

Use as a puppet punakawan media co (strengthening of character education) to increase awareness of culture class IX B SMP Negeri 3 pamotan

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Abstract

This study aims to determine the effect of the use of puppets as a medium Punakawan PPK (Strengthening the Character Education) towards the increase of cultural awareness of IXB students of SMP Negeri 3 Pamotan. This research uses experimental research approach (quantitative) with the kind of one-group pretest-posttest design in the use of puppets as a medium Punakawan PPK (Strengthening the Character Education). The subjects of this study are 8 students who have low cultural awareness. Analyze this data using non parametrik statistic by using sign test. The results of the data analysis shows that $q = 0.004$ showed smaller compared with $\alpha = 0, 5$. Thus H_a received and H_0 is rejected, so there is a difference in students' cultural awareness between before and after treatment, it can be concluded that the use of puppets as a medium Punakawan PPK (Strengthening the Character Education) can increase the cultural awareness of students of IXB class SMP Negeri 3 Pamotan.

Keywords: Puppet Punakawan, PPK (Strengthening the Character Education), Cultural Awareness, Counseling across cultures

How to Cite: Eka Wahyuningsih. (2017). Use as a puppet punakawan media co (strengthening of character education) to increase awareness of culture class IX B SMP Negeri 3 pamotan. In Ifdil & Krishnawati Naniek (Eds.), *International Conference: 1st ASEAN School Counselor Conference on Inovation and Creativity in Counseling* (pp. 195-205). Yogyakarta: IBKS Publishing.

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Introduction

Movement strengthening character education becomes increasingly meendesak prioritized because of the problems that threaten the integrity and future of the nation as the rampant acts of intolerance and violence in the name of religion threaten keinekaan and integrity of the Republic, the emergence of separatist movements, violent behavior in educational settings and in the community, crime sexual, student brawl, promiscuity and young children's tendency to drugs.

Educational institutions become a strategic tool for the formation of the character of the nation because it has the structure, systems and devices spread across Indonesia from region to center. The formation of this nation's character wants to massively and systematically implemented through Character Education Strengthening program (KDP) which is integrated in the overall education system, school culture and in cooperation with the community.

Wayang is a Javanese art form that is still alive, still live, and live. Puppet can also be interpreted as one of cultural richness of high artistic value. Two important meanings that ultimately led the wayang Indonesia recognized UNESCO in 2003 as a world heritage of noble heritage and become one of the many richness of Indonesian cultural elements used as the national identity of Indonesia's young generation today. The presence of wayang in the midst of society is actually able to provide an important role and great benefits for human life both as a perfume show and as an infrastructure in the delivery of useful moral messages.

Philosophically wayang is a form of reflection of human character, behavior, and life. One example of wayang that is still alive and by the people of Indonesia serve as a role model and role model is Punakawan life. It is a native Indonesian puppet world consisting of Semar, Nala Gareng, Petruk, and Bagong figures that are made in such a way as to approach the condition of Javanese society whose diverse character indicates the source of truth and virtue.

Now, the association between nations is getting thicker. In the association between nations increasingly viscous, it will be a process of acculturation, imitating each other, and the interplay between their respective cultures. As for the need to be careful of the acculturation process is a process of erosion of the culture of a nation itself, as an example, namely: the emergence of individualistic attitudes, consumerism, and the erosion of local culture should be preserved. Rapid information flow resulting in people's access to foreign values greater negative. If this process continues, will result in more serious when it is at its peak people are not proud state and nation. In the younger generation it is a serious problem because they are the nation's future, which otherwise dammed would threaten the existence and characteristics of this noble nation.

One example of culture in Indonesia is gotong royong, which is now faded with the 'individualist' culture. Another example of culture is the culture of courtesy, which has begun to wear off also among the people, especially teenagers. Whereas our country is a country that upholds manners, and the culture of manners is very important.

