

# Thematic-Based Folklore Learning Using a Media of Kancil Puppet

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**Abstract:** This article aim are to analyze thematic values (TV's) of folklore as learning material (LM) designing thematic-based folklore learning (TBFL) using kancil puppet (KP). This research use research and development approach. It is conducted on April – September 2017 in 15 Elementary School (ES) in the Karangayar Regency (KR). The targets are the fifth-grade students, the teachers, and the head minister. The sources of data are from the locations and the learning activities, documents, and informants. Furthermore, the researcher use observation, interview and data analyze as data collection tools. Subsequently, the data are analyzed through interactive model. Result shows: (1) KR folklore contains enough TV's which is worth to be LM and (2) Learning model of TBFL using a media of KP is designed through phases of requirement analysis, synchronization the result of need analysis, systemically organizing thematic stories, conditioning in learning process (LPr), internalization values, and values development. This design can make the folklore learning (FL) in class more interesting, creating more dynamic atmosphere, and more fun. Furthermore, the students will love more and proud of the nation's cultures which are no less valuable with the others folklores from foreign countries.

**Keywords:** *thematic-based literature, folklore learning, kancil puppet, learning material*

## Introduction

There is significant escalation of student delinquency in every year. Student's fightings, thefts, sexual relationships, murders, drugs, intoxicateds, obscenities, extortions, suicides, massive cheatings, and bullying are problems which never-miss tagline in the printed mass media and electronics. The above examples indicate that student characters have undergone tremendous deterioration. Therefore, there is a need to reconstruct student characters.

Formal and non-formal education as a place of cultural transfiguration, values, sciences, and technologies also arts become the center of nation's character building (CB) (Sapriya, 2007: 4). Therefore, CB in school need to begin early. Consequently, the key of a nation to face the future is an education.

Education produces a good citizen which is described as an effort to form a nation and CB through implementing the spirit of nationalism in order to form a complete Indonesian. Through an education it is expected to form citizen who have nation character represented in their moral values. According to Linda (1995), these values are values of conscience (values of being), such as: honest, courageous, peace-loving, orderly, self-knowledge and values of giving, for example: being faithful, honest, respect, loving, sensitive, unselfishness, friendly, and generous. Those things have been taught in school through Religion and Civic educations. However, it is easily found a student's who have deviates behavior from those above values. Is the deviation a sign that educational efforts have been fail to instill moral education's students?

The problems of students' morality need to be solved properly. Therefore, character's learning (CL) is not merely a learning of values which need to be memorized, but it must be considered as an effort to form a person with strong personality (Suyitno, Suryanto & Waluyo, 2017: 2). It is hoped that the students are able to become a lifelong learners and able to actively participate in the global era. School should have program of character implementation which is integrated with extracurricular, cocurricular and extracurricular activities.

One of the ways is FL through thematic-based literature (TBL). Learning stories using popular folklore for children with the manipulation of KP media. Folklore selection is based on

the story which contains a lot of children's world, relevant for children, and the story is not long enough. Puppet was chosen as a storyline media because it life in children's life as a cultural assets which need to be preserved. In addition, there is an interaction between the audience/listeners and the teacher/puppeteer during a process.

Teachers/puppeteers can present various stories of children live correlated with the folklore contents. If the stories are well told and interesting, it is expected to increase the children knowledge and appreciation for cultural assets. Many experts claim that children's stories appreciation (researchers: including folklore) believed to have major contribution for child's personality development.

Children personality can be affected by the environment. The environment itself was formed by the habits, behaviors and models from parents or adults at school, families, or communities. The environment can as a tool to implanting, developing, and preserving values which is believed as a good one and valuable for children. Therefore, children identity becomes strong and can be preserved due to the inheritance of these values.

## **Method**

The approach uses in this research is use an approach of research and development (R & D) proposed by Gall, Gall, & Borg (2003) which have been modified. Those stages are: exploration study, small and big sample experiments trials, test result experiments, and Correctional results. The first year research stages are exploration study and designing a model.

The research was conducted in April-September 2017, in 15 ES in KR. The subjects of this research are the students, teachers, Chairman of Ministry of Education and Culture, Chairman of District UPTD Ministry of Education and Culture, and Headmaster. The samples are taken randomly.

The data of this research are from backgrounds and events, informants, folklores, and documents. Furthermore, the source of data is from the 15 ES of fifth grades in KR. The key informants are the teachers of fifth grades and the headmaster. The information collection also involves the Chairman of Ministry of Education and Culture, Chairman of District UPTD Ministry of Education and Culture, and the headmaster as the policy maker. The research documents are the syllabus of Indonesian Language Subjects of fifth grades and teacher's lesson plan (LP), especially those related with folklore LM.

