

## Cultural value literacy in Boyolali regional folklore as a medium for learning Indonesian in Elementary Schools

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### Abstract

With the background of the current modern era where cultural values are starting to fade, it is important to re-instill cultural values in Indonesian language learning media through Boyolali regional stories starting in Elementary Schools. With the aim of this research to identify effectiveness by assessing the extent to which the application of Boyolali regional folklore as a learning medium can improve students' literacy in Indonesian language subjects in elementary schools. Students are also expected to be able to identify the cultural values contained in Boyolali regional folklore to be applied in everyday life. The research method used is qualitative research with a case study approach. The results of the study based on observations in elementary schools during observations of the learning process using Boyolali regional folklore can be obtained from increased literacy and understanding of cultural values contained in Boyolali regional folklore for students, and students are able to instill cultural values that can be applied by students in everyday life. This study shows that Boyolali regional folklore is effective as a medium for learning Indonesian in elementary schools. This is proven by the increase in literacy, as well as the instillation of cultural values for students.

**Keywords:** culture, stories, Boyolali, media, learning

### Abstrak

Dengan latar belakang era modern saat ini dimana nilai-nilai budaya mulai luntur, maka penting untuk menanamkan kembali nilai-nilai budaya dalam media pembelajaran bahasa Indonesia melalui cerita daerah Boyolali dimulai di Sekolah Dasar. Dengan tujuan penelitian ini untuk mengidentifikasi keefektifan dengan menilai sejauh mana penerapan cerita rakyat daerah Boyolali sebagai media pembelajaran dapat meningkatkan literasi siswa pada mata pelajaran bahasa Indonesia di sekolah dasar. Siswa juga diharapkan mampu mengidentifikasi nilai-nilai budaya yang terkandung dalam cerita rakyat daerah Boyolali untuk diaplikasikan dalam kehidupan sehari-hari. Metode penelitian yang digunakan adalah penelitian kualitatif dengan pendekatan studi kasus. Hasil penelitian berdasarkan observasi di sekolah dasar selama pengamatan proses pembelajaran menggunakan cerita rakyat daerah Boyolali dapat diperoleh dari peningkatan literasi dan pemahaman terhadap nilai-nilai budaya yang terkandung dalam cerita rakyat daerah Boyolali bagi siswa, dan siswa mampu menanamkan nilai-nilai budaya yang dapat diaplikasikan oleh siswa dalam kehidupan sehari-hari. Penelitian ini menunjukkan bahwa cerita rakyat daerah Boyolali efektif sebagai media pembelajaran bahasa Indonesia di sekolah dasar. Hal ini dibuktikan dengan adanya peningkatan literasi, serta penanaman nilai-nilai budaya bagi siswa.

**Kata Kunci:** budaya, cerita, Boyolali, media, pembelajaran



## INTRODUCTION

We are proud of the diversity of tribes, cultures, and languages in Indonesia which are the strength of the Indonesian nation to study in detail, including through literacy of cultural values in Boyolali regional stories as a medium for learning Indonesian in Elementary Schools. With the background of the current modern era where cultural values are starting to fade, it is important to re- instill cultural values in Indonesian language learning media through Boyolali regional stories starting in Elementary Schools. The abilities of today's students must be improved by getting used to a culture of literacy.

Constructivism theory, pioneered by Piaget and Vygotsky, states that learning is an active process where students build new knowledge based on their previous experiences. By using regional stories that are rich in cultural values, students can relate their learning experiences to local culture and history, which enriches the learning process. Multicultural literacy emphasizes the importance of understanding and appreciating cultural diversity through literacy activities. By literacy in cultural values through regional stories, students not only learn the language, but also understand and appreciate their own culture, which supports identity and a sense of pride in local culture.