Punakawan consisting of figures Semar, Nala Gareng, Petruk, and Bagong has a character that is distinctive and full of meaning. Character and good role models in Punakawan have in common with values in character education that have been determined by DIKNAS. Payangawan Puppet also contains values that are considered important to build the growth of the child's personality because it contains the symbols of imitation that reflects the values of goodness for life. These values need to be preserved and introduced early to elementary school students in order to shape their personality.

Cultural awareness and understanding of a culture are important in the counseling process, because human life is very diverse in terms of education, social, economic, cultural and political. Such diversity is a factor supporting human life in society, but on the other hand it can be problematic in multicultural counseling, because it is important for counselors and counselees to have an awareness of cultural diversity. A lack of understanding of cultural differences can cause problems in the counseling process.

In the counseling process there are two main components involved in it are counselor and counselee. Ivey (<http://berbagiilmuq.blogspot.com>) 16 April 2016) explains that the relationship counselee and counselor in the counseling process always influenced by the cultural and historical

background counselees and cultural backgrounds counselor. It also influences basic concepts, strategies, and techniques in counseling.

SMP Negeri 3 Pamotan is one of the public schools that have students with different cultural backgrounds among other cultures of Central Java, Pantura, Jakarta, Semarang, Bandung. In socialization in obtaining culture, race, socio-economic and cultural differences and counselees owned school counselor. This gives rise to a language-shaped difference in communication. Such problems can be an obstacle in achieving an effective counseling process.

To understand the students' lack of awareness of culture can be seen from a simple example when a child calls his friend by his father's name, this is actually trivial but for the child who is called by his father's name will feel hurt, some imitate his language, children begin to form genes, and pick around in friendship.

Background of Punakawan wayang media use to increase cultural awareness because in SMP Negeri 3 Pamotan from interview and observation result found students coming from Tuban, Rembang, Blora, Pati, Jakarta. Pamotan itself is housed near the province of East Java, and therefore the original student Pamotan and outside Pamotan have to accept the presence of one another. SMP Negeri 3 Pamotan less even do not have culture consciousness, because students do not yet know the importance of understanding even aware of the culture.

To understand the child's lack of awareness of culture can be seen from a simple example when the child calls his friend by his father's name, this is actually trivial but for the child who is called by his father's name will feel hurt, there is also a mimic of his language, other than the nature of the child children started to form gangs, and picked friends. In class IX B SMP Negeri 3 Pamotan there KLK group (grade special services) amounting to 5 children of 28 students. From interviews with teachers class IX SMP Negeri 3 Pamotan B is made up of a variety of factors: lower economic factors, environmental factors rundown, divorce factor, the factor of low intelligence and eat it. With the designation of course make children insecure and often aloof, Thus the cultural awareness needs to be improved at an early age.

Ber ity with the things that have been described, the use of mediadmungkinkan appropriate to increase the cultural awareness of students.

Method

This research uses Pre-experiment type research with one group pre-test post-test design method. This experimental research design model can be studied as follows Arikunto (2006).

According Arikunto (2006: 145) that "the subject of research is intended to diteiti by researchers, that opinion shall mean that the person who matches the characteristics of the variables to be studied"

Subjects in this study were students of SMP Negeri 3 Pamotan IXB identified as having a low cultural awareness.

In this study using data collection techniques in the form of questionnaires. According to Winkel (2004) "questionnaire is the number of items or questions that students must answer in writing". Meanwhile, according Arikunto (2006: 151) argues that questionnaires are a number of written questions that are used to obtain information from respondents about reports of personal and other things that are known.

The data needed in this study about the social adjustment of students based on the three category scores determined based on the results obtained by each student's questionnaire. Data obtained using questionnaire method. The provisions score questionnaire on data analysis as follows:

Table .1 Item Score

Choice of answers	Score	
	Positive	Negative
Very appropriate	4	1
Corresponding	3	2
Less appropriate	2	3
It is not in accordance with	1	4

Data collection techniques used are questionnaires. Questionnaire used to know the "interpersonal relationships" of students. Questionnaires will be distributed is a type of closed questionnaire.

