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## DEVELOPMENT OF THE FOLKLORE BOOK PATI BASED LOCAL WISDOM FOR IMPROVING THE QUALITY OF SCHOOL LITERACY MOVEMENT

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**Abstract.** Storytelling traditions from parents to children is already scarce, almost no telling stories to their children. Moreover, folklore is based on Pati's local wisdom. To preserve the folklore based on local kerifan Pati, it takes lesan tales that are recorded and used in the School Literacy Movement (GLS). The purpose of this study was 1) to describe the profile of folklore books based on Pati's local wisdom to improve the quality of the School Literacy Movement, 2) develop folklore books based on Pati's local wisdom to improve the quality of the School Literacy Movement, 3) analyze the effectiveness of folklore books based on Pati's local wisdom to improve the quality of the School Literacy Movement. This research includes Research and Development (R & D). The subject of this study was the sixth grade elementary school students in Margoyoso sub-district. The product of this Research and Development is a fairy tale book based on Pati's local wisdom. This research was carried out up to seven steps: 1) needs analysis, 2) data collection, 3) product design, 4) expert validation, 5) product revision, 6) product testing, 7) production (product multiplication). Data collection using observation, interviews, and tests. The data analysis of this study is descriptive qualitative and uses mastery learning to analyze the effectiveness of the story books. The results of the study show that 1) the folklore book profile based on Pati's local wisdom is a folklore book that comes from the oral story into a written tale by linking of Pati's local wisdom, interestingly packaged and easily understood by students. 2) Research and development produce folklore book products based on Pati's local wisdom with five stories namely the MbahMutamakkin, Sendang Sani, Dalang Sponyono, Pangeran Josari, and Genuk Kemiri. 3) Folklorebooks based on Pati's local wisdom proved to be able to improve the quality of the School Literacy Movement (SLM) with learning completeness shown by the average results of 84% individual completeness, 94% classical completeness, and 85% classical absorption. Besides that, through the development of folklore books based on Pati's local wisdom, it can increase reading motivation during the School Literacy Movement (SLM). From this research, it is suggested that: 1) teachers need to introduce local wisdom for students' character education. 2) teachers need to provide books on local wisdom to reduce students who often play games on Gadget.

**Keywords:** *folklore, local wisdom, literacy*

## INTRODUCTION

The storytelling culture to lull students is a form of parental love for their children. Any stories told by parents to children will certainly be liked and always meaningful in children. Of course a good tale is a fairy tale that can lead children to the realm of goodness, there is character content that is shown in the example of learning to children. According to Triyanto (2007: 46) a fairy tale is a simple fantasy tale that does not really happen to convey moral teachings (to educate) and also to entertain.

The 2013 curriculum has announced reading before the lesson begins, namely the School Literacy Movement (GLS) to foster noble attitudes towards students through language. This is based on Ministerial Regulation number 23 of 2013. Books that are read in addition to textbooks, namely local fairy tale books and folk tales that have local wisdom in their reading material (Teguh, 2017) means including fairy tales. This means that a fairy tale is needed that can be used for literacy in schools. School literacy in the context of GLS is the ability to access, understand, and use things intelligently through various activities, including reading, listening, writing, and speaking (Faizah, 2016: 1).

Folk tales based on Pati's local wisdom, are increasingly lost and many students are not aware of the tale. Because their school library is minimal in procuring fairytale books based on Pati's local wisdom.

Looking at the problems and needs mentioned above, this research will develop folklore books based on Pati's local wisdom to improve the quality of the school literacy movement.

### Research purposes

The objectives of this research and development are:

- (1) Describe the profile of folklore books based on Pati's local wisdom to improve the quality of the School Literacy Movement.
- (2) Developing folklore books based on Pati's local wisdom to improve the quality of the School Literacy Movement.
- (3) Analyzing the effectiveness of folklore books based on Pati's local wisdom to improve the quality of the School Literacy Movement.

### Tale

The word fairy is certainly no stranger to our ears. Usually we hear stories from our parents

who tell stories or someone who tells stories. What is a fairy tale? Nurgiyantoro (2010: 198) describes fairy tales as stories that don't really happen and in many ways often don't make sense. In addition there are also those who define that fairy tales are stories that are based on a person's imagination or imagination which are then told for generations from generation to generation (Sugiarto, 2015: 159).