The data collection techniques are through: (1) Observation with observing the application of TBFL model in class; (2) Unstructured interviews with the Headmaster, class teachers, and students; and (3) Content analysis to collect the data related with the curriculum, teaching materials, and students' academic performances.

The data are validated through triangulation, they are: methods, sources, members checking, and observation accuracy. Furthermore, data are analyzed use interactive analysis techniques proposed by Miles & Huberman (1992).

## **Results and Discussion**

### ***TV's of Stories Extraction as LM Folklore***

As a learning reference teachers presenting materials to the students and they can take it from any relevant sources. Widodo & Jasmadi (2008: 40) suggest that good materials should be designed and made aligned with teaching principals. It is to facilitate the teachers during the LPr. It can be achieved if the materials were designed as follows: (1) compatible with the objectives; (2) made an outline of material plans; (3) the chosen materials are aligned with objective sequences; (4) pay attention to the materials connection; and (5) the depth and materials coverage are arranged from the easy one to the hard one, from simple to complex, from concrete to abstract. Sudjana (2000: 67) stated that the materials content taught to students must be in accordance with the applicable curriculum/ syllabus. So that, these teaching materials

(TM's) were systematically and interestingly designed in accordance with instructional and curriculum rules in orders to be well utilized by the teachers during a LPr.

From the teachers, students, and evaluations point of view there are several functions of the LM. It is explained by Sulistyowati (in Widyartono, 2012) that TM's are useful for (1) teachers guideline in organizing learning activities and as the abilities presented to the students; (2) as a guideline to control students activities during the LPr; and (3) assessment tools of learning outcomes towards the materials presented by the teachers and materials achieved by the students.

The effort to fulfill the systematic instructional rule explained by Sulistyowati (in Widyartono, 2012) is in preparing TM's, there are several components which need to be considered, such as: (1) teaching and learning guidance for teachers and students; (2) the competence that will be achieved; (3) teaching material contents; (4) supporting explanation; (5) training guidance; (6) student work manuals; (7) assessments; and (8) response/feedback of assessment results. Substantially, those components are not much different with the components of textbooks preparation, such as: (1) subject label including the titles, TM's, basic competencies, learning indicators, and learning objectives; (2) teaching and learning guidance; (3) LM substances; (4) supporting explanation; (5) student's activity and question sheets; (6) assessments; and (7) response/feedbacks/reflection.

Related with 2013 curriculum, the primary criterion for TM's selection focused on core competence (KI), basic competence (KD) and achieved indicators (IP). The presented materials contain supporting materials for achievement indicators derived from KD and KI. Therefore, the TM's selection is done through the following stages: (1) Identification of KI, KD, and IP to determines the material types; (2) Identification of cognition, affection, and psychomotor of TM's; (3) Materials selection is according to KI, KD, and IP by providing questions in accordance with the indicators that will be achieved; and (4) Materials selection from any relevant resources as TM's.

Related to literary TM's, especially folklore, Semi (2002) suggested that the basic selections are as follows: (1) it is valid for literary teaching objectives; (2) have significant and developments for student's cognition and affection; (3) it is attractive and able to induce students' reading interest; and (4) it is corresponding to students' intellectuality and understanding; and (5) the presented materials are not literary synopsis. That synopsis can reduce the aesthetic quality in expressing subject matter stories.

TM's selection of folklore in ES is adjusted with the development of students' age. The diversity selection of themes, authors, and quality stories are taking into consideration. So that it will ease the teachers and students to improve their process quality and learning outcomes.

Folklore as TM's, according to O'Sullivan (in Felicia, 2005: 6-7) is a story which is able to: (1) build a sense of compassion for others towards good and right deeds; (2) offer a virtue values to emulate; (3) cultivates ethics and moral which need to be understood by the teens; and (4) provide a life understanding in a story to build a life of its own. It means that folklore can meet various spiritual needs of the students. To understand something in the story, sometimes students need more time to reflect on their experiences. They reread on part of a story that is considered important, good, and less convincing. Therefore, it is reasonable that Sawyer & Corner (Zuhdi, 2006: 88) stated that folklore is able to provide an understanding to the students about their world, build a positive behavior, and understand human values.

The source of TM's for character implantation is not limited to books alone. There is a lot of sources which can be utilized as TM's, whether printed, recorded, or displayed. Teachers can utilize any other books not only from textbooks, such as printed mass media publications, recording tapes, various media of CDs, materials from radios and televisions. The main thing to take a not is the used TM's is appropriate with the values to be taught. Teachers can enrich the LM, varied, interesting, and meaningful.