Steps in providing treatment to be conducted in this study are as follows: (1) spreading the questionnaire "cultural awareness" to the students of class VIII B, (2) analyzing the questionnaires that have been distributed to all students in order to determine the level of cultural awareness in schools and as the results of pre-test study, (3) determine students as research subjects that students who have high levels of interpersonal relationships lower the class, (4) provide treatment to the subject of studies regarding the use of puppet clown on the implementation of counseling across cultures, and (5) to observe changes understanding and actions of students during the process and the end of treatment, and comparing and analyzing the results obtained to determine whether there are differences in before and after treatment.

This research, using one technique of data analysis, that is by using statistic non parametrik as technique of data analysis with sign test method. After the data collected the next step is to analyze the data. This study uses data analysis techniques, namely by using non parametric statistics as a technique of data analysis by sign test method. The reason researchers using data analysis techniques is the sign test method as a function of test pins with the number ($n = 8$) to determine the cultural awareness of students before and after being treated (the use of puppets as a medium Punakawan PPK (Strengthening the Character Education)).

Results and Discussion

Preliminary Result Data (Pre Test)

Subjects in this study were students of class IXB SMP Negeri 3 Pamotan which has low level of cultural awareness category. To determine the study subjects was measured on cultural awareness by using a questionnaire to 28 students of the IXB class.

Based on the results of questionnaire analysis, it can be known to 8 students who have low level of cultural awareness. Students who are identified to be the subject of research and treatment given Punakawan puppet media usage. Here is a list of Pre Test Results Students who have low cultural awareness.

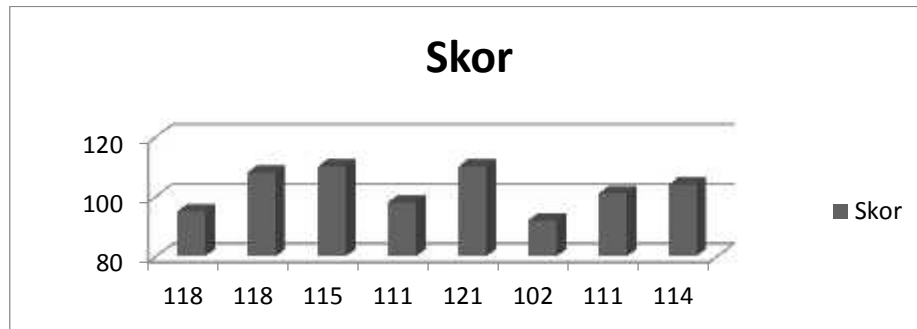
Table .2 Low Pre Test Results Score

No	Name (Foster Student Code)	Score	Category
1.	2016 / IXB / 001 ST	95	Low
2.	2016 / IXB / 00 5 AF	108	Low
3.	2016 / IXB / 00 7 DF	110	Low
4.	2016 / IXB / 0 09EK	98	Low
5.	2016 / IXB / 0 12 PUT	110	Low
6.	2016 / IXB / 0 21 RIS	92	Low

7.	2016 / IXB / 0 27 RIZ	101	Low
8.	2016 / IXB / 0 28 EL	104	Low

Based on the table, it can be described in the form of bar chart as follows:

Diagram .1. Data Trunk Diagram Result of Pre Test Score



Procedures of Punakawan Wayang Media Usage

Implementation Phase

Movie-based character education program was implemented in SMP Negeri 3 Pamotan by involving students of SMP Negeri 3 Pamotan lacking in cultural awareness in the classroom IXB, teachers, and all relevant parties campaign for the program. The program is held every day of the week due to the teaching and learning activities are not disturbed and the program achievement is more optimal. As for the timing of the implementation adjust to the needs. Implementation of the program is divided into three stages: the stage of introduction of puppets and figures Punakawan, stage puppet performances, and the stage of edu-games or educational games.

