

THE EXISTENCE OF WAYANG IN LITERACY LEARNING

Oleh:

Dewi Nawang Wulan Sekar Arum,

Vidya Mandarani

English Language Education Study Program

Universitas Muhammadiyah Sidoarjo

July, 2026



Introduction

Literacy learning is an essential component of education that plays a significant role in developing students' language skills as well as shaping their character. However, current literacy practices in many schools tend to emphasize reading duration, such as the implementation of 15 minutes of silent reading before class, without fully optimizing their potential to foster character development. In addition, the learning materials used in literacy programs are often not contextualized with students' cultural backgrounds, which may reduce students' engagement and relevance of learning. Local wisdom, such as Wayang Silat Jawisogo from Sidoarjo, contains moral, heroic, and cultural values that can be meaningfully integrated into literacy learning. Therefore, this study explores the use of Wayang Silat Jawisogo as a literacy learning medium to strengthen both literacy skills and students' character development.

Research Gap

- Previous studies on literacy focus mainly on **reading skills and academic outcomes**.
- Limited research explores **local wisdom-based literacy learning using wayang**.
- Few studies examine **students' responses** to wayang as a literacy medium.
- This study fills the gap by integrating **Wayang Silat Jawisogo** into literacy learning to support character development.

Research Questions

This study is guided by two main research questions:

1. The first question examines how does literacy learning using Sidoarjo's local wisdom in the Wayang Silat Jawisogo story foster students' character?
2. The second question investigates how do students respond to literacy learning using Sidoarjo's local wisdom in the Wayang Silat Jawisogo story?

Research Objectives

To examine the role of *Wayang Silat Jawisogo* in supporting students' character development through literacy learning.

To identify students' responses toward literacy learning using *Wayang Silat Jawisogo*.

Method

- **Research Design:** Descriptive Quantitative
- **Research Site:** Junior High School in Sidoarjo
- **Duration:** January 8–15, 2024
- **Participants:**
 1. 40 seventh-grade students

Data Collection Techniques

- Classroom observation of literacy learning activities. Observation checklist (adapted from Hartono et al., 2022)
- Student response questionnaire. (adapted from Simarmata et al., 2023)

Data Analysis Technique

- Questionnaire type: **Closed-ended questionnaire**
- Number of items: **7 statements**
- Likert Scale:
 - Strongly Agree (5)
 - Agree (4)
 - Neutral (3)
 - Disagree (2)
 - Strongly Disagree (1)
- **Formula:**
 $(\text{Total Score} \div \text{Maximum Score}) \times 100\%$

Expected Findings

- Students understand moral values from Wayang Silat Jawisogo.
- Literacy learning becomes more engaging and meaningful.
- Students show positive responses toward wayang-based literacy learning.
- Wayang Silat Jawisogo supports character development.

Significance of the Study

A. Theoretical Significance

- Contributes to literacy learning theories integrating local wisdom and character education.

B. Practical Significance

- Provides teachers with alternative literacy learning media.
- Encourages the use of local culture in school literacy programs.
- Supports character education through engaging learning activities.

References

- Sugiyono (2013) – Quantitative research methodology
- Dewi et al. (2023) – Literacy learning and character education
- Mukhlisin (2021) – Wayang as a medium for character education
- Susilo, Mandarani, & Junaedi (2020) – Wayang Silat Jawisogo and local wisdom
- Simarmata et al. (2023) – Students' responses to local wisdom based literacy
- Oktavianti et al. (2017) – Local wisdom in school literacy programs

