

Using Indonesia Folklore to Improve Good Attitudes in Elementary School Students

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This paper explores reading literacy by using folklore to develop and nurture a good attitude in elementary school students. The study utilises a research and development model. The research was followed by the development and dissemination of a product development model, R2D2 (recursive, reflective design, and development). The populations were elementary school students in Padang City and Pariaman City. A questionnaire was used as an instrument to collect the data. The folklore stories used were contained in teaching materials. Today, many countries are supposed to improve the literacy skills and good character of their people and society. Globalisation has made some effects multidimensional, especially attitude. Therefore, we must solve this problem. The paper outlines how new materials can improve good attitudes and characters. The results were obtained via a questionnaire for expert review, with teachers and students stating the category of 'very valid'. The books could improve a good attitude in elementary school students.

Keywords: *Literacy, Folklore, Development.*

Introduction

Today, many countries are supposed to improve literacy skills (OECD, 2016; UNESCO, 2017; Taufina, 2017). The main study in reading literacy focusses on the four components are reading skills; implementation of readings; the reading process; and the text used in reading (Mullis, Martin, Foy, & Drucker, 2012; Pourhosein Gilakjani & Sabouri, 2016; Kim et al., 2017; Inderjit, 2014). One type of reading in reading literacy is reading comprehension (Åsberg, Kopp, Berg-Kelly, & Gillberg, 2010).

Reading text in reading literacy should use a language understood by the student (Pacheco & Miller, 2016). Besides, a change in attitude by the meaning that is done in the process of

reading brings students into applying a better attitude (Aarssen, L. W., & Crimi, L, 2016; Soni & Fajar, 2019). Changes in attitude towards the better are the application of a positive character formation. Character formation can be done in the learning process with their character education (Fitria et al, 2019; Yudatama, Hidayanto, & Nazief, 2017; Muhammadiyah, Taufina, & Chandra, 2018; Renata et al., 2018; Salwa et al, 2019; Sarina et al., 2019; Tobari et al., 2018; Risdianto et al., 2020). Character education can improve students' skills to maintain the integrity of the nation, building noble societies, becoming a developed nation, increasing the prosperity of the nation, and being able to dispense justice (Kristiawan & Rozalena, 2017; Soni & Fajar, 2019; Hura, S, & Taufik, 2018). The teaching materials are a decisive factor in the ultimate success of the literacy learning process of reading (Smith, 2014; Dehaene, Cohen, Morais, & Kolinsky, 2015; Taufina & Subroto, 2016). The teaching materials that are developed by using the right folklore will foster a creative endeavour and own invention in the content of reading (Ivanits, 2016; Novelti et al., 2019).

In a number of the primary cities of Padang, several problems among fifth grade teachers requires analysis. First, the elementary school teacher reading literacy requires teaching materials appropriate to the students' development. Second, the teaching materials for reading comprehension conducted in the classroom provide less attention to the technique of reading comprehension. Thus, finding students who are not applying the technique of reading comprehension. Third, the material taught rarely uses folklore as a learning medium that is powerless to improve students' attitudes towards the positive character. Fourth, the quality of the text in reading comprehension is affected by the availability of an image. Fifth, there is still a negative character as students of the application form error in spectacle media.

Overcoming it is necessary to develop teaching materials to read using folklore effectively, creatively, and focussed (Ceriaco, 2012). Folklore, as a community cultural expression through speech-language, is directly related to various aspects of culture and social values that can serve as a role model to students (Gandini & Villa, 2003; Brooks, 1968). Doctrinal folklore character or moral education, forms a positive character. Using the folklore story 'Minangkabau', students are expected to raise curiosity and have a fascination with reading texts. Things that need to be done include teaching children to read and getting them used to reading to become the character, to be cultural. The availability of planting characters in the story of the Minangkabau people can form a positive character.

Methods

This research uses the approach of the research and development method. The research was followed by the development and dissemination of a product development model, R2D2 (recursive, reflective design, and development). The population of the study were 350 elementary school students throughout the cities of Padang and Pariaman.

The collected data included both qualitative and quantitative data. The quantitative data was obtained from questionnaires, tests, and products. The questionnaire results were obtained from an expert test and testing small groups in the form of a product assessment, as follows: (1) expert assessment; (2) thematic experts; (3) instructional design experts; and (4) elementary school teachers in a location to test the effectiveness of the product. The quantitative data was converted in the form of percentages and interpreted qualitatively. The qualitative data was obtained from the implementation of the package or model of learning in the development environment (user test) either: (1) a description of the activities of the teacher-student and the student-student in identifying, designing, implementing and evaluating the learning in elementary school; and (2) the result data obtained of the performance of elementary school students in learning activities. The qualitative data were also obtained from expert consultation.

The data analysis techniques used to process the data of this research included descriptive data analysis of both the quantitative and qualitative data. The experts' test data and the testing of a small group via the questionnaire were analysed and described qualitatively in percentage. The field test data or user test in the form of the learning process in a development environment were analysed with data analysis.