Introduction stage puppet and Punakawan figure.

This stage is the initial stage where the students of class IX SMP Negeri 3 Pamotan introduced in advance of the puppets ranging from the history of the beginning of the puppet into Indonesia until the success of the puppet to be recognized by UNESCO as a cultural heritage of the world and be one of the many the wealth of cultural elements Indonesia which is used as the national identity of Indonesia's young generation. More important than the above mentioned, elementary school students must understand and understand about Punakawan puppet characters consisting of Semar, Nala Gareng, Petruk, and Bagong that has a character and meaningful. At this stage, elementary school students are also introduced about the values of character and Punakawan traits that deserve to serve as role models, role models, and guides.

The stage of puppet performances

After IXB grade students are introduced to puppets and Punakawan figures presented in video form as attractive as possible and book puppet alloy, then the next step is to apply Punakawan puppets and figures that have been previously introduced through a play or puppet show by playing Punakawan figures. In this staging phase, IXB grade students of SMP Negeri 3 Pamotan who have a low cultural awareness featuring the dramatic performances that are directly in the classroom when counseling guidance services go to class. The theme raised in the performances is the theme of daily life experienced by children in general. Such as friendship, honesty, leadership, and so forth. In staging puppet drama is also full of values and character of Punakawan that could serve as a model for IXB grade students of SMP Negeri 3 Pamotan in everyday life as well as in each of its dialogue contains positive messages and educate. To promote the spirit of the students, in staging this drama other friends who also presents the folk songs that the lyric was changed with the lyrics or words that educate and accompanied by gamelan music native culture of Indonesia. So that not only in terms of spectacle that

entertain students but also contains guidance for students to become a young generation of moral and good character. In a story that staged dialogue interspersed with interactive dialogue with the students so that students are more active in response to the story.

Phase edu-games

At this stage the implementation phase after IXB grade students of SMP Negeri 3 Pamotan less equipped in terms of cultural awareness and knowledge of the puppet character puppet clown and drama performances will be full of meaning and guidance. IXB classroom so that all students of SMP Negeri 3 Pamotan should play an active role in participating in educational games. The concept of this game is a class IX student SMP Negeri 3 Pamotan will be divided into groups where each group consists of 6-7 students. Of the group that had been formed was then given the name of the group by the name of the puppet characters in order to make students more familiar puppet characters. Puppet characters can also be the name of the historical figures Indonesia deliberately included in the puppet story. Because the puppet characters vary according to the needs of the story.

After each group received a name, each group given puzzle game. The puzzle contains wayang stories that have been adapted to the children's favorite, the puppet characters created such animated cartoon image puppets that look cute so students were also feels comfortable with the image presented. As each group starts to merge puzzle, students are also invited to sing along with songs that have been re-arranged dolanan glanced by a team of student volunteers. From this game, students are expected not only to know the character of the characters but also apply in their daily life, of course, good character. The existence of a dolanan song, as supporting the planting of character values and students also familiarize students with traditional songs and music. Meanwhile, packaged in the form of puzzle games develop dexterity students in assembling puzzle patterns and exercise patience students in achieving a goal. For the group of the fastest to solve puzzles properly and follow the rules that have been made, then the group had earned a prize in the form of a miniature puppet characters with different characters and the student has the right to choose their own leader is wanted.

