

Analysis of Educational Value in the Folklore of the Legend of the Crying Stone and the Learning Implementation Plan in Class V of Elementary School

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Abstract

This study aims to describe: (1) intrinsic elements; (2) educational value in folklore Legend of the Crying Stone; and (3) plans for implementing learning in class V SD. The data source for this research is the folklore of the Legend of the Crying Stone. This research procedure uses a qualitative approach in which the data reveals a problem, situation or event. The focus of this research is educational values including: religious, moral, and social values. The collection of research data was carried out using library techniques, reading techniques, and note-taking techniques. The research instrument is the author himself as a researcher. The data analysis technique was carried out using content analysis techniques. Presentation of the results of the analysis used informal presentation techniques. The results of the study can be concluded that: (1) the intrinsic elements of folklore are: (a) theme: rebellious child; (b) setting/setting: setting: on the hill, on the road, at home, and at the market, setting: in the morning, setting: sad and tense; (c) characters and characterizations: the main character Mak Dasah is patient and friendly while Darmi is lazy and arrogant, additional characters: Wak Sahid has a friendly nature; (d) groove: forward; (e) the mandate: never be disobedient to your parents and hurt them; (2) the value of education consists of: (a) the value of religious education includes: praying to God, and God's power; (b) the value of moral education includes: hard work and patience; (c) the value of social education, namely affection in the family; (3) the implementation plan of learning in class V SD based on basic competence 1.2 identify elements of stories about folklore that are heard using cooperative learning type of group investigation (group investigation). Students carry out the following activities: preliminary activities; core activities include: identifying topics, planning learning assignments, carrying out investigations, preparing final reports, and presenting report results; closing.

Keywords: Educational Value, Folklore, Learning Implementation Plan



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INTRODUCTION

Literary work is a reflection of human life. Good literary works always contain value (Wicaksono, 2015: 323). Every human life can be poured in the form of literary works. One of the literary works is folklore. A good literary work is a literary work that always gives the impression of its readers to do better. Literature as a medium of education can be achieved when it contains a truth, literature can be influenced and influence a society.

Literary works in the form of folklore can be used as a means or tool to add insight, intelligence, as well as to shape one's personality. Therefore, in a literary work, problems, noble values, views on life, religious values, and societal norms are always displayed so that they can be used as educational media. Talking about literature, there is no limit for anyone at any time. Humans also have full responsibility and a very important role in literature. Literature will develop if humans or society have high creative power.

Folklore is a type of oral literature in the form of stories written in spoken language. The stories are short and the storyline or events are often with good or bad characters. In addition, characters in stories that are animals usually have the same character as humans. Folklore consists of various types. It can be concluded that folklore is a form of oral literature from ancient times which was passed down from generation to generation, developed among the people, the name of the author is unknown. Then folklore is also considered as a belief that has been a tradition in society, and is maintained by the people who own it. One of the literary works which contain educational values is folklore.

In children's lives, folklore is often a very interesting story for the child, especially students, so that it becomes the most powerful weapon for a teacher to educate students. Unknowingly, folklore that is heard will indirectly shape students' attitudes and morals. The moral teachings or content in folklore will shape children to obey their parents. Children will feel afraid of being disobedient because they remember the punishment or reward that the child receives in the story if he is disobedient. Thus folklore is not only a bedtime story but can also take its educational values to shape student morale. In this study, the authors reveal the reason for choosing this folktale because the folklore of the Legend of the Crying Stone has been taught by the teacher. However, only using the lecture learning method. In fact, the folklore has educational values that can arouse students' interest in reading new literary works as a source of knowledge.

RESEARCH METHODS

The analysis in this study uses a qualitative approach because the problems to be discussed are not related to using numbers but to describe clearly and obtain in-depth data from the research focus. Qualitative research always tries to reveal a problem, situation or event as it really is. Qualitative research is usually made loosely, not strictly, so that the implementation of research has the opportunity to experience changes from what was planned. This can happen if the planning is not in accordance with what is found in the field. However, research work uses steps of research activities. There are 3 primary stages in qualitative research, namely:

1. The painting stage or orientation stage. At this stage, the researcher describes what was observed, heard and felt. The new researcher records at a glance the information he has obtained.
2. The reduction stage. At this stage, the researcher reduces all the information obtained in the first stage to focus on certain issues.
3. The selection stage. At this stage, the researcher describes the emphasis that has been set in more detail and then conducts an in-depth analysis of the focus of the problem. The result is a theme that is constructed according to the data obtained into a new knowledge, hypothesis, even theory.

Data Collection Technique

The steps used by researchers in collecting data are as follows.

1. Read critically the entire text of the folklore Legend of the Crying Stone;
2. Record data in the form of relevant narratives and conversations, both with intrinsic elements and with educational value found in the folklore Legend of the Crying Stones;
3. Categorizing data, both intrinsic elements and educational values contained in the folklore Legend of the Crying Stone.

