Illustrated folklore books as a simple technology to foster a culture of literacy

Avif Septiana[1*], Mohammad Kanzunnudin[2], Murtono[3]

[1,2,3]Masters of Elememtary Education Study Program, Faculty of Teacher Training and Education, University of Muria Kudus

[*]Email: avifseptiana@umk.ac.id

Abstract. This study aims to develop folklore-based teaching materials that are packaged in picture story books and their effectiveness in fostering literacy skills in elementary school students in Pati district. In this study using the Research and Development (R&D) method of research and development. This research aims to develop teaching materials in the form of pictorial folklore books that can motivate educators and foster reading interest in children.The research subjects consisted of 1 control class and 2 experimental classes. Based on the research results it can be seen that 1) the development of teaching materials begins with a preliminary study through student and teacher interviews, then the results of the interview are adjusted to the theory and the results become a draft model that is validated by experts. 2). Folklore teaching materials in the form of picture story books are effective for fostering a culture of literacy among students seen from the experimental class and the control class which includes cognitive and psychomotor aspects.

1. Introduction

Literacy education has been applied to the education system in Indonesia, particularly through Indonesian language education. Indonesian has made it a compulsory subject that always teaches starting from elementary, middle to college levels. The purpose of Indonesian language is based on Minister of National Education regulation No. 22 of 2006 is an effective and efficient communication in accordance with applicable ethics, both orally and in writing. In addition, the Ministry of Education and Culture through Ministerial Regulation No. 23 of 2013 carried out a school literacy movement to foster noble character attitudes to children through language.

The need to cultivate a literacy culture in the global era can be started at the elementary school level (SD), which in that phase, children are in the golden phase. During the elementary school period, children are the basic foundations of forming a nation that will determine the future of their nation. In instilling a literacy culture in children, the role of teachers is needed in instilling literacy habits in children when in school, as well as parentsand government and the private sector to support children's literacy movement programs. The first thing that can be done to foster a literacy culture in children is to develop interests. states that interest is not carried from birth, but is acquired later. That is, interest is not a natural talent that grows from the time a child is born, but can be grown or formed and then it must be trained regularly and continuously so that it becomes a permanent interest.

To foster interest in children, it can be done in various ways, one of which is by exploring the pleasures of children, who prefer flashy and colorful things so that they can attract children's attention. In elementary school children, children will prefer reading materials that have interesting, fun stories

and have lots of colorful pictures. The more pictures and colors the child will be more enthusiastic and think that the book is very good [20].states that images that have color will improve memory, please the eye, and stimulate the process of the child's right brain membrane. The use of lots of images in children's reading will affect children's brain development which will have a good effect, and foster motivation. and make it easier for children to understand in understanding stories easily.

In the 2013 Curriculum, the Ministry of Education and Culture through Ministerial Regulation No. 23 of 2013 launched a school literacy movement that requires elementary school children to read books for reading local stories and folk tales that have local wisdom in their reading materials. The quality of students' understanding, apart from being determined by the existence of illustrations in teaching materials, is the teaching material itself. [1]states that with the existence of cultural similarities with what is taught (teaching materials), student teachers will understand it more quickly.

At the primary school level, to foster interest in reading in children, you can use teaching materials as a companion to learning activities which of course must be able to attract children's attention. . [4]defines teaching materials as learning materials in the form of items (media or software) that contain messages to be conveyed using equipment, while according to [13] Teaching materials are a set of subject matter that refers to the curriculum used. in order to achieve predetermined competency standards and basic competencies. [7] states that teaching materials are a set of materials that are systematically arranged, both written and unwritten, so as to create an environment / atmosphere that allows students to learn. Teaching materials or learning materials are knowledge, skills, and attitudes that students must learn in order to achieve predetermined competency standards. Then from [14] added, teaching materials are a major issue that cannot be ruled out. Innovative teaching materials are needed by students to be able to create interesting, effective and efficient learning.

The use of folklore in children's reading will make it easier for children to understand the flow and teaching contained in the reading. Indirectly, the use of folklore is part of an effort in cultural preservation, which is passed on from ancestors to the next generation starting from elementary school age children so that the value of learning in stories can be nurtured from an early age. However, in reality in the field there is still a lack of reading material given to children. which contains folk tales that grow in the community. Moreover, the teacher's lack of ability in developing teaching materials in the form of books that can support literacy movements in children. [1]states that understanding culture can foster a sense of pride, confidence, and a sense of belonging to that culture.