To achieve all the above objectives, the teachers should be creative, innovative, have a passion to find out any relevant materials, and selective. Teachers can also present TM's from their own creativity. In this context, teacher's selection in FL as the community cultural result

that known in a student's life. Idealized values implantation is focused on thematic stories values that lead to moral-philosophical values.

Those values closely related to attitudes and actions that reflect on characters' quality and people's moral over the appreciation of social values and individuals which based on faith and obedience in carrying out His commands. Thematic stories values are in form of ideally human goodness which beneficially fosters for everyone else and avoiding loss, beyond their capability, and futility. On the other hand, folklore that contains local wisdom values must be documented, guarded, and preserved by the younger generation that is increasingly awkward and unfamiliar with their own local cultural result/nation assets.

Based on the above explanation, this FL research is based on (1) Teachers often use stories in textbooks; (2) Learning objectives are put less attention on affection; and (3) Teachers are paid less attention to the stories values, especially on TV's.

The story materials in textbooks is important and not the only reference for the teacher during the teaching process. Those stories can be extracted from the other media, such as books, electronic pages, newspapers/magazines which relatively cheaper, easier to find, various content and TV's. This research selected source from books and electronic pages which offers excellent's folklore.

Those folklores are analyzed on: (1) The notions, characteristic, literary stories requirements; (2) Exploration of TV's stories; and (3) The essence of FL materials based on thematic. There are eleven folklore chosen according to the analysis results, they are: (a) The Origins of Sondokoro; (b) Grandparent Joboleko; (c) The Origins of Mount Mengadeg; (d) Prince Sambernyawa; (e) The Origins of Karanganyar; (f) Lake Madirda; (g) The Origins of Mount Pegat; (h) Sunan Lawu; (i) The Origins of Mojogedang Village; (j) The Origins of Grojogan Sewu; and (k) Sapta Tirta Pablengan.

Folklore packaged in accordance with TM's concept and thematic approaches (TA's) to educating character. In addition, the raised questions related to character education in harmony with the thematic story. This teaching material provides an option of folklore for teachers during the LPr. and making it more interesting using KP media.

Ward (2003) explained that through TA's, the students not only learning a basic concept, however by building up a connection between knowledge, skills, and attitudes and broad working experiences between what is learned and in the real life. Dilek (2007) asserted the superiority of TA's that can enhance students' skills during finishing up the tasks to form the self-awareness of a complete cognitive potential, affection, and psychomotor.

The material framework is structured using: (1) Teacher/student learning guidance; (2) Learned skills; (3) Folklore materials; (4) Information of TV's of a story; (5) Questions sheet to improve students' cognitive, affection, and psychomotor. This LM sequence can be said to have met activity criteria as explained by Allesi & Trolip (1985: 60) there is (1) Information distribution (LM); (2) Briefing the students; (3) Training the students; and (4) Assessing learning results.

This consideration of organizing LM have signification and appropriate with students' need and readability level and students' level of thought. In addition, this TBFL materials enhances Andayani's (2008) conclusion that thematic learning can increase the interaction effectiveness and multi-disciplinary communication between students and teachers; students are able to express their ideas; asking and answering a question in a relaxed way and fun. This LM presentation eases the teachers and students in achieving their objectives so that the results are more optimal.

### ***TBFL Using of KP***

The TBFL in a media of KP begins with an observation of uninteresting, boring and fewer satisfaction stories learning in class. The use of non-challenging teaching methods leads to boredom and less interesting learning for the students. The limited opportunity for students to express themselves during the LPr. leads to develop their feelings and actions.

Not only identifying thematic elements of stories alone but also use the story as LM. Students are involved in appreciation, enjoyment, and understanding of the TV's of the story. Students are asked to read the story silently or with aesthetic pronunciation when the other student read it aloud.

Students are invited to explore the depth of the story, enjoying the beauty of word choices in the story, the greatness, the attractiveness, and the values of the story. In addition, students also invited to explore the grandeur of the values' of the story. All of that becomes the repertory of experiences and knowledge which can enrich students' spiritual. There are things that deserve to be pondered and thought out, even exemplified by the students from those stories, can be picked and plucked the lesson from it.

The thematic elements and stories' values are expected to inspire and motivate the students to commendable things. The students get a lot of values, such as heroism, compassion, friendship, brotherhood, sincerity to sacrifice, caring for others and environments, devoted to parents, love for their country, commitment for goodness, truth, honesty, and expediency.