Rahmah (2007) explained that fairy tales are folklore prose that are not considered really happening and are told especially for entertainment. Syarifah (2013: 19) in Normalita argues that fairy tales are imaginary worlds and imaginations of one's thoughts which are then passed down from generation to generation. According to Sugihastuti (2015: 1) fairy tales are divided into two meanings, (1) in a lexical sense, fairy tales are untrue, especially about strange past events. (2) in the figurative sense of the word fairy, news or other things that are not or are not true.

Winarni (2014: 21) explains that fairy tales are untrue, fairy tales born from the imagination of the author. Rukini (journal, 2009) in his thesis also concludes that fairy tales are only imaginary fables that do not contain history only as entertainment that can be used as a sermon or give practical learning. According to the fairy tale writer is a story that doesn't really happen which is the result of one's imagination and can be used to convey a moral message.

### Myth

Myth is a fairy tale that contains magical, mystical elements, which are believed by the public.

### Legend

Warren (2008) explains that legends are ancient folklore related to history. According to Sugiharti (2015: 6) legend is a folk tale in ancient times that had to do with historical events.

So it can be concluded that the legend is a fairy tale that relates to a real place or historical object.

### Fables (animal tales)

Fables are fairy tales that are played or displayed by animals that seem like humans who carry a moral message.

### Local wisdom

Local wisdom or local wisdom in general can be understood as local ideas that are wise, full

of wisdom, good value, embedded and followed by members of the community (Yusa, journal 2014).

So local wisdom here is a direction for good and wise behavior. That instills the noble values that exist in the community.

**School Literacy Movement**

The School Literacy Movement, hereinafter referred to as GLS, is an overall effort to make schools a learning organization whose citizens are literate throughout their lives through public involvement (Faizah, 2016: 1).

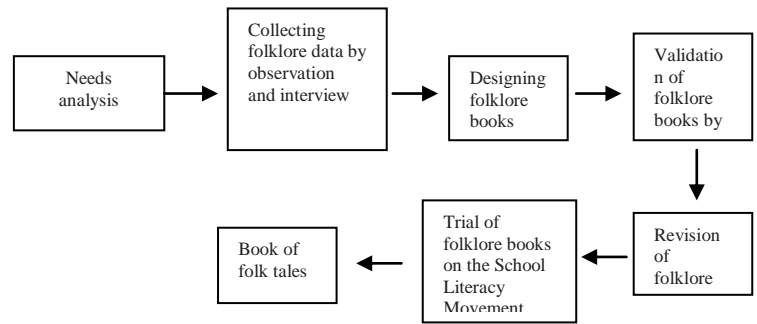
**METHOD**

This research uses Research and Development method commonly referred to as R & D or Research and Development. Sugiyono (2015: 30) explains that research and development methods can be interpreted as a scientific way to research, design, produce, and test the validity of products that have been produced.

R & D can also be defined as a research method that is intentionally, systematically, aims / directed to find, formulate, improve, develop, produce, test the effectiveness of products, models, methods / strategies / ways, services, certain procedures that are superior, new, effective, efficient, productive and meaningful (Nusa Putra, 2015: 67).

This research and development is carried out several steps. The steps of research and development according to Sugiyono (2015:409) are 1) potential and problems, 2) data collection, 3) product design, 4) design validity, 5) design revision, 6) product testing, 7) product revision, 8) trial use, 9) product revision, 10) chemical products. But in this research and development only seven steps were carried out because they remembered the time, energy and cost.

The steps of this research, to be clearer, can be seen in the scheme below:



Picture  
Steps for developing folklore books based on Pati's local wisdom

**Needs Data Analysis Resources**

Data to explore potential and problems are students, teachers, and principals.

**Folklore Research Data Source**

The data here are people who know the story of mbah mutamakkin Kajen, the people who know the story of Sendang sani, and the people who know the fable of the genuk kemiri.

**Expert Test Data Source**

Expert test data are experts or experts in the field of folk tales, and supervisors.

**Field Test Data Sources**

Field test data is the source of the fairy tale objects of the people, students, teachers and principals.

**Data**

Data is the result of recording researchers, both in the form of facts and figures (Arikunto, 2010: 118). Data retrieval in this research will be carried out in 4 (four) stages. That is stage 1, is done to find problems and potential, stage 2, is done to make a design plan (fairy tale research). Stage 3, is done to test the product design or design, stage 4, carried out during field testing.

**Data collection technique**

Data collection techniques in this research and development use qualitative data collection techniques, namely observation, interviews, and tests.

**Data Validity Test**

In this study the validity of the data using internal and external validity. Internal testing through expert review (expert opinion), and external testing through: field evaluation (field evaluation).

