



CHILDREN'S FOLKLOR LITERATURE IN ELEMENTARY SCHOOL CHILDREN

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Abstract

Children's literature studies need to be developed in schools. This is reasonable because literature has an important role in building children's character. Literary literacy has the scope of empowering elementary school children to love literature, one of which is folklore. Folklore is a vehicle for achieving goals in understanding various aspects of life, acting as a step in preserving existing local culture. This is felt to be necessary at this time because many of the younger generation have forgotten the culture which is the heritage of their ancestors and the pride of their identity. Children prefer to watch television or play games on cell phones. Teachers' knowledge of literature is very low, literature is taught by unprofessional teachers, teachers do not understand how to teach literature well, teachers have not taught with appropriate strategies in literary literacy. Elementary school is the main means for developing literary literacy. Elementary school is an important means of balancing the development of character education while continuing to teach everything related to good values. One of the processes that includes learning is literary literacy. Teacher creativity in literary literacy learning needs to be increased because with creative literature teachers it is hoped that the literary learning that occurs will really be liked by children. Likewise, the local government's political attention must be to appreciate and accommodate literary literacy in schools, study groups, libraries and reading houses.

Keywords: Literary Literacy, Folklore, Elementary School Children

INTRODUCTION

Literacy etymologically comes from the Latin language *littera* which has the meaning of a writing system that accompanies it. As Cooper (1997) argues, literacy is a fun science, which is able to build children's imagination to explore the world and science. Meanwhile, USAID (2014) defines literacy as a person's language ability (listening, speaking, reading and writing) to communicate in different ways according to their goals (USAID, 2014:2). Furthermore, Baynhan (2006) literacy is able to read and write. In a broad sense, literacy includes language skills (listening, speaking, reading and writing) and thinking which are elements in it. Literacy is a manifestation of four language skills which include listening, reading, speaking and writing skills. In

principle, every learning activity will involve these four language skills. Literacy will be present in every field of science as a means of transferring knowledge. In literacy activities, the content presented can consist of various scientific fields, one of which is related to literature.

Literature is one of the cultural products produced by society. The development of literature is synonymous with the development of art and science in society. As an integral part of cultural products, literature develops in accordance with the characteristics of the cultural subjects of local communities. Since the past, the Indonesian people have been accustomed to literacy. Folklore, fairy tales, myths, spells, traditional medicine, mysticism, culture and customs have been understood by the

wider community orally. Evidence of the existence of reliefs in temples, records in philological manuscripts, and the preservation of oral traditions illustrate the existence of literacy in society. Reading fairy tales, reading stories and songs, wayang, giving news and pantun traditions, show that literacy has become widespread. There has been a tradition of literacy, understanding texts, seeking knowledge in society. Literacy has developed from an oral tradition to a written tradition. History proves that the beginning of literacy in Indonesia was Literary Literacy.

Literacy in children's literature is a form and result of creative literature whose object is humans and their lives using language as the medium. Viewed from the perspective of its creation, literature contains teachings to be conveyed to its readers. These teachings can be in the form of good values. Literature as a work is divided into various forms. Klarer (2000) states that among the various attempts to classify literature into genres, the triad of epic, drama, and poetry has proved to be the most common in modern literacy criticism. This opinion shows that basically there are three types of literary genres that are commonly produced, namely epic prose, drama and poetry.

Literary literacy needs to be developed in society. This is reasonable because literature and art have an important role in nation building. Rosidi (2016) states that the role of literature and art in building the nation (1) the meaning of the 1928 youth oath, one of which upholds the unified language of Indonesian, is a cultural pledge that recognizes the diversity of cultures and regional languages in Indonesia (2) literature and art are tools of national identification, (3) Indonesian literature

as part of the "heirs of world culture". Literature is a product of a civilized and cultural society/nation. Therefore, the sustainability of the implementation of literary literacy requires political decisions such as the Community Literacy Movement. However, the problem is that experience shows that the government actually marginalizes cultural issues just because it prioritizes economic development. The negative impact of priority economic development is liberal competition, materialism, non-spiritual development which gives rise to all kinds of pop culture.

Sadly, literary literacy in North Sumatra is not encouraging. Even though it can be seen every day at Gramedia bookstores or others, the production of literary reading books has increased from year to year, but several things have not been fulfilled for literary literacy, namely (1) the price of books is still relatively expensive, (2) interest in reading is still low, the number readers are not proportional to the number of reading population, political constraints and book publishing policies, (3) literature is not considered important by the State. Another problem is that children prefer to watch television or play games on cellphones. Even though several studies have stated that television and cellphones (gadgets) have a bad impact on children's brain development. Children who spend every day in front of the television or cellphone will tend to have individualistic personalities. Not only that, their brain development will also be hampered.