The CB of TV's should be done in a proper process. This way allows the students' probability to easily transfer values through the mentoring process, giving an example, giving opportunities to participate in enhancing empathetic actions, and analyzing implanted TV's. This process is important to students' CB.

Teachers should understand various matters related to an effort in achieving the learning objectives. It concerns the developments and students' character, the importance of learning for students, the learning objective for students, learning activities, and mastering psychological education. Related to students' CB, the teachers should be able to be an example and to emerge the TV's habit of a developed story in the class.

The strategy of character implantation through folklore LM becomes a concern during the LPr. in the class. The character implementation through FL as a learning impact and also as the impact of followed Religion subject and Civics which mission is to emerge the values and attitudes. An integrated literary learning (ILL) can enhance students' critical thinking and enables every individuals or group of students to find out and explores concepts and principles holistically. With an ILL, students will also gain direct experiences as an implantation capability to receive, keep, and generates messages and impressions from things learned. However, Noviani (2010) reminded that ILL needs more time, thoroughness, precision, and accuracy in mapping basic skills into themes, and requires an observation of student's affection and the readiness of various parties involved.

The TBFL using a media of KP is designed as follows. First, need analysis of TBFL. This analysis is to find out how to make a foundation for students' character instill through exploring information from informants.

Second, the synchronization of the need analysis results to solve problems during instilling students' characters. During this synchronization, there are efforts to (1) search, select, and extract values and identifying characters story for naming a character in KP as storytelling media and (2) using thematic story learning approach in instilling moral values to students.

Third, organizing moral values based on thematic analysis of the story and its characteristics as well as the TA's of FL in the LP. At this stage, the researcher collaborates and discusses with the teachers as classroom implementers related to various things about designing and making a LP.

Fourth is conditioning LPr. to instill students' characters. During this activity, teachers (1) prepares LM and questions in accordance with an analysis of TV's of the story and (2) prepares KP as storytelling media so that the LPr. is more interesting and meaningful. Students listen to the story told by the teachers/puppeteers with a media of KP to find out TV's of the story through questions in the TM's. According to Nurgiyantoro (2005) that the result of listening or reading a story can enhance the awareness of moral, social, ethical, educational, and religious values also any other problems that have not been understood previously, such as: developing empathy and compassion, doing the good deed, or knowing cooperation values. Furthermore, students are expected to be able to reap the lesson of the exemplary story shown by the characters as the learning model.

Fifth is an internalization thematic value of the story. This phase is emphasized on the effort of giving opportunities to the students or group of students to perform actions according to the moral-philosophical of the story. Students able to perform real actions according to TV's of the story when previously they have grown and built up well knowledge and attitudes with the values. Therefore, if the students accustomed to doing things and good behave on a constant moral-philosophical value and shown the implementation in everyday life. This is in line with White (2010) opinion that ... routines shape habits, which are in turn attitudes.

Sixth, the development of TV's of the story is practiced through habituation on other relevant subjects. At this stage, teachers need to consider children's mental development, subject materials characteristics, and the surrounding environment. An ES children's mental development have characteristics as explained by Sumantri (in Kusrahmadi, 2007) there are: (a) curiosity and strong interest in the surrounding environment; (b) self-manages to solve problems, liking to explore environment, and try some a new things; (c) likes to play and prefer exciting things; (d) easily thrilled and encouraged to do better when feeling dissatisfied and unsuccessful; (e) strive more diligently when success; and (f) likes to do observations, take initiatives, works, and teach their peers. Habituation accompanied by good model and exemplary at home, school, and society. Supervision and mentoring from teachers/ parents towards students during the usage of information media cannot be ignored and need to enforce the rules for the offenders fairly, wisely, and educationally.

Learning model in this research can be is seen figure 1.