Data analysis

Data analysis used is a qualitative descriptive analysis technique. This qualitative descriptive analysis was carried out starting from analyzing needs, folklore research based on Pati local wisdom (fairy tale mutamakkin, sendang sani, and genuk kemiri). The development phase is expert testing and field testing.

Analysis of qualitative descriptive data in examining the effectiveness of this fairy tale book uses the mastery learning method (Surachmi in his 2016 dissertation).

## RESULT AND DISCUSSION

Development of folklore books based on Pati's local wisdom to improve the quality of the School Literacy Movement

The development of this doggy book will be developed according to the development steps that researchers have described in the research method. These steps are

### Needs Analysis

The needs analysis of researchers conducts observations and interviews with students and teachers.

These observations were carried out in three places, namely Soneyan 01 Elementary School, Soneyan 03 Elementary School, and Pohijo Elementary School 02. The subjects of this study were sixth grade students. Folklore Data Collection

The collection of fairy tale data with observations at the object of fairy tales and interviews with resource persons.

### Designing Folklore Books

#### Designing Storytelling Contents

After making observations and interviews with resource persons, researchers made stories based on interviewees. A fairy tale is made that is not true, but the source still comes from the story of Lesan presented by the resource person.

Design cover and page settings for fairy tales

The folklore that has been written by researchers, immediately made the page arrangement. Starting from the page cover, foreword, table of contents, and five folklore based on Pati's local wisdom. The fairy book cover is made with cardboard art paper with a size of 14.8 x 21 cm. Colors are chosen that are of interest to elementary school students.

Products in the form of folklore books based on Pati's local wisdom containing five fables, namely Mbah Mutamakkin, Sendang Sani, Dalang Soponyono, Pangeran Jaseri, and Genuk Kemiri,

To measure the effectiveness of folklore books used local wisdom of Pati to improve the quality of the School Literacy Movement (GLS) with Mastery of Learning.

Recapitulation of test results seen in the table below:

Table of Results of Learning Completeness in the Folklore Book

No	Parameter	Primary School Name			Information
		SD Negeri Soneyan 01	SD Negeri Soneyan 03	SD Negeri Pohijo 02	
1	Individual completeness	87 %	84%	82%	Complete
2	Classical completeness	93%	96%	92%	Complete
3	Absorption	87 %	84%	83%	Complete

### Folklore Book (Products)

The book of folk tales that have been tested are said to be feasible from school residents. Thus this folklore book does not need to be revised and ready to be reproduced for the purposes of the School Literacy Movement (GLS).

### Data Validity Test

#### Expert Validation

This research and development of folklore folk books based on local wisdom uses validity test with internal validity, namely through expert opinion as described by Richey in Sugiono (2015: 450) which states that there are five different approaches in testing product validity, three types for testing internal validity namely through: expert review. And in this development research a fairytale book product based on Pati's local wisdom to improve the quality of the School Literacy Movement after expert validity and revised test was declared valid and feasible to be tested

### Field Evaluation

The second validity is field evaluation and based on the results of the field evaluation researchers use the mastery learning method. The results obtained for individual completeness, classical completeness, and absorption show all complete.

### DISCUSSION

Profile of folklore books based on Pati's local wisdom to improve the quality of the School Literacy Movement (GLS)

This folk tale book is the result of the taking of the lesan tale that comes from the objects of the Tomb of Shaykh Al-Mutamakkin, Sendang Sani, and Genuk Kemiri which have been known by the public. This folk tale is seen from the aspect of substance 1) Based on Pati's local wisdom 2) raises a fairy tale 3) raises a fairy tale 4) raises the fairy tale 5) raises the mandate. Judging from the presentation of this folk tale 1) linking fairy tale settings to historical sites 2) connecting fairy tale content with national character and manners. For graphics and language, 1) cover colors are made bright 2) standard writing shapes and sizes 3) interesting fairy tale books 4) interesting drawings 5) The selection of fairy tales is interesting so that the reader is interested in reading them 6) The picture is adapted to the contents of a fairy tale and attached with images of objects from the fairy tale 7) Use of language adapted to students 8) Languages in fairy tales are chosen that are easy to understand.

Development of Folklore Books Based on Pati Local Wisdom to Improve the Quality of School Literacy Movement (GLS).

The development of this folklore book is in accordance with the steps expressed by Sugiyono (2015: 409)

The first step is needs analysis. Researchers conducted an analysis of three elementary schools, namely Soneyan 01 Elementary School, Soneyan 03 Elementary School, and Pohijo Public Elementary School 02. The three elementary schools were in Margoyoso District, Pati Regency.