Based on the facts in the field, the abilities of students in elementary schools are still in the development stage, whereas they should already be at a fluent stage in their literacy skills. literacy of cultural values in folklore. At book of (1) Rahmawati, D. (2019). Application of Regional Stories to Strengthen Cultural Literacy in Elementary Schools. Proceedings of the National Education Seminar, (2) Suyatna, H., & Nuraeni, T. (2020). Folklore-Based Learning in Improving Elementary School Students' Literacy. Journal of Elementary Education

Boyolali area as a medium for learning Indonesian in Elementary Schools among them (1) the structure and educational values contained in folk tales in Boyolali Regency have a structure that is rich in educational values such as wisdom, forgiveness, generosity, and cooperation. These values are important to be taught to students to form good character, (2) relevance to Literature Learning: Folk tales in Boyolali are relevant to literature learning at the elementary school level because they can be used to develop students' speaking, reading, and writing skills, (3) Use of Folk Tales as Learning Media: Folk tales can be used as interesting and interactive learning media to increase students' interest in learning Indonesian, (4) Development of Learning Media: The use of folk tales in learning media can help students understand the social context of language use and increase their intrinsic motivation to learn, (5) Study of Educational Structure and Values: Research shows that folk tales in Boyolali have a good structure and educational values that are relevant to students' daily lives. By using Boyolali regional folklore as a learning medium, teachers can help students understand and appreciate local cultural values, while improving their Indonesian language skills. Interactive learning methods teachers can use interactive learning methods such as role-playing, group discussions, and collaborative projects that involve students in exploring folklore. The average observation score of process skills regarding the influence of using Boyolali regional folklore on improving literacy and cultural understanding of students in Elementary Schools.

The formulation of the problems raised are: (1) how can the cultural values contained in Boyolali folk tales be used as a medium for language learning? (2) how does the use of Boyolali regional folk tales influence language Learning. Indonesia in school base, Literation and understanding of students' culture in Elementary School. The purpose of the study was to identify the effectiveness by assessing the extent to which the application of Boyolali regional folklore as a learning medium can improve students' literacy in Indonesian language subjects in elementary schools. Students are also expected to be able to identify the cultural values contained in Boyolali regional

folklore to be applied in everyday life. This integrated literature can be written. Boyolali regional folklore is an effective tool in learning Indonesian in elementary schools. The use of folklore as a learning medium not only helps improve students' language skills but also integrates the cultural values contained in the story. Literacy of cultural values through Boyolali folklore teaches students about the importance of preserving and appreciating local cultural heritage. These stories also serve as a bridge to connect the younger generation with the traditions and values of their ancestors, thereby forming a stronger character and love of culture. Thus, learning Indonesian based on Boyolali folklore not only supports academic aspects, but also fosters deep cultural awareness in students.

Relevant research related to cultural value literacy in Boyolali regional folklore includes several studies that have been conducted previously. One of them is research by Ferry Bayu Aji Nugraha entitled "Folklore in Boyolali Regency: A Study of Structure, Educational Value, and Its Relevance to Elementary Level Literature Learning" which was prepared to fulfill the Master's requirements at Sebelas Maret University. This research analyzes the structure of folk tales, the educational value contained in these stories, and their relevance to literature learning at the elementary school level Surakarta, 2017, "Local Approach Learning Wisdom in Boyolali as Elementary School Teaching Material" by Sugeng Riyanto, University of as Ahmad Dahlan, 2018.

Gaps in existing research and this research can fill these gaps, namely curriculum and implementation, previous research has not discussed in depth how folklore can be integrated into the curriculum and teaching methods in elementary schools. This research develops a specific and practical learning model for teachers in the field.