Qualitative models of flow (Milles & Huberman, 1992) were identified by applying the principle of multipurpose. The activities analysis covered the aspects of data reduction, data presentation, and drawing conclusions or verification. The target level of the data analysis includes levels of observation, description, and explanatory analysis. In the observation level of the data selected, it was categorised and coded. At the level of description, the data was presented in units of patterns, unit events, trends unit, or units of meaning. At the level of explanatory analysis, the data aimed at testing the effectiveness of the product.

The instruments used in this study include the checklist of authentic assessment, observation checklist, and record observations in class (documents, questionnaires, portfolio). The observation checklist and record observations were used to record the activity of learning and to record the interviews and consultation of experts. The documents were utilised for the identification data, the data assessment, planning data and data evaluation. The questionnaire was utilised to record data on the product ratings of thematic experts, teachers and students, as the users of the product. The portfolio recorded the progress of learning outcomes after applying the 'Reading Literacy Development Using Folklore as Positive Character Building' tool.

Results

Prototyping Phase (Development of Folklore Minangkabau Books)

The activities are undertaken after conducting a needs analysis, interviews, and observations. The preliminary stage comprises designing and developing a prototype in the form of reading literacy teaching materials using folklore. The prototype is designed specifically for reading competence for two semesters. The design is classified into four parts, namely the initial draft, prototype one, prototype two, and prototype three. However, in year one, focus remains on reviewing until prototype one is the result of the validation.

a. Results of Preliminary Draft Prototype

The characteristics of the teaching materials designed includes the presentation of text that contains passages which inculcate attitudes. The reading text is taken from folklore originating from the Province of West Sumatra. The teaching materials were developed from the results of the analysis. The design images have also been adapted to include a background figure of folklore.

b. Prototype One

The focal point of the prototype is a prototype evaluation that results with expert reviews on the evaluation methods. Activities are undertaken in the prototype evaluation process with expert reviews on the evaluation method and validation in the form of the reading literacy teaching materials which use folklore. Validation is undertaken by three experts.

Validation Reading Literacy Teaching Material

The validation of teaching materials is completed in several aspects: namely, the feasibility aspect of content, language, presentation, and graph. The content feasibility aspect consists of four parts, namely (1) Compliance with the development of learners; (2) Reading literacy teaching materials; (3) The order of the material following the teaching materials to learn logical groove and are planting a positive attitude; and (4) The teaching materials provide an opportunity for learners to communicate ideas or answer an individual or group.

The aspects of the teaching materials that are also validated in this study are the aspects of compliance with the development of learners. The results of the validation aspect of the teaching materials conformity with the development of learners can be seen in Table 1.

Table 1: Results of Validation of Teaching Material Aspects of Compliance with Student Progress

No.	Rated aspect	Value Validation	Category
1	Physical-motor development	3.00	Valid
2	Intellectual development	3.67	Very valid
3	Development of language	3.82	Very valid
4	Emotional development	3.75	Very valid
5	Social development	3.82	Very valid
Amount		18.06	
Average		3.61	Very valid

Based on the data entrusted as the value of the student development experts, the teaching materials using folklore scored 90 per cent and were classified as a valid category. The aspect of teaching materials which was further validated was the dimensional aspects of reading literacy. The results of the validation aspects of the reading literacy dimension can be seen in Table 2.

Table 2: Results of Validation of Aspects of Dimensions of Literacy Instructional Reading Materials

No.	Rated aspect	Value Validation	Category
1	Dimension text	3.91	Very valid
2	Dimensions aspects	3.54	Valid
3	Dimensions situation	3.67	Very valid
Amount		11.12	
Average		3.71	Very valid

Based on the value of the experts entrusted in literacy, the teaching materials based on folklore scored 92 per cent and were classified as a valid category. In the aspects of the above description of some of the tables, the results validate the feasibility aspect of teaching materials content, as can be seen in Table 3 below.

Table 3. Results of Validation of Feasibility Aspects of Content

No.	Rated aspect	Value Validation	Category
1	Compliance with development Learners	3.61	Very valid
2	Material teaching reading literacy	3.71	Very valid
3	Material teaching using folklore Minangkabau	4	Very valid
4	The order of the material on appropriate teaching materials, the logical flow of learning and a positive attitude are planting	3.91	Very valid
5	Material teaching provides an opportunity for learners in communicating ideas or answers to an individual or group	3.33	Valid
Amount		18.56	
Average		3.71	Very valid

Based on the value of expert feasibility entrusted in the content, the teaching materials based on folklore scored 92.7 per cent and were classified as a valid category. The aspect of further validated teaching materials are aspects of language. The results of the validation aspects of language can be seen in Table 4.

Table 4: Results of Teaching Material of Linguistic Validation Aspects

No.	Rated aspect	Value Validation	Category
1	Legibility	3.82	Valid
2	Clarity of information	3.67	Very valid
3	Compliance with the rules of language In Indonesia is good and right	3.57	Valid
4	Utilisation of effective language and efficiency (clear and concise)	3.67	Very valid
Amount		14.73	
Average		3.68	Very valid

Based on the value of the experts entrusted in the graph aspect, the teaching materials based on folklore scored 92 per cent and were classified as a valid category. Aspects of further validated teaching materials were aspects of the presentation. The results of the validation aspect of the presentation can be seen in Table 5.