In Indonesian literature, folklore is known. Folk stories are developed and developed through spoken language as a means of expressing them. [19] in his journal states that folklore is a story that is not a real translation of the truth, but reflects the relationship between life, experience and story. . [5] states that folklore is a part of culture that is oral and is passed down from generation to generation. This is in line with the opinion expressed by. [7], that folklore is a group of stories that live and develop from one generation to the next. In contrast [17]states, folklore is a story about everyday life and animal life that contains magical events.

Overall, the definition of folklore is a part of the culture of a collective that is spread and passed down from generation to generation, among any kind of collective, traditionally in different versions, either in verbal form or examples accompanied by gestures or reminders [13].[11] explains that folklore is an aspect of culture that is passed on by ancestors to the next generation orally or in writing from generation to generation containing the values of life.[10] defines folklore as an oral culture that is contained in people's lives and contains mandates that can be used as role models.[18] argues that folklore is one of the most powerful propaganda weapons in the Soviet Union, as is the Third Reich. The Nazis used folk tales to promote their theories of blood-bound master-races and traditions and mythology. The Soviets used folk tales to advance their theme of class struggle.

After selecting the type of teaching material and the type of content to be published in the book, it must be adjusted to the design or packaging of the book that is adjusted to the age of the child or the reader. This is related to children's interest in reading. From this, the book to be developed is given attractive image designs and is in accordance with the story's content.According[15], "Picture storybooks are books in which the picture and text are tightly intertwined. Neither the pictures nor the

words are selfsufficient; they need each other to tell the story ". This statement means that a picture book is a book in which there are pictures and words, which do not stand alone, but depend on each other to form a unified story. Another opinion about picture story books is also expressed [19]"a picture storybooks conveys its message through illustrations and written text; both elements are equally important to the story ". This expression implies that a pictorial story is a book that contains messages through illustrations in the form of pictures and writing.Picture books according to opinion [23]""Picture books can exploit this complex relationship, words can add to, contradict, expand, echo, or interpret the pictures-and vice versa." described picture book which as a medium to support learning has a broad relationship between writing, pictures and others.

Based on the background above, the formulation of the problem includes how to develop folklore teaching materials based on picture story books, and how its effectiveness is to foster children's interest in literacy. Then for the purpose of the research itself the researcher focuses on describing the development of folklore teaching materials based on picture story books to foster interest. read in children, as well as to find out the effectiveness of developing picture book teaching materials to foster reading interest in elementary school children.

2. Methods

This research uses the research and development method or Research and Development (R&D), in R&D research, the method of development (Research and Development) is a research method used to produce certain products and test the effectiveness of these[17]. [18] explained that in general, the research step was a preliminary study which contained interviews to identify the needs of teachers and students. The subjects in this study involved a sample of 41 children who were divided into experimental and control classes. Followed by the development of the model with the stages of making a product draft, expert validation, revision I, small-scale testing, revision II, large-scale model testing, revision III. Then the final step is testing the model with the stages of determining the sample, testing with the pretest-posttest and ending with the preparation of conclusions using gain score analysis.

2.1 Data Collection Techniques

Data collection techniques in this study include interviews, observations, and tests.

Interviews, in this study were conducted in two stages, the first stage was carried out for teachers and students to analyze the teaching material needs needed by the teacher. The second interview was conducted in groups to determine the response of teachers and students to the suitability of all aspects with folklore book teaching materials pictorial used.The second Observation, in this study, researchers used non-participant observation by paying attention to how folklore teaching materials based on picture story books were used in learning by students.Third, tests, in this study the tests used were pretest and posttest.

2.2 Data Analysis Techniques

Analysis of Instrument Validity by Experts, In this study, a score range 1 to 4 was used, using a Likert scale rating. Then the data analysis technique on the feasibility of the material was carried out by calculating the average score of the instruments by dividing the number of scores / number of assessors. Followed by changing the average score into a qualitative value. Data Analysis of Effectiveness Based on Tests.The control and experimental classes will be analyzed descriptively to see the percentage increase in the pretest and posttest scores, which are analyzed with a gain score.

