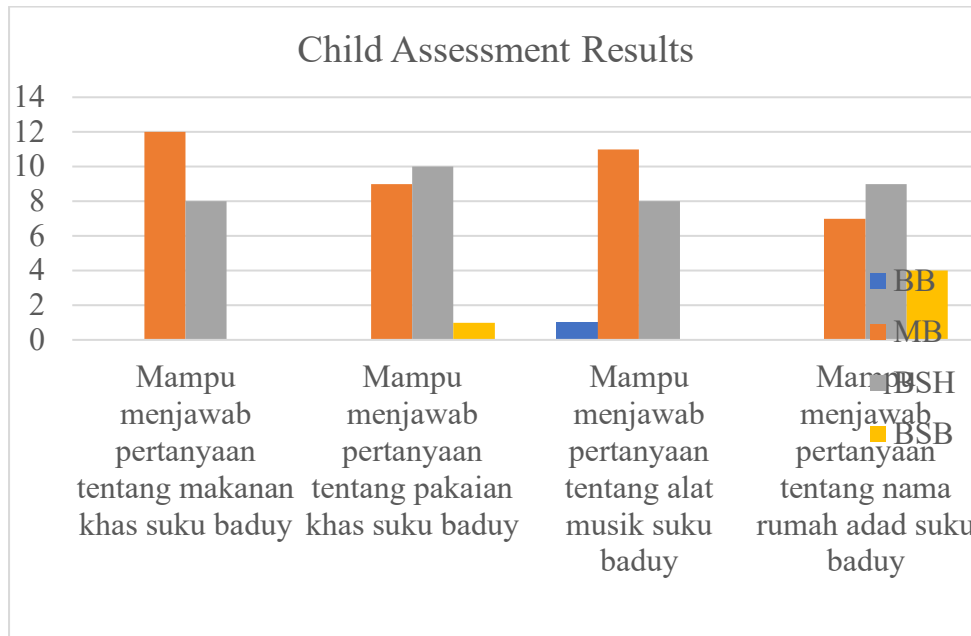
Implementation of the use of Interactive PPT in early childhood through observation techniques, researchers make assessment indicators to be a reference for observation and assessment to be observed. The steps of activities carried out in field observations are presented in the following table.

Table 1. Activity Steps.

Opening (15 minuts)	Core Activities (30 minuts)	Closing (15 minuts)
Greetings and greetings Asking how you are doing Singing "reaching for the stars" Checking nails Praying before learning Introducing activities and asking questions about experiences.	Explaining the interactive PPT that has been made, the contents in the PPT include: 1. Introduction to the Baduy tribe 2. Characteristics of the Baduy tribe 3. Tradition of Baduy tribe 4. Typical musical instruments of the Baduy tribe 5. Typical clothes of the Baduy tribe 6. Typical weapon of the Baduy tribe 7. Typical food of the Baduy tribe 8. The religion of the Baduy tribe After showing and explaining then play quiz.	Ask how you feel today Discussing what activities have been done today such as conducting questions and answers about the material that has been given praying before going home Giving rewards Singing the song "sayonara"

Observations conducted in Ciseke Village, Jatimulya Village Rangkasbitung-Lebak with, researchers conducted opening activities, core activities and closing activities. In the initial stage, the activities carried out by researchers with early childhood in Ciseke Village,

Jatimulya Village Rangkasbitung-Lebak with, namely greetings and greetings, asking for news, singing songs before praying, introducing the activities to be carried out, then praying before learning, in the core activities the researcher first shows interactive PPT and explains to children about the material about Baduy culture, after that proceed to the next menu, namely a simple quiz about Baduy culture. And the last activity is closing, in the closing activity the researcher asks the impression after playing while learning, reviews the material and conducts questions and answers about Baduy culture to assess whether children can remember the material that has been given, after that pray before going home together. Then the researcher thanked and rewarded the children. The following are the results of the child assessment:



Description :

- BB : Not yet developed
- MB : Starting to develop
- BSH : Developing as expected
- BSB : Developing very well

Judging from the results of the child assessment in the bar chart above, the results of the standard level of child achievement (STTPA) began to percolate in the first indicator of 12 children, meaning that children's understanding of the question of typical food of the baduy tribe after being given the material still needs to be assisted by researchers in answering these questions. While the results of developing as expected are found in the second indicator, namely children are able to answer questions about the typical clothes of the baduy tribe correctly without being assisted by researchers in answering these questions.