Data on Treatment Results

The description in the provision of treatment in this study as follows:

1. First Meeting (*Pre test*)
 - a. Highlights: Deploy questionnaires to the students of class IX B SMP Negeri 3 Pamotan (*Pre Test*) on cultural awareness.
 - b. Objective: Before providing treatment to students as research subjects, it is important for researchers to conduct coaching relationship with the students, the aim, among others, in order to get to know each other, closer to the students, obtaining a strong bond with the students, understand the circumstances or conditions of class and directing better relationships with students.
2. Second Meeting (First Treatment)
 - a. Highlights: Creative learning to recognize and understand the scope of culture (introduction awareness of cultural diversity)
 - b. Objective: More recognize, realize and interpret any state or condition of culture in the neighborhood. The culture learned takes an example of cultural diversity in the classroom. Namely explained that keragaman a n culture is all around us and need to be understood and interpreted.
 - c. Developed aspects: Awareness of social responsibility. (In accordance with the task of development of learners SMP)
 - d. Featuring Punakawan puppet show for First time with theme of cultural diversity.
3. Third Meeting (Second Treatment)

- a. Highlights: The material adhere to the teachings of religion in social life.
 - b. Objective: To have guidelines or a strong foundation on religious beliefs, these guidelines will help individuals learn and have the awareness to respect each other's differences, aware of the importance of tolerance as well as having good social relations in accordance with the rules of religion.
 - c. Aspects developed: The foundation of ethical behavior and social responsibility awareness. (In accordance with the task of development of learners SMP).
 - d. Menampilkan Punakawan puppet show for the second time with the theme of the story the importance of tolerance.
4. Fourth Meeting (Third Treatment)
- a. Highlights: Understanding the social etiquette (training methods of action)
 - b. Tujuan: Being an individual who has, understand and realize the values, manners or ethics that exist in the neighborhood. With the abundance and diversity of cultures it will be the variety of all values, rules and ethical system in the environment then need to realize and understand in order to behave or act no misunderstandings and does not violate the norms.
 - c. Aspects developed: Maturity relationships among peers. (In accordance with the task of development of learners SMP)
 - d. Featuring puppet show Punakawan with the theme of hanging out with peers who have different cultures.
5. Ninth meeting (*eighth Treatment and Post test*)
- a. Highlights: *Video Therapy* (Viewing multiple video of student performance culture-themed puppet Punakawan goodness possessed all people around the world and avoid any form of discrimination) and Provision of Post Test Questionnaire.
 - b. Objectives: To encourage students take a valuable lesson with a true story that every action there is a responsibility, mutual trust then someone else will help and shape discrimination would make people hate each other it is necessary awareness of cultural diversity in the community.
 - c. Aspects developed: The foundation of ethical behavior, emotional maturity, intellectual maturity, awareness of social responsibility, self-development and maturity of the relationship with peers.

Data Measurement Results Final (Post Test)

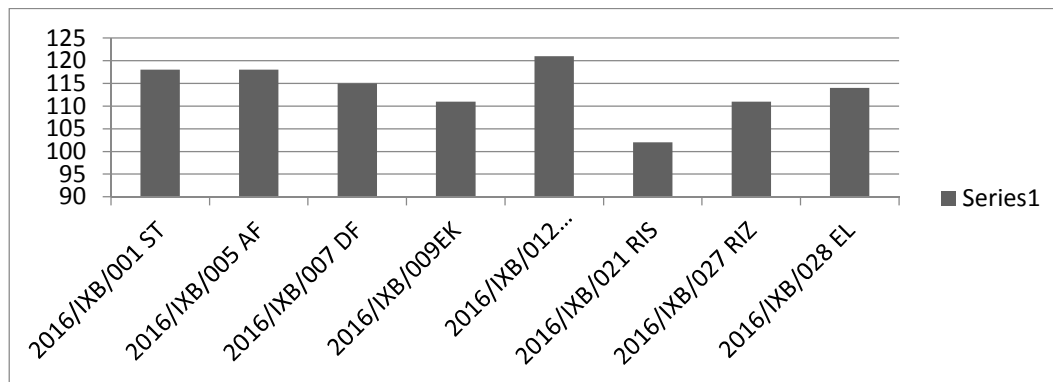
Following the end of the questionnaire, the next step is to analyze the questionnaire results Post Test to measure and determine a final score of student culture consciousness. Here are the results Post Test amounted to 8 students which is the subject of this study.