3. Results And Discussion

3.1 Results of the Development of Teaching Materials

From the results of the development of teaching materials, books are arranged according to the conditions needed in the field, which are then adjusted to field observations to be linked to existing theories, so that the resulting product can effectively solve existing problems. In a preliminary study

that was focused on finding the teaching materials needed by target users, through interviews. Of course this is a consideration that in order to instill reading indignation in children, it is necessary to study the characteristics of children who like reading according to their interests, and in learning materials it is necessary to provide material for introducing folklore in the Pati regency. The picture story book is prepared in accordance with the guidelines for the development of teaching materials issued by the [5] which can be seen from the feasibility of the material / content, linguistic aspects, presentation aspects, and graphic aspects. This book is arranged with attractive and colorful pictures. Striking colors that attract children's attention according to their characteristics, [19] namely "the benefits of images are the delivery and explanation of information, messages, ideas and so on without using much verbal language, but can give more impressions" and the benefits of color "Use color because it will improve memory, pleases the eye and stimulates the process of the lining of the right brain". In addition, picture story books can help students read and increase their vocabulary. According to [13] in their development, children up to the age of 11 increase their vocabulary knowledge up to 40,000 words and have a level of reasoning and analytical skills.

Handling the many benefits of images and colors in learning and on children's brain development, teachers are required to be skilled in packaging and developing these images and colors in learning so that the benefits can be well received by children. Furthermore, in terms of language, it is adjusted to light language that is easily understood by children, and does not contain elements of racial violence, porn, violence, and other negative elements. As well as the story is focused on the Pati district. Judging from these three aspects, many benefits will be created. in this development research.

The development of the model begins with the drafting of teaching materials based on the results of the needs analysis.This teaching material model is then developed by observing the guidelines for developing teaching materials published by the[5] which contains four outlines of the assessment components, namely content feasibility, language, presentation. and graphic. Based on these four components, it is known the feasibility and quality of folklore teaching materials based on the picture story books developed. After several stages of testing, the final product of folklore teaching materials based on pictorial story books is ready to be tested and it is found that the results of the analysis of model testing using pre-test and post-test for cognitive aspects and skills aspects in the control class and experimental class have been obtained. It was found that folklore teaching materials based on picture story books which were only used in the experimental class showed that> 50% of students had an increased ability in the high category in answering pre-test and post-test questions. This is best compared to students in the control class. 70% of students increase their ability is categorized as low because they are not given folklore teaching materials based on picture books but only use ordinary folklore reading texts.

3.2 The effectiveness of pictorial story books based teaching materials

In the pre-test and post-test results of the control class, a sample of 20 children was taken in the cognitive aspect, the highest gein score was 1 child, 8 were moderate, and 11 were low, while in the skill aspect, the number of children in the high category was still 0, the medium category 6 children, and as low as 14 children. This is different from the experimental class in the pre-test and post-test results, with a sample size of 41 children. In the knowledge aspect, there were 22 children who got high scores, 16 children were medium and 3 children low, while in the skills aspect, those who got high category scores were 21 children, 17 children were, and 3 children low.

Through the testing process with pre-test and post-test on the aspects of knowledge and skills and analyzed with the Gein score, it was found that in the experimental class, more than 50% of students experienced an increase in ability with a high category in both the knowledge and skills aspects. The best comparison with the control class in which 70% of students did not experience an increase in ability with a low category in answering pretest and posttest questions both in the aspects of knowledge and skills as a form of literacy ability.

As a form of effectiveness by planting literacy skills. Increasing the ability to answer pretest and posttest questions is a manifestation of the ability to manage information which is now better known as literacy. As literacy, which is generally known only as the ability to read and write, has experienced

a development in meaning, namely the ability to use language and images in rich and varied forms to read, write, listen, speak, see, present, and think critically about ideas. idea. With the development of children's reading interest indirectly the moral and social values contained in Pati folklore, in the pictorial story book teaching materials will be easily absorbed by students along with the students' reading habits, because it has innovative and educational functions. The effectiveness of a teaching material can be reflected in how much benefit the teaching material is. This teaching material certainly has many benefits that have been explained, such as the use of Pati folklore which in addition to containing messages / moral and social values also aims to introduce culture, history and regional potential. In connection with these findings, it can be concluded that comic-based children's story teaching materials are effectively used as teaching materials in the learning process and are effective for instilling literacy skills in students.

4. Conclusion

Based on the research that has been done, the development of teaching materials begins with conducting a preliminary study conducted by interviewing teachers and students to analyze the needs that exist in the field. Then the results are adjusted to the theory of observation to become a draft model validated by the expert. Then from the revised draft, it was then tested on a small and large scale. Product testing is done by using test and analysis techniques. Through the testing process with pre-test and post-test on the aspects of knowledge and skills and analyzed with the Gein score, it was found that in the experimental class, more than 50% of students experienced an increase in ability with a high category in both the knowledge and skills aspects. The best comparison with the control class in which 70% of students did not experience an increase in ability with a low category in answering pretest and posttest questions both in the aspects of knowledge and skills as a form of literacy ability. With the result that the development of picture book-based teaching materials is very effective in cultivating children's literacy skills, with the comparison that the experimental class has a high category g-score, and the control class has a lower score.