Research Instruments

Research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better in the sense that they are more accurate, complete and systematic so that they are easier to process. In qualitative research, the main instrument is the researcher himself or members of the research team (Sugiyono, 2015: 400). Therefore, the instrument used in this study was the author himself as the researcher and assisted by a data recorder card which is useful for recording data from reading folklore texts. The form of the data card can be seen below.

Table 1. Intrinsic Elements Data Recorder Card of the Folklore "Legend of the Crying Stone" by Esty Wahyu Widowati

No	Intrinsic Element	Data	Page
1.	Theme		
2.	Characters and Characterizations		
3.	Channel		
4.	Background		
5.	Mandate		

Information:

1. The first column contains the serial number.
2. The second column contains intrinsic elements.
3. The third column contains citation data that supports the intrinsic elements.
4. The fourth column contains the story page where the data is found.

Data Analysis Technique

The analysis in this study was carried out using content analysis techniques, namely discussing and assessing the contents of the folklore Legend of Batu Crying through an educational value approach. As for data analysis, there are three, including: data reduction, data presentation, and drawing conclusions as follows:

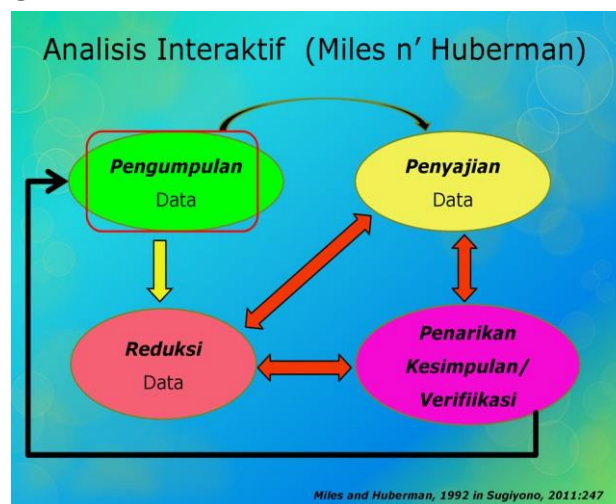


Figure 1. Data Analysis

1. Data reduction. Data reduction is a selection process, focusing on simplifying, abstracting, transforming raw data that emerges from field notes (Miles and Huberman, 1992: 16). The steps taken are reading folklore texts followed by recording the data obtained in the form of detailed descriptions. The data taken is in the form of words, sentences, expressions contained in the folklore of the Legend of Batu Crying which reveals information about the value of education. The information that refers to the problem is the data of this study.

2. Data Presentation. Presentation of data is as a set of structured information that provides the possibility of drawing conclusions and taking action (Miles and Huberman, 1992: 17). The steps taken were to analyze the data and then elaborate it to find the educational value contained in the folklore of the Legend of the Crying Stone.
3. Drawing Conclusions or Verification. Drawing conclusions or verification is an attempt to find or understand the meaning/meaning, regularity, patterns, explanations, plots, causes and effects or propositions (Miles and Huberman, 1992: 19). At this stage the research has entered the stage of making conclusions from the data that has been obtained since the beginning of the research. This conclusion is still provisional, so it will continue to be verified (re-examined about the veracity of the report) during this research. The activities carried out in this stage, namely the data obtained and analyzed from the folklore of the Legend of Batu Crying, will be concluded regarding the analysis of educational value.

RESEARCH RESULTS AND DISCUSSION

Data Presentation

In presenting this data the researcher presents three research data, namely data in the form of intrinsic elements, educational values obtained from research subjects, and plans for implementing learning in class V SD.

Intrinsic Elements in Folklore The Legend of the Crying Stone

The intrinsic elements of the folklore Legend of Batu Crying consist of themes, settings, characters and characterizations, and messages because these five things stand out from the whole story. This intrinsic element is obtained from direct quotations in the folklore of the Legend of the Crying Stone. Complete data is in table 2 below.

Table 2. Intrinsic Elements of Folklore Legend of the Crying Stone

No.	Intrinsic Elements of Folklore	Data Presentation	Page
1.	Theme	Rebellious child	30, 31
2.	Background/Settings		
	a. Background scene	1) Hill	30
		2) Street	31
		3) Home	30
		4) Market	31
	b. Time Background	1) Morning	30
c. Background Ambiance	1) Sad	31, 32	
		2) Tense	32
3.	Characters and Characterizations		
	The main character		
	a. Mom Dasah	1) Patient	30,31
		2) Friendly	31
	b. Darmi	1) Lazy	30, 31
		2) Haughty	30
Additional Figures			
a. Wak Sahid	1) Friendly	31	
4.	Channel	Proceed	
		1) Introductions	30
		2) Problem Raising	30
		3) Toward Conflict	31
		4) Tension	32
		5) Completion	32
5.	Mandate	Never be disobedient to your parents and hurt them.	31, 32

Educational Value in Folklore The Legend of the Crying Stone

The educational value in the legend of Batu Crying folklore consists of four aspects of moral education value, social education value, and educational value. Complete data is in table 3 below.