Table .3 Results P ost Low Test Scores

No	Name	Score	Category
1.	2016 / IXB / 001 ST	118	High
2.	2016 / IXB / 005 AF	118	High
3.	2016 / IXB / 007 DF	115	High
4.	2016 / IXB / 009EK	111	High
5.	2016 / IXB / 012 PUT	121	High
6.	2016 / IXB / 021 RIS	102	High
7.	2016 / IXB / 027 RIZ	111	High
8.	2016 / IXB / 028 EL	114	High

Based on the table, it can be described in the form of bar chart as follows:

Diagram .2 Post Test Results Data Chart



Mechanical analysis of the resulting data by comparing the results of the Pre-Test and Post-Test using the sign test to determine the differences in measurement results before and after the use of puppets as a medium Punakawan PPK (Strengthening the Character Education). To analyze the data, the researchers use a table as follows:

Table .4 Results of Pre Test and Post Test Analysis

No	Name / Code of Student Foster	Pre Test	Post Test	Difference Directions	Sign	Information
1	2016 / IXB / 001 ST	95	118	X < Y	+	Rising
2	2016 / IXB / 005 AF	108	118	X < Y	+	Rising
3	2016 / IXB / 007 DF	110	115	X < Y	+	Rising
4	2016 / IXB / 009 EK	98	111	X < Y	+	Rising
5	2016 / IXB / 012 PUT	110	121	X < Y	+	Rising
6	2016 / IXB / 021 RIS	92	102	X < Y	+	Rising
7	2016 / IXB / 027 RIZ	101	111	X < Y	+	Rising
8	2016 / IXB / 028 EL	104	114	X < Y	+	Rising

Based on the above data, it can be seen that the positive sign (+) is 8 students expressed as N (the number of relevant observations) and x (number of fewer signs) is zero. By looking at the binomial test table with the terms $N = 8$ and $x = 0$, then obtained $q = 0.004$. If the provisions α (standard error) of 5% is 0, 05, then the price of $0.004 > 0.05$. It can be concluded that there is a change in students' cultural awareness score IXB SMP Negeri 3 Pamotan between before and after the use of puppets as a medium Punakawan PPK (Strengthening the Character Education) means that H_0 is rejected and H_a accepted. So it can be said that the use of puppets as a medium Punakawan PPK (Strengthening the Character Education) can enhance the cultural awareness of students on grade students of SMP Negeri 3 Pamotan IXB.

Based on the above analysis the pre-test and post-test above, it can be said that the hypothesis proposed in this study reads "The use of puppets Punakawan as media PPK (Strengthening the Character Education) can enhance cultural awareness graders IXB SMP Negeri 3 Pamotan" unacceptable.

Based on the results of the use of puppets as a medium Punakawan PPK (Strengthening the Character Education) AF subjects undergo cultural awareness is low, it can be seen from the results of pre-test questionnaire filling in the acquisition of a score of 95. Low cultural awareness is seen from 5 aspects of cultural awareness that is 1) awareness of culture within, AF tend to be friends with one region. 2) awareness of their own culture AF lack of understanding when walking in front of the older man bending over, do not understand the etiquette, like interrupting others, spit, roughly speaking,

and laugh at the accent theme. 3) Awareness on individual differences, AF can not understand the difference of his friend. 4) Awareness on other cultures, AF is less concerned about friends who come from other regions. 5). less accepting of others in his environment, less like studying other cultures, lacking knowledge of diversity in Indonesia, less respect for each other.

Cultural awareness of students subject Punakawan AF before the use of puppets as a medium of PPK (Strengthening the Character Education) was 95 and included in the low category. After obtaining the use of puppets as a medium Punakawan PPK (Strengthening the Character Education), scores obtained to 118 increased scores by 23 points and included in the medium category.