References

[1] Abidin, Yunus. 2012. *Pembelajaran Bahasa Berbasis Pendidikan Karakter.* Bandung: Refika Aditama

[2] Abidin, dkk.2017. *Pembelajaran Literasi: Startegi Meningkatkan Kemampuan Literasi Matematika, Sains, membaca, dan Menulis.* Jakarta: Bumi Aksara.

[3] Adipta,Hendra.dkk.2016.Pemanfaatan Buku Cerita Bergambar Sebagai Sumber Bacaan Siswa SD.Vol.1No.5/e-ISSN:2504-471X.(989-992)

[4] *Association for Educational Communications and Technology.* 1986. *Definisi Teknologi Pendidikan.* Jakarta: CV Rajawali.

[5] Danandjaja, James. 2007. *Folklor Indonesia, Ilmu Gosip, Dongeng, dan Lain-lain.*Jakarta: Pustaka Utama Grafiti.

[6] Djamaris, Edward. 1993. *Menggali Khasanah Sastra Melayu Klasik.* Jakarta:Balai Pustaka.

[7] Depdiknas. 2008. *Pedoman Penilaian Buku Nonteks Pelajaran.* Jakarta: Departemen Pendidikan Nasional.

[8] Dorson, Richard M. 1962. Folklore and The National Defense Education Act. *The Journal of America Folklore*, 75 (296), 160-164.

[9] Eastmond, Maria. 2007. Stories as lived Experience: Narrative in Forced Migration Reseach. *Journal of Refugee Studies Vol. 20, No. 2.* Diunduh di http://jrs.oxfordjournals.org pada tanggal 18 Desember 2014.

[10] Indiarti, Wiwin. 2017. Nilai-nilai Pembentuk Karakter dalam Cerita Rakyat Asal-Usul Watu Dodol. *Jentera*, 6 (1), 26 – 41.

[11] Kanzunnudin, Mohammad.2017. Menggali Nilai dan Fungsi Cerita Rakyat Sultan Hadirin dan Masjid Wali At - Taqwa Loram Kulon Kudus. *Kredo*, 1 (1), 1-17.

[12] Kemdiknas. 2008. *Sosialisasi KTSP: Pengembangan Bahan Ajar.* Jakarta: Kemdiknas RI.

[13] Komariah,Yoyoh.2016.Pengembangan Bahan Ajar Cerita Rakyat Kuningan Terintegrasi Nilai Karakter Dalam Pembelajaran Apresiasi Sastra Di SMP.Deiksis-Jurnal Pendidikan Bahasa dan Sastra Indonesia.

[14] Mitchell, D. 2003. Children's Literature an Imitation to the Word. Michigan State University.

[15] Piaget, Jean, & Barbel Inhelder, Psikologi Anak, Terj. Miftahul Jannah, Pustaka Pelajar, Yogyakarta, Cet. 1, 2010.

[16] Prastowo, Andi. 2013. *Pengembangan Bahan Ajar Tematik.* Jogjakarta: DIVA Press.

[17] Propp, V. 1987. *Morfologi cerita rakyat*. Kuala Lumpur: Dewan Bahasa dan Kementrian Pendidikan Malaysia.

[18] Rahmanto, B. 2008. *Metode Pengajaran Sastra*. Yogyakarta: Pustaka Pelajar. Rohani, Ahmad.

[19] Rothlein, Liz & Meinbach, Anita Meyer. 1995. Literature Connection Using Children's Book in the Classroom. London: Foresman and Company

[20] Slameto. 2013. *Belajar dan Faktor-faktor yang Mempengaruhi.* Jakarta: Rineka Cipta. Setiawan,

[21] Sugiyono. 2015. *Metode Penelitian Pendidikan Pendekatan Kuantitatif,Kualitatif, dan R&D.* Bandung: ALFABETA

[22] Sukmadinata, Syaodih, Nana. 2011. *Metode Penelitian Pendidikan.* Bandung: Remaja Rosdakarya.

[23] Triana Tarigan,Nova.2018.Pengembangan Buku Cerita Bergambar untuk Meningkatkan Minat Baca Siswa Kelas IV Sekolah DasarJurnal Cure.re.Vol.02/p-ISSN:2597-9507/e-ISSN:2597-9515.