Table 5: Results of Validation of Teaching Material of Presentation Aspects

No.	Rated aspect	Value Validation	Category
1	Clarity formulation of indicators	4	Very valid
2	Sequence systematic dish	3.91	Very valid
3	Teaching can provide motivation and Attractiveness	3.82	Very valid
4	Interaction (stimulus and response)	3.33	Valid
5	completeness of information	3.67	Very valid
Amount		18.73	
Average		3.75	Very valid

Based on the value of the experts entrusted in the presentation, the teaching materials based on folklore scored 93.7 per cent and were classified as a valid category. The aspect of teaching materials which was further validated was the graph aspect. Graphing aspects of the validation results are shown in Table 6.

Table 6: Results of Validation of Teaching Material of Graphic Aspects

No.	Rated aspect	Value Validation	Category
1	Use of font: typeface proportional, i.e. using Arial typeface	3.33	Valid
2	Use of font: font size proportional, i.e. using size 11 on the content and 18 on section titles	4.00	Very valid
3	Layout or layout of both	3.33	Valid
4	Illustration, pictures, and clear photo	3.00	Valid
5	Illustration, images, and photos including the source	3.91	Very valid
6	Illustration, images, and photos represent Story	3.82	Very valid
7	Design a look appealing or not	3.67	Very valid

Based on the value of the experts entrusted in the chart, the teaching materials based on folklore scored 98.5 per cent and were classified as a valid category. Based on the description of the results of the validation of the various aspects of the above, the overall results of the validation of the reading literacy teaching materials using folklore can be seen in Table 7.

Table 7: Overall Results of the Validation of Reading Literacy Teaching Material

No.	Aspect	Score	Category
1	Feasibility of contents	3.71	Very valid
2	Linguistic	3.68	Very valid
3	Presentation	3.75	Very valid
4.	Graphics	3.58	Valid
Total		14.72	
Average		3.68	Very valid

Discussion

It can be concluded that reading literacy teaching materials which use folklore are valid. Furthermore, the teaching materials had an overall average of 91.76 per cent aspect scores which were categorised as very valid. The stories contained in the teaching materials that were developed were:

1. Legenda Danau Kembar [Twin lakes legend]
2. Anggun Nan Tongga [Anggun Nan Tongga]
3. Hikayat Sabai Nan Aluih [Sabai Nan Aluih Saga]
4. Cerita Rambun Pamenan [Story Rambun Pamenan]
5. Mak Isun Kayo [Mak ISUN Kayo]
6. Legenda terbentuk Danau Singkarak [Legend has formed Singkarak lake]
7. Legenda si Boko (terbentuknya Lima Pulau di Sungai Pisang [The Boko (formed of Five Islands in the Banana River) Legend]
8. Kera Putih [White Gibbon]
9. Legenda ikan di Sungai Jariah [Fish in Jariah River Legend]
10. Legenda Batu Doda [Rock Doda legend]
11. Kuburan dua [Two Grave]
12. Legenda nama nagari Minangkabau [The Name Minangkabau legend]
13. Cerita maling kundang anak durhaka [Malin Kundang story, the Insubordinate Son]
14. Legenda nagari sungai sirah [the Nagari Sungai Sirah legend]
15. Legenda Sawahlunto [Sawahlunto legend]
16. Legenda Puti Sari Banilai (Legenda Lembah Harau) [Puti Sari Banilai legend (Valley Harau legend)]
17. Gunung keramat [Sacred Mountains]
18. Gua inyiak puti baliriang [Inyiak Puti Baliriang Cave]
19. Bujang Sembilan [Nine man]
20. Legenda nagari ampek angkek [Ampek Angkek legend]
21. Legenda tabiang takuruang [confine cliffs legend]

22. Cerita kampung Kalawi Alai [Story of Kalawi Alai village]
23. Bujang lengah [Bujang Lengah]
24. Legenda bukit posuak [Posuak Hill legend]
25. Legenda batu bangkai [Legend of the Stone Bangkai]
26. Bujang jibun [Bujang Jibun]

Figure 1. Danau kembar [Twin lakes]



Figure 2. Sabai Nan Aluih



Figure 3. The Rambun Pamenan



Figure 4. Mak ISUN Kayo



Figure 5. Lake Batur



Figure 6. The Boko (sungai Pisang) [The Boko (Banana River)]



Figure 7. Kera Putih [the White Monkey]



Figure 8. Minangkabau



Figure 9. Malin Kundang



Figure 10. Legenda Harau [Harau Legend]



Figure 11. Legenda Bujang Sembilan [Nine Man legend]



Figure 12. Legenda Jibun [Jibun legend]





Conclusion

Based on research that has been done, I subsequently produced a reading literacy teaching material using the folklore tale 'Minangkabau', in an effort to establish a positive character in Indonesia. Within the material there are twenty-six stories. Other countries can also use Indonesian folklore to improve the quality of attitudes.

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