Observations from researchers at the three elementary schools stated that they needed the development of folklore books based on Pati's local wisdom to improve the quality of the School Literacy Movement (GLS).

The second step is collecting fairytale data. Which is through observation to the place of

folklore objects based on Pati's local wisdom and interviews with people who know folk tales based on Pati's local wisdom. And managed to collect the essence of the story / fairy tale.

The third step is to design folklore books based on Pati's local wisdom. The first folk tale book made was a fairy tale, designing the book. Storytelling is the result of the imagination of the researcher and is associated with data from interviews with the resource persons interviewed by researchers. The design of folk tale books uses A5 HVS paper for the contents of his book. Cover using 150 gram art carton paper and A5 size. For design programs use Corel Draw. And choose animated images that match the contents of folklore, so that the contents of fairy tales are easy to guess based on animated images designed by researchers.

Fourth step Validation of fairy tale books by experts. Folklore books that researchers have designed and become a folklore book based on local wisdom Pati is corrected by media experts to be validated or feasibility tests. The folk tale book that the design researchers did not deserve to be trialed and immediately revised researchers.

The fifth step is the revision of folklore books based on Pati's local wisdom and declared feasible to be tested.

The sixth step is to try the folk tale book on the School Literacy Movement (GLS). The fairy tale book that was ready to be tested by researchers distributed to 6th grade at Soneyan Public Elementary School 01, 6th grade at Soneyan 03 Elementary School, and 6th grade at Pohijo Public Elementary School 02. Based on the results of the study showed all complete, both individual learning completeness, classical completeness, and absorptive capacity classical. Thus the folklore book based on Pati's local wisdom is feasible to improve the School Literacy Movement (GLS).

The seventh or final step is to produce folklore books based on Pati's local wisdom.

Keef

The folklore book based on Pati's local wisdom developed can be used effectively to improve the quality of the School Literacy Movement (GLS) by using data analysis models of mastery learning (mastery learning) as widoyoko (2013: 242) categorizes the percentage of student completeness based on

academic skills assessment criteria The effectiveness of folklore books based on Pati's local wisdom to improve the quality of the School Literacy Movement is evidenced by the high completeness in answering questions after reading in the School Literacy Movement (GLS). The completeness occurred in three elementary schools where the study, as evidenced by the results of completeness as follows: the average individual completeness in SD Soneyan 01 reached 87%, in SD Negeri Soneyan 03 reached 84%, and in SD Negeri Pohijo 02 reached 82%. Classical completeness for SD Soneyan 01 Elementary School reached 93%, in Soneyan Elementary School 03 reached 96%, and in Pohijo 02 Public Elementary School reached 92%. While the classical absorptive capacity in Soneyan Elementary School 01 reached 87%, in Soneyan Elementary School 03 reached 84%, and at Pohijo 02 Public Elementary School reached 83%. Individual completion in each primary school showed a percentage of completeness with an average of 84%, thus individual completeness included in the criteria of completeness very well. The classical completeness of each elementary school shows the percentage of completeness with an average of 94%, thus classical completeness included in the criteria of completeness is very good. Absorption in each primary school shows the results of the percentage of completeness with an average of 85%.

## CONCLUSION

1. The profile of folklore books based on Pati's local wisdom is a folk tale book that was excavated from lesan folklore in the community and associated with the local wisdom of Pati with objects of fairy tales in Pati namely the object of Sheikh AL-Mutakkin, Sendang sani, and Genuk Kemiri. Research and development of folklore books based on Pati's local wisdom is interesting, language is easy to understand, and based on Pati's local wisdom.
2. This research and development resulted in the design of folklore books based on Pati's local wisdom to improve the quality of the School Literacy Movement (GLS). This design consists of cover design, inner design, and fairy tale contents with five stories namely Mbah Mutamakkin, Sendang Sani, Dalang Soponyonyo, Prince Josari, and

Genuk Kemiri. Fairy tale book design based on Pati's local wisdom is to improve the quality of the School Literacy Movement (GLS) and as a reference in the elementary school library.

3. Development of folklore books based on Pati's local wisdom is declared effective to improve the quality of the School Literacy Movement (GLS) by proving the high completeness of student learning that is 84% individual completeness, 94% classical completeness, and 85% classical absorption.

## Suggestion

For teachers as educators it is suggested that they always introduce local wisdom so that students can know and grow a sense of love for local wisdom in their area. In addition, it can also affect character education and character in students.

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