#### METHOD

Research approaches and methods, data and data sources, data collection techniques and tools, and data analysis techniques used in the study of cultural value literacy in Boyolali Regional Folklore as a medium for learning Indonesian in elementary schools with a qualitative approach with a descriptive research method. This approach allows researchers to explore and describe in detail the cultural values contained in Boyolali regional folklore. Related to the data used in this study are folklore from Boyolali Regency, such as the folklore of Ki Kyai Petruk, Cepogo, Candi Lawang, and Candisari. This data source was obtained from interviews with local community leaders and analysis of relevant documents. The data collection techniques used were interviews and document analysis. The tools used included field notes, audio recordings, and interview transcripts. Sampling was carried out using the purposive sampling technique, where researchers selected informants who had in-depth knowledge of the folklore. The data analysis technique used involved several stages, Sugiyono. (2017). Educational Research Methods: Quantitative, Qualitative, and R&D Approaches. Alfabeta. This book provides an explanation of various research methods, including data analysis techniques in educational research namely (1) data collection by collecting all data obtained from interviews and document analysis, (2) data reduction by selecting and filtering relevant data for further analysis, (3) data presentation by arranging data in the form of tables, graphs, or narratives to facilitate understanding, (4) drawing conclusions by identifying patterns, themes, and cultural values contained in folk tales and their relevance to learning Indonesian in elementary schools.

It is hoped that with this research approach and method, it will be possible to discover how Boyolali regional folklore can be used as an effective learning medium to improve cultural value literacy among elementary school students.

## RESULTS AND DISCUSSION

This study reveals various important findings regarding the use of Boyolali regional folklore in Indonesian language learning in elementary schools. Some of the main results of this study include (1) Cultural Values in Folk Tales, (2) Increasing Student Literacy, and (3) Student Involvement in Learning. In Boyolali folklore is rich in cultural values such as local wisdom, mutual cooperation, honesty, and courage. For example, the story of Ki Ageng Pengging teaches the values of leadership and wisdom. These values can be identified and integrated into learning materials to shape students' character from an early age.

The use of folklore as teaching materials helps improve students' literacy in an interesting and fun way. Students are more motivated to read and understand texts when the stories used have strong cultural and local relevance. Reading and writing activities that focus on folklore can improve basic literacy skills such as text comprehension, vocabulary, and writing skills.

Students show higher levels of engagement in learning when the materials used relate to their local culture. Folktales provide a familiar and engaging context, making students more enthusiastic about participating in the lesson. Interactive learning methods such as group discussions and dramas based on folktales also increase students' active participation.

Relationship to Theoretical Framework or Previous Empirical Studies, based on Constructivist Learning Theory According to constructivist theory, learning occurs through an active process in which students construct their own understanding based on prior experiences and knowledge. The use of folklore fits this approach, as students can relate the story to their own daily lives and culture. Vygotsky emphasized the importance of social and cultural context in learning. Boyolali folklore provides a rich and relevant context for students, which can enhance their understanding and retention of the subject matter.

Meanwhile, in Previous Empirical Studies Previous research by Farris (2018) showed that the use of folklore in language learning can improve students' literacy skills and appreciate local cultural values. A study by Kim and Bedore (2016) found that folklore-based learning can improve student engagement and overall learning outcomes.

Character Education can be instilled by using folklore as a learning medium to support character education, which aims to develop moral and ethical values in students. Folklore with a strong moral message can help students understand and internalize positive values. Lickona (2016) emphasizes the importance of character education in shaping students' personalities. Folklore can be an effective tool in achieving goals. This is because they present moral values in an easy-to-understand and interesting form.

Implementation in Indonesian language learning with the development of Boyolali folklore modules and teaching materials can be packaged in a learning module that includes reading, writing, listening, and speaking activities. Each story can be accompanied by tasks that invite students to identify cultural values and reflect on their influence in everyday life. This is because they present moral values in an easy-to-understand and interesting form.

Interactive learning methods teachers can use interactive learning methods such as role-playing, group discussions, and collaborative projects that involve students in exploring folklore. The average observation score of process skills regarding the influence of using Boyolali regional folklore on improving literacy and cultural understanding of students in Elementary Schools.