The next obstacle, the problem comes from the teacher, namely: the teacher's knowledge of literature is very low, literature is taught by unprofessional teachers, the teacher does not understand how to teach literature properly, the

teacher has not taught with the right strategy in literary literacy. Teacher creativity in learning literature needs to be increased because with creative literature teachers it is hoped that the learning of literature that occurs is truly liked by children. With creative teachers, the cognitive, affective, and psychomotor domains will also be developed proportionally, because learning literature which develops these three domains has quite an important role and function in developing a child's personality. Therefore, the development of teacher competence in teaching children's literature appreciation needs to be improved so that the learning objectives of literary appreciation can be achieved. Literary literacy has not been widely used as a target for knowledge and is still considered a difficult matter and has not been prioritized.

Based on these problems, elementary school is the main means for developing literary literacy. Apart from that, elementary school is the main level that determines the success of mastering a literary skill at the next level. Elementary schools are an important means of balancing the development of character education while continuing to teach all things related to good values. Character education is what ultimately becomes a medium for transferring positive values in life. Cognitive competencies that teachers need to master in learning literary appreciation in elementary school. Positive character development is an integral part that cannot be separated from the role of teachers in elementary schools. Therefore, in the process of cognitive, affective and psychomotor development of children, it is necessary to have direct role models that can be carried out by teachers in schools for children.

One way to get used to these positive characters is to develop appropriate learning strategies. One of the processes that includes learning is literary literacy. Teacher creativity in literary literacy learning needs to be increased because with creative literature teachers it is hoped that the literary learning that occurs will really be liked by children. Materials in literary literacy include folklore, one of the literary genres that can be collaborated with many cultural-based local wisdoms. Furthermore, it is also important that the local government's attention politically should appreciate and accommodate literary literacy in schools, the school literacy movement (GLS), study groups, libraries and reading houses. Thus, the study of this paper is focused on folklore literary literacy in elementary school children.

RESEARCH METHODS

In this study used the type of research in the form of Library Studies (Library Research). Literature study is a study that is used to collect information and data with the help of various materials in the library such as documents, books, magazines, historical stories, etc. (Zed, 2008:3). Literature study can be interpreted as a series of activities related to methods of collecting library data, reading and recording and processing research materials

Data collection techniques by conducting a review of books, literature, records, and various reports related to the problem to be solved (Airha: 2012). Literature studies can study various reference books and similar previous research results which are useful for obtaining a theoretical basis for the

problem to be studied. Meanwhile, according to other experts, literature studies are theoretical studies, references and other scientific literature related to culture, values and norms that develop in the social situations studied (Krippendoff: 1993). The research procedure is as follows: 1) Topic selection, 2) Information exploration, 3) Determining research focus, 4) Data source collection, 5) Data presentation preparation, 6) Report preparation. The data collection technique in this study is documentation, namely finding data about things or variables in the form of notes, books, papers or articles, journals and so on (Arikunto, 2012).

In library research there are at least four main characteristics that writers need to pay attention to, including: First, that the writer or researcher is dealing directly with the text, not with direct knowledge from the field. Second, library data is direct, meaning that researchers do not go directly into the field because they are dealing directly with data sources in the library. Third, that library data is generally a secondary source, in the sense that researchers obtain material or data from second hand and not original data from first hand data in the field. Fourth, that the condition of library data is not limited by space and time (Zed, 2008:4).

The research instruments in this study are a research material classification checklist, writing scheme/map and research note format. The data analysis technique used in this study is the content analysis method. This analysis is used to obtain valid inferences and can be re-examined based on the context (Krippendoff, 1993). In this analysis, the process of selecting, comparing, combining and sorting various meanings will be carried out until the relevant ones are found. Data

collection in research is carried out by reviewing and/or exploring several journals, books and documents (both printed and electronic) as well as other sources of data and/or information that are considered relevant to the research or study.

RESULTS AND DISCUSSION

1. Government Policy Requiring Literacy in the Curriculum

At present the government's steps to drive literacy awareness are very serious. Government policies in the field of education are designed to support the formation of reading habits by involving schools and community members (families). The habit of reading is the result of formation. Family and school or the environment where the child is located play an important role in the formation of reading habits. The School Literacy Movement exists because of the government's desire to increase children's interest in reading throughout Indonesia. Based on the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2015 concerning the Growth of Character. The School Literacy Movement is a mandatory activity for children to read non-learning books every day before learning.

The activity stages of the School Literacy Movement consist of habituation, development and learning activities. Habituation is carried out through reading activities for 15 minutes before learning, increasing literacy skills through activities responding to enrichment books, and increasing literacy skills in all subjects using enrichment books and reading strategies in all subjects. Children read whatever reading books they choose from the school library. So, the book is not chosen

by the teacher. Read the book and make a resume. The results will be submitted to the teacher for assessment. Increasing children's interest in reading has been implemented in schools throughout Indonesia that implement the 2013 Curriculum. The targets of this movement are not only children, teachers and education staff in Indonesia. The goal is to cultivate good habits and form a generation of positive character.