AF subjects undergo cultural awareness is low, it can be seen from the results of pre-test questionnaire filling in the acquisition of a score of 95. Low cultural awareness is seen from 5 aspects of cultural awareness that is 1) awareness of culture within, AF tend to be friends with one region. 2) awareness of their own culture AF lack of understanding when walking in front of the older man bending over, do not understand the etiquette, like interrupting others, spit, roughly speaking, and laugh at the accent theme. 3) Awareness of individual differences, AF is less able to understand perbedaan a n friends. 4) Awareness on other cultures, AF is less concerned about friends who come from other regions. 5). less accepting of others in his environment, less like studying other cultures, lacking knowledge of diversity in Indonesia, less respect for each other. Cultural awareness of students subject Punakawan AF before the use of puppets as a medium of PPK (Strengthening the Character Education) was 95 and included in the low category. After obtaining the use of puppets as a medium Punakawan PPK (Strengthening the Character Education), scores obtained to 118 increased scores by 23 points and included in the medium category.

DW subjects undergo cultural awareness is low, it can be seen from the results of pre-test questionnaire filling in the acquisition of a score of 110. This low cultural awareness seen from the 5 aspects of cultural awareness: 1) cultural awareness within ourselves, DW less sure of themselves, tend friends who came from the same area. 2) cultural awareness on a culture of its own, DW less understanding when running on older people should be bending over, do not understand the etiquette, like interrupting, like spit and do not understand how to make friends. 3) awareness of individual differences here DW has kesadran on individual differences. 4) awareness of other cultures, other cultures DW consider it less important. 5) awareness of cultural diversity, DW less like to learn other cultures, lack of understanding cultural differences, like forcing his will, lack of understanding of diversity, and have prejudices.

Acquisition of cultural awareness score of students subject and before the use of puppets as a medium Punakawan PPK (Strengthening the Character Education) was 110 and included in the low category. After obtaining the use of puppets as a medium Punakawan PPK (Strengthening the Character Education), scores obtained to 115 increased score and included in the medium category.

EK subjects undergo cultural awareness is low, it can be seen from the results of pre-test questionnaire filling in the acquisition of a score of 98. The low cultural awareness is seen from five aspects of cultural awareness: 1) cultural awareness within ourselves, EK less understanding when walking in front older people bending over, not sure what was inside him, like insecure, and difficult to understand her. 2) awareness of their own culture, EK less know manners, eat using the left hand, like interrupting, like spit and laugh at his accent, 3. awareness of individual differences, EK is still difficulty in understanding her. 4) awareness of other cultures, EK less concerned friends who come from other areas, less accept her differences. 5) awareness of cultural diversity, EK like force of will, lack of understanding of diversity, have a prejudice, and look at other cultures is low.

Acquisition of cultural awareness score of students subject and before the use of puppets as a medium Punakawan PPK (Strengthening the Character Education) was 98 and included in the low

category. After obtaining the use of puppets as a medium Punakawan PPK (Strengthening the Character Education), scores obtained to 111 increased score and included in the medium category.

PUT subjects undergo cultural awareness is low, it can be seen from the results of pre-test questionnaire filling in the acquisition of a score of 110. This low cultural awareness seen from the 5 aspects of cultural awareness: 1) self awareness, PUT less sure of themselves, tend to be aloof, tend to be friends with the same, and it is difficult to socialize. 2) awareness of their own culture, PUT spit and laugh at his accent. 3) awareness of individual differences, PUT it difficult to understand her. 4) awareness of other cultures, PUT less accept her differences. 5) awareness of cultural diversity, PUT less likely to learn the culture lan, less accepting of others, forcing his will, lack of understanding of diversity, to distinguish her, prejudicing and looked at other cultures was low.

Acquisition of cultural awareness score of students subject and before the use of puppets as a medium Punakawan PPK (Strengthening the Character Education) was 110 and included in the low category. After obtaining the use of puppets as a medium Punakawan PPK (Strengthening the Character Education), scores obtained to 121 increased score and included in the medium category.