Documentation of Observation Activities



Figure 1. Opening Activities

In figure 1 the researcher is conducting opening activities, asking how you are, providing initial motivation such as clapping, singing songs, praying before learning and conveying activities that will be carried out.

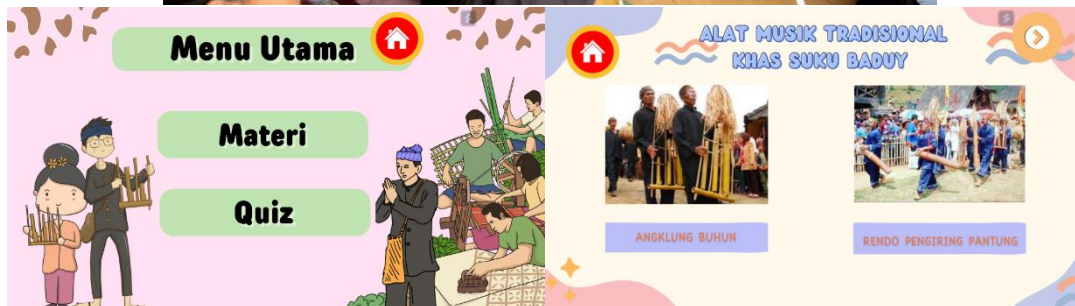


Figure 2. Core Activities

In Figure 2, the researcher conducts the core activity where the researcher delivers an interactive PPT containing an introduction to the traditional house of the Baduy tribe, the characteristics of the Baduy tribe, the traditions of the Baduy tribe, the typical musical instruments of the Baduy tribe, the weapons of the Baduy tribe, the typical food of the Baduy tribe, the traditional clothing of the Baduy tribe, and the beliefs of the Baduy tribe. The two slides listed in the picture above are examples of the contents of the interactive PPT in introducing the Baduy tribe.



Figure 3: Children Play the Quiz Contained in The PPT

In figure 3, the child is trying to answer a simple quiz contained in the PPT, the researcher included 3 simple quiz slides about the typical food of the Baduy tribe, musical instruments of the Badur tribe, and typical clothing of the Baduy tribe. The reason the researcher chose these three things was because the researcher showed pictures so that children could easily remember and answer the quiz.



Figure 4. Final Documentation

In figure 4. is the final documentation after the closing activity which conducts activities asking about feelings after doing activities, then questions and answers reviewing the material that has been given. After that, sing a song, pray before going home and distribute rewards.

Based on the results of research that has been conducted by researchers, conclusions can be drawn. That the use of interactive PPT can facilitate children in recognizing Baduy culture, where children can find out the characteristics of the Baduy tribe, the traditions of the Baduy tribe, the typical musical instruments of the Baduy tribe, the typical clothes of the Baduy tribe, the typical weapons of the Baduy tribe, the typical food of the Baduy tribe, and the religion of the Baduy tribe. This was reinforced by the researcher by asking several questions contained in the Interactive PPT on the introduction of the Baduy tribe.

Judging from the question and answer activities carried out by researchers at the end of learning and the good response given by children, it results in the use of Interactive PPT making it easier for researchers to introduce Baduy culture to early childhood. And what researchers observe is that children more easily remember the visual images provided to make it easier for children to remember the learning material provided. Through the introduction of Baduy culture through interactive PPT, it can make it easier for early childhood to recognize Baduy culture that was previously unknown to children.

D. CONCLUSION

This research uses descriptive method with qualitative approach. Through the implementation of Interactive PPT activities to introduce Baduy culture to early childhood at the age of 5-6 years in Ciseke Village, Jatimulya Village, Rangkasbitung-Lebak with a sample size of 20 children, this Interactive PPT proved to be able to increase the improvement of Baduy culture in early childhood. So it can be concluded that learning that is packaged in the form of Power Point and sweetened with the addition of images, animation effects, music and various other sounds will be able to attract children's attention.

ACKNOWLEDGMENTS

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