Table 1. Average observation scores for process skills

No	Process Skills Aspect Average	Group Score		
		Group A	Group B	Group C
1	Reading and Understanding Text	4.2	4.0	3.8
2	Composing Narrative text	4.3	4.1	3.9
3	Identifying Cultural Values	4.5	4.2	4.0
4	Group Discussion on Local Culture	4.4	4.1	3.9
5	Expressing Opinions Orally	4.3	4.0	3.8
6	Writing Reflections on Cultural Values	4.4	4.1	3.9

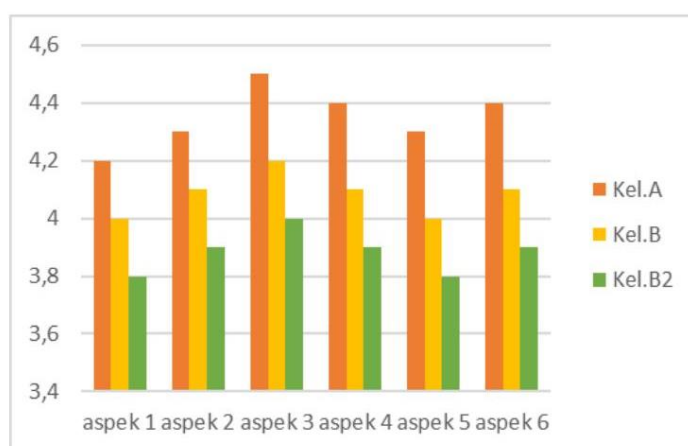


Figure 1. Results of Process Skills Observations

From the results of observations that have been carried out, iterations of cultural values in Boyolali regional folklore as a medium for learning Indonesian in Elementary Schools show every aspect of reading and understanding texts, composing narrative texts, identifying cultural values, group discussions about local culture, expressing opinions verbally and writing reflections on cultural values. Have a level of process skills for each student. Boyolali folklore contains many character values such as honesty, courage, hard work and mutual cooperation. This values-based language learning can help students not only master the language but also understand and internalize positive values that can be applied in everyday life. Folklore can be an effective tool for increasing student literacy. Reading and listening to folklore helps improve students' reading and listening skills. In addition, through rewriting or retelling folklore activities, students can develop their writing and speaking skills. Story-based literacy activities can also increase students' interest in reading, because folk tales are generally interesting and contain useful moral lessons.

### CONCLUSION

Research on cultural value literacy in Boyolali regional folklore as a medium for learning Indonesian in elementary schools shows several important findings, namely (1) strong cultural values in folklore. Boyolali contains rich cultural values, such as local wisdom, mutual cooperation cooperation, honesty, and courage. These values can be integrated into learning to shape students' character, (2) increasing literacy using folklore as teaching materials improves students' literacy skills, including reading, writing, and speaking skills. Students are more interested and motivated to learn through stories that are familiar and relevant to their culture. (3) cultural understanding through folklore, students can understand and appreciate local cultural values. This

helps in forming their cultural identity and increasing awareness of the importance of preserving local culture. (4) involvement and active participation with interactive learning methods based on folklore increases student involvement in the teaching and learning process. Students become more active in discussions, dramas, and group activities.

The implications that we can do include developing a curriculum, the findings of this study can be used to develop a curriculum that is richer in local cultural values. A curriculum that integrates folklore will make the learning process more interesting and relevant for students. In addition, teacher training needs to be provided on how to integrate folklore in Indonesian language learning. This training will help teachers develop more creative and effective teaching methods. So that character education integrating cultural values in folklore can support character education programs. Values such as honesty, courage, and mutual cooperation can be taught through interesting and enjoyable stories. With the empowerment of local communities as an initiative, this can involve local communities in the development of teaching materials. Parents and community leaders can play an active role in collecting and documenting folklore.

Recommendations for further research comparative studies with further research can be conducted to compare the effectiveness of the use of folklore from various regions in improving students' literacy and cultural understanding. Then there is also the need for the development of learning media as research on the development of technology-based learning media that integrates Boyolali folklore. This can include interactive applications, animated videos, and e-books. In long-term evaluations, long-term research can be conducted to evaluate the impact of the use of folklore on the development of students' character and literacy over time. Multidisciplinary studies combine literacy studies and cultural values with other fields of study such as history, geography, and art to create a holistic and interdisciplinary learning approach.

By continuing research in this area, it is hoped that new and more effective ways can be found in integrating local cultural values into learning in elementary schools. This will not only improve the quality of education, but also strengthen the cultural identity and character of students.

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