The form of school literacy movement activities is an intervention program for cultivating literacy that is appropriate, easy to implement, carried out systemically, comprehensively, evenly distributed in all components of the school, sustainable. The activities that will be carried out in the School Literacy Movement are: seminars, workshops, routine reading programs in schools. Routine reading programs in schools are a reading intervention strategy that has been used by developed countries in cultivating and improving children's ability to read. Hopefully with this School Literacy Movement it is hoped that children's interest in reading will grow. Although in some areas, especially in remote areas, it is very difficult to buy books. They can take advantage of magazines, newspapers, used books, and so on which is important to foster interest in reading.

2. Literary Literacy

Literary literacy includes receptive and productive abilities in efforts to discuss local literature in writing and orally. Literary literacy specifically can be included in the mastery and appreciation of the culture of a region. Literary literacy is a way to change and increase children's literacy with methods and techniques for empowering literacy that educates, and requires language skills, listening, speaking, reading, writing, both

starting from the family environment, around the house, and the school environment.

Literary literacy needs to be developed in schools. This is reasonable because literature and art have an important role in nation building. Ajip Rosidi (2016) states that the role of literature and art in building the nation (1) the meaning of the 1928 youth oath, one of which upholds the unified language of Indonesian, is a cultural pledge that recognizes the diversity of cultures and regional languages in Indonesia (2) literature and art are a means of identification nation, (3) Indonesian literature as part of the "heirs of world culture". Furthermore, the need for literary literacy, especially in children because it is a dimension of character. Children who are used to dealing with literature from an early age will be better off because literature was created not solely to entertain, but more than that, literature exists to provide moral enlightenment for humans so that human beings with noble character and morals are formed.

It is very important to familiarize children with children's literature from an early age because in it various realities of children's world life are presented in the form of beautiful language. Children's literature can serve two main needs of children, namely entertainment and education. In a simple sense, (Nurgiyantoro, 2013: 12) defines children's literature as a literary work that places the child's point of view as the center of the story. Another definition of children's literature is literature that is unique to (the world) of children, read by children, and basically guided by adults (Suastika, 2006). Meanwhile (Soedjatmoko, 2010) argues that children's literature is reading books or

literary works that are deliberately written for children's reading, the content is in accordance with the interests and experiences of children, in accordance with the level of emotional and intellectual development of children.

The embodiment of children's literature is literature that in terms of content and language is in accordance with the level of intellectual and emotional development of children. Literature: Something that gives pleasure or enjoyment means that something can provide entertainment, be fun, reassure and soothe a troubled heart. Something useful is something that can provide benefits, uses, and wisdom (Teeuw, 1984). Literature provides advice and instills ethics so that readers can emulate positive things in literary works. In this case, literature enables humans to become more human: to know themselves, each other, the environment, and various life problems (Rosidi, 2016). Literary literacy in children functions to train and foster reading habits in children. Children prefer to read just for fun. The initial intention to seek pleasure can be used as a bridge to train and familiarize children with the world of books. If children are used to reading children's literature, it will stimulate their habit or hobby of reading textbooks and other general books.

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3. Folklore (Folk Stories)

In his life, children are required to be able to live independently while having a virtuous character. In this case, of course, children have their own criteria for placing themselves in a social environment that suits their character. Therefore, at the age of elementary school children there are many psychological problems because their age is the age of searching for identity. So, it is not surprising that elementary school age is vulnerable to moral degradation if the environment and community that surrounds them is not a good community. One of the means to teach positive character to children is through literary literacy. Children can be taught with one of the materials, namely folklore. As is known, folklore is folklore which is full of a philosophy of life. Folklore in society develops from generation to generation and is mostly told by word of mouth. Through folklore literary literacy, children are invited to recognize and cultivate stories from the past about the origins of known regions or beliefs that have inspired many people's lives. Of course, there are a lot of folklore that developed in North Sumatra, considering that this area is rich in noble values

contained in its folklore. Teachers can teach children positive character traits. In folklore itself, of course there are characters who are believed to be a central part of the story being told, such as Si Mardan.

In general, folklore can hardly be accepted by common sense. However, the interrelationships told by the storytellers of their time create a story that forms the background to the occurrence of a story and a place that is believed to be true. Moreover, from one generation to the next these stories are taught in schools. In learning literature at school, the existence of literary literacy in the form of folklore brings its own benevolent effects. If viewed from the role of character education, of course children can learn to weigh the good and bad qualities of a character so they can emulate them in everyday life. For example, in the folklore of Si Mardan, it is told about the occurrence of the island of Si Mardan in the Tanjungbalai coastal area. The content of the story is related to the character of the story character who reflects the values of national character that should be emulated. Si Mardan is disciplined, diligent, hardworking, independent and creative. However, there are still character values of the story character Si Mardan that children do not need to imitate because they deviate from some of the national characters implemented by the story character Si Mardan who is a disobedient child because he does not recognize his poor mother. Children can take kindness in the form of a gentle and kind side of their mother. Therefore God listened to the prayers and lamentations of his mother when her child hurt her. Through these folk tales, children can take the positive side, namely that as a child, they should

be filial, do good, and not be disobedient to their parents.