RIS subjects undergo cultural awareness is low, it can be seen from the results of pre-test questionnaire filling in the acquisition of a score of 110. This low awareness of culture is seen from 5 aspects of cultural awareness that is 1) awareness in self, RIS tend to be friends with one area friend. 2) awareness of their own culture, RIS less understanding when walking in front of older people membungkukan weight, lack of understanding of manners, like interrupting, laughing at his accent and do not understand the procedure of friends. 3) awareness of individual differences, RIS able to have awareness of individual differences. 4) awareness on other cultures, RIS does not care about the friends of different regions, do not accept the difference of friends. 5) awareness on cultural diversity, RIS is less likely to learn other cultures, lack understanding of diversity, prejudice, lack of acceptance and less understanding of friendship.

Obtaining the score of students' cultural awareness of the subject of RIS before the use of Punakawan puppet as the medium of KDP (Strengthening of Character Education) is 92 and included in the low category. After getting Punakawan wayang as KDP media (Strengthening Character Education), the score obtained to 102 has increased score and still in low category. RIZ subjects experience low cultural awareness, it can be seen from the results of pre-test questionnaire in the scoring 101. Low awareness of culture is seen from 5 aspects of cultural awareness that is 1) awareness in self, RIZ less confident with himself, inferior with the situation and tend to be friends with one friend area. 2) awareness on their own culture, RIZ lack of understanding when walking in front of elderly people bending body, likes to cut the conversation, likes to spit carelessly, laughing at his friend's accent, picky in friends, and less understanding of friendship. 3) awareness on individual differences, RIZ difficulties to understand his friend. 4) awareness on other cultures, RIZ does not care about his friends and accepts no difference of his friend. 5) awareness on the diversity of cultures, RIZ is less likely to learn other cultures, to force its will, to prejudice, to lack respect, and to view other cultures as low.

Obtaining the score of students' cultural awareness of the subject And before using Punakawan puppet as the medium of KDP (Strengthening Character Education) is 101 and included in the low category. After getting Punakawan puppet way as media of KDP (Strengthening of Character Education), score got to 111 increase score and still in low category. EL subjects experience low cultural awareness, it can be seen from the results of pre-test questionnaire in the scores of 104. Low awareness of culture is seen from 5 aspects of cultural awareness that is 1) awareness in self, EL not sure with himself, inferior with the circumstances, tend to be alone, tend to be friends with one area, inferior. 2) awareness of his own culture, EL is less understanding when walking in front of older people bending body, lack of respect, lack of understanding of manners, likes to interrupt, laughing at his friend's

accent, lack of understanding of friendship. 3) awareness on individual differences, EL is able to have awareness of individual differences. 4) awareness on other cultures, EL does not care about his friends. 5) awareness on the diversity of cultures, EL likes to force his will, lack knowledge of diversity and differentiate friends. Obtaining the score of students' cultural awareness of the subject And before the use of puppet Punakawan as media KDP (Strengthening Character Education) is 101 and included in the low category. After getting treatment, the score obtained to 111 has increased the score and is still in the low category.

Conclusion

The results of the research have been analyzed by sign test or sign test. Based on the results of research and discussion can be known statistical test shows that $X = 0$ and $N = 8$ with α (error rate) of 5% which then compared with binomial test table to obtain q (possible price below H_0) = 0.004, then $q < \alpha$. Then the sign test shows the difference between before and after given treatment, the sign of the eight subjects showed negative (+). From that result, H_0 is rejected and H_a accepted that "There is an increase of cultural awareness score of IXB students of SMP Negeri 3 Pamotan after using puppet of Punakawan as media of KDP (Strengthening of Character Education).

Acknowledgments

This research is supported by principal and teacher of SMP Negeri 3 Pamotan. We thank our fellow UNNES graduate students in C rombell counseling counseling who provide expertise in this research, although it may not suit all the interpretations given in this paper.

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