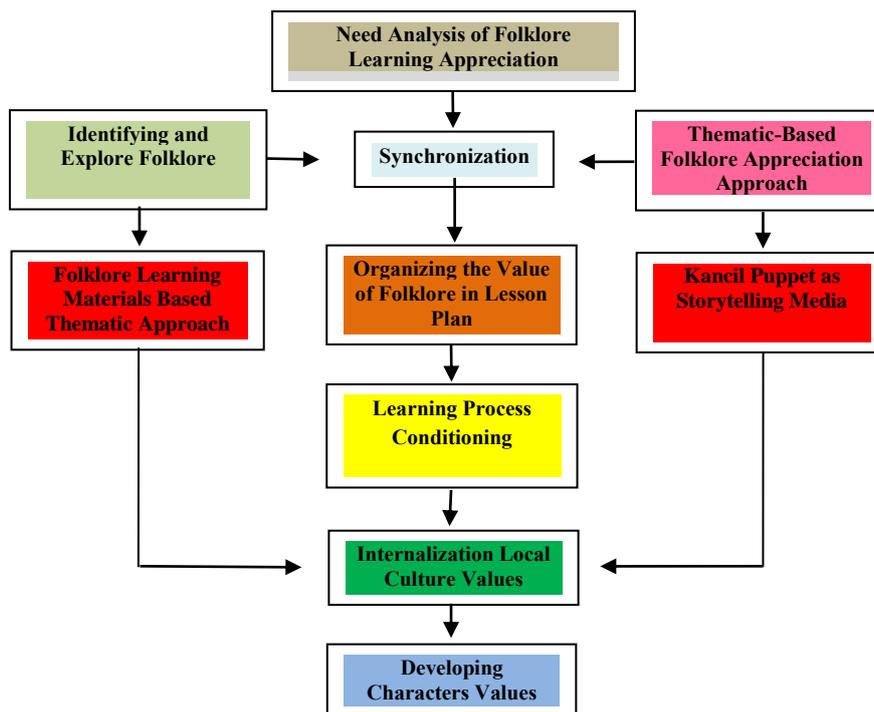


Figure 1. Thematic-Based Folklore Learning Model Using a Media of Kancil Puppet

## Conclusion

The explanation above can be concluded as follows. First, the exploration of TV's of the story based on (a) Teachers present the LM relying on textbooks; (b) Learning objectives oriented on the cognitive aspect; (c) The story telling method is not interesting; (d) Class atmosphere is less dynamic; (e) The diminish sense of love and proud toward nation's treasury; and (f) The story's values told by the teachers during teaching process are less noticed. From the above problems, that instilling TV's of the stories using a media of KP packed into an

alternative LM. Through this learning, a material student is expected easily to understand and perceive the TV's of the story as a part of the effort to foster the student's character. On the other hand, the use of KP media is intended to make the atmosphere more relaxed, interesting, fun and creates multi-interaction during the LPr. of folklore in the classroom. Furthermore, the students also love and proud towards folklore contains local wisdom values which not less good than other overseas stories. Similarly, KP can also be tools to make the students more familiarize with nation's culture that has been internationally recognized to be preserved and developed in order to remains exist and sustain for the next generations.

Second, TBFL using a media of KP is designed according to learning principles in order to make the students feel the values that have been found. The purpose is to make the student more easily accept values switching through a process of mentoring, giving an example, giving opportunities to develop their sympathy and empathy attitudes related to the result of folklore values analysis. This model is designed as follows: (1) Need analysis of TBFL; (2) Synchronize the data from the result of need analysis by identifying and explore TV's of the story; (3) Organizing story's values into LP; (4) Conditioning LPr. whether inside/outside classroom; (5) Internalization folklore TV's and KP media as a growing and developing cultural's nation result and also known in the students' environment into real behavior; and (6) Developing and instilling TV's of the story through habituation of students attitudes, speeches, and behaviors through any other relevant subjects accompanied by adult exemplary model at home, school, and society.

Based on the above conclusion, the suggestions are as follows: (1) Need to improve teachers' competence as the foundation to develop students characters in the class, such ass: preparing LP, practicing active, interactive, creative, effective and fun learning model, developing learning resources and media, and learning result assessment; (2) The majority of ES teachers are in class teacher so the development of characters' values which is inculcated through Indonesian (and Literature) subject is done through the habituation on any other relevant subject and followed by an exemplary model from the adults around the students; (3) Folklore is an effective tools as LM of students' character development. Therefore, teachers need to be given a workshop to organize LM of instilling characters through TV's of the story; (4) Folklores which are still developed from one to another person and live in the midst of society to be not extinct and can be passed down to the future generations need to be documented in form of mapping areas which have folklore sites also folklore books published by the local govern. Therefore, local government needs to collaborate with various parties involving cultural communities in the surrounding areas, community leaders, campus, and sponsor who care about culture; (5) In order to find out a good character model, it is necessarily needed to organize the selection of students, teachers, and educational personnel who have good achievement in accordance with character's instill that can be followed by all of the school's citizen; (6) The psychological state and immature age of ES children, needs to monitor, accompaniment, and supervise from the teachers, parents and other adults towards the usage of mobile phone by the children; and (7) It is necessary to enforce the sanctions or penalties for those who break the school laws/rules fairly, wisely and educated.

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