Table 3. Educational Value of Folklore Legend of the Crying Stone

No.	The Educational Value of Folklore	Data Presentation	Page
1.	Value of Religious Education	a. Pray to God	32
		b. Power of God	32
2.	The Value of Moral Education	a. Hard work	30, 31
	Good attitude	b. Be patient	31
	Bad attitude	c. Like to argue	31
3.	The Value of Social Education	Love in the Family	30, 31

Learning Implementation Plan for Folklore Legend of the Crying Stone

The implementation plan for learning the folklore Legend Batu Crying in grade V SD based on the 2013 curriculum (K13) consists of competency standards, basic competencies, indicators, learning objectives, time allocation, learning materials, learning methods, learning models, learning resources, and learning steps. Complete data is in table 4 below.

Table 4. The Implementation Plan for Learning the Legend of Batu Crying Folklore in Class V SD

No	Component	Description
1.	Competency standards	Understand the explanation of sources and folklore orally
2.	Basic competencies	1.2 Identify the elements of the story about the folklore heard
3.	Indicator	a. Identify intrinsic elements b. Identify extrinsic elements (educational value) in the folklore of the Legend of the Crying Stones
4.	Learning objectives	a. Learners can analyze the intrinsic elements b. Students can analyze extrinsic elements (educational value) in the folklore of the Legend of the Crying Stones
5.	Time Allocation	2x35 minutes (1x meeting)
6.	Learning materials	
	a. Subject matter	Folklore Legend of the Crying Stone
	b. Sub Material	1) Analyze the intrinsic elements 2) Analyzing extrinsic elements (educational value) in the folklore of the Legend of the Crying Stone
7.	Learning methods	a. Lecture b. Question and answer c. Discussion
8.	Learning model	Cooperative learning model of group investigation type (group investigation)
9.	Learning Resources	The text of the folklore Legend of Batu Crying, Indonesian books for Elementary School Class V by Umri Nur'aini Indriyani and reference books that are appropriate to the material to be taught
9.	Learning Resources	The text of the folklore Legend of Batu Crying, Indonesian books for Elementary School Class V by Umri Nur'aini Indriyani and reference books that are appropriate to the material to be taught
10.	Learning Steps	
	a. First Activity	1) Guru membuka pelajaran dengan berdoa, menanyakan kabar, dan melakukan presensi 2) Guru memberikan motivasi kepada peserta didik supaya semangat mengikuti pembelajaran 3) Guru menyampaikan standar kompetensi dan tujuan pembelajaran

	<p>b. Core Activities Investigation Steps</p>	<p>Eksploration</p> <ol style="list-style-type: none"> 1) The teacher conveys material that is in accordance with competency standards in the form of intrinsic elements in folklore 2) Students read folklore material and its elements 3) Students listen to folklore read by the teacher <p>Elaboration</p> <ol style="list-style-type: none"> 1) 1) Students work in groups to analyze the intrinsic and extrinsic elements in folklore 2) 2) Students work on the answer sheet provided 3) 3) Representatives of each group convey the results of the discussion <p>Confirmation</p> <ol style="list-style-type: none"> 1) Students and teachers discuss the results 2) The teacher asks each group if there are different answers 3) Students and teachers conduct question and answer to provide reinforcement for the right answer
	<p>c. End Activities</p>	<ol style="list-style-type: none"> 1) Students accompanied by the teacher make conclusions on learning outcomes 2) Students work on evaluation questions 3) The teacher closes the lesson by praying

CONCLUSION

Based on the results of the analysis that has been presented, it can be concluded that the research "Analysis of Educational Values in the Folklore Legend of Batu Crying and the Learning Implementation Plan in Class V SD", it can be concluded that some of the results of the research are as follows: elements, namely (a) theme: rebellious child; (b) the setting/setting consists of the setting of the place (on the hill, on the road, at the house, and at the market), the time setting (morning), the atmosphere setting (sad and tense); (c) main character: Mak Dasah (patient and friendly), Darmi (lazy and arrogant), additional characters: Wak Sahid (friendly); (d) the groove used is forward groove; (e) mandate: never be disobedient to your parents and hurt them. The educational value in the folklore of the Legend of the Crying Stone consists of three aspects, namely: (a) the value of religious education includes: praying to God, and God's power; (b) the values of moral education include: hard work, patience, and a smile; (c) the value of social education, namely: affection in the family. The implementation plan for learning the folklore of the Legend of Batu Crying is adjusted to basic competence 1.2 identifying story elements about folklore that is heard, and educational value through discussion activities. In this study the researcher used a cooperative learning model of group investigation type. The following describes the application of learning with group investigation: (a) dividing students into small groups consisting of 5 students; (b) provide open questions that are analytical in nature; (c) invite each student to participate in answering the group's questions in turn clockwise within the agreed timeframe; (d) after completion, present the final report.

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