Folklore that developed in North Sumatra. Usually, folklore has an antagonist and protagonist. It's just that, to foster the positive character of children through learning folklore, the antagonistic side of each character is disguised and their positive character is still highlighted. This is to teach children that no matter how bad human character is, as long as they are God's creatures, they must have a humane attitude. Through the positive character education that each character has, the teacher will easily teach character education to children. Especially if the child ultimately admires the figures he considers worthy of emulation. Through folklore, teachers will easily help habituate children's positive characters.

4. Literary Literacy Learning Scenario

Designing scenarios for learning literary literacy, teachers need to have basic knowledge and understand how to practice it in class. The learning scenario created by the teacher must follow a certain carefully designed path. The design of literary literacy scenarios utilizing folklore considers the following aspects: a) Availability of literary materials to be used; b) The suitability of the available literary texts with learning targets and objectives; c) The content of positive values in the text to be used; d) The closeness of literary texts to children's lives (contextuality); e) Flexibility in literary content across fields and across cultures. Furthermore, designing learning scenarios consists of the following steps: a) Identify basic competencies (KD), subject matter, and learning objectives; b) identify learning indicators, class and child characteristics, and availability of

facilities and infrastructure, c) determine strategies, approaches, methods, and media; d) determine the pace of learning and time.

Basically, the center of the learning scenario is the material. The material must be able to reach children, teachers should think carefully, so that the scenarios created do not create ambiguity in practice. Literary literacy learning uses folklore as a learning medium. This story is entitled The Origin of Lake Toba, one of the lakes located in Samosir Regency, North Sumatra. The story can combine Indonesian language material (analyzing intrinsic elements) with social studies material (understanding the location of the region), teachers can use the folklore by following examples of using stories in learning, with the following activities: a) Presenting the folktale "Lake Toba" children are instructed to read and understand it; b) children are stimulated to answer verbal questions from the teacher regarding theme, characters, setting and message; c) after the child has finished reading, the teacher asks the child to discuss with the theme to answer questions related to reading (there are intrinsic elements); d) children are asked to write a summary of the story according to what they read; d) the teacher motivates children to dare to retell folk tales in front of the class; e) other children, listen to their friends' stories and provide assessments regarding the mastery of the children's stories that appear in front of the class; f) next, the teacher guides the children to see the location of the Lake Toba area by opening a map of the area; g) children compare the similarities and differences in the location of the Lake Toba region in the folklore version with the map version of the North Sumatra region; h) children conclude whether both are in the same area; i) children are

motivated to relate folk tales to everyday life.

That is the contribution of literature in cultivating a culture of literary literacy in children. Teacher creativity in literary literacy learning needs to be increased because with creative literature teachers it is hoped that the literary learning that occurs will really be liked by children. Materials in literary literacy include folklore, one of the literary genres that can be collaborated with many cultural-based local wisdoms. Teachers must be able to guide and encourage children to enjoy literary literacy. Teachers provide folklore that is appropriate to children's development so that children's literary literacy develops. This can be done until the child is an adult. Don't just stop at certain readings. Continue to develop and expand their reading.

CONCLUSION

Based on the results of the discussion above, it can be concluded that building a culture of literary literacy in North Sumatra is a very urgent and important thing to do. Thus, learning literary literacy in the form of the habit of reading and writing folklore is very important to form a generation that has character, is resilient and can compete in the global era. Only through strategic steps in sustainable literacy learning in the world of education can a culture of literacy be realized. This is related to: (1) government policy making literacy mandatory in the curriculum, (2) the importance of cultivating a spirit of literary literacy in elementary school children, and (3) folklore as a cultural stimulus for children's literary literacy.

Suggestions for presenting a spirit of literary literacy can be pursued as follows: a) The government has the

political will in the literary literacy movement by publishing literary books through a low-cost bookkeeping and publishing policy; b) The Language Development and Development Agency has so far published projects for writing reading books and literature. The results of publications, which so far were limited to publications for limited circles, were widely developed in the community, especially by providing free assistance to public libraries and reading houses; c) Collaboration between the local government and companies is needed through the CSR program, not only in renovating parks or public spaces, but in procuring literary books and distributing them to a CSR work area that has a library and reading house with good credibility; d) Diversification of public service programs in local government library and archives services; e) Literacy as a cultural symptom in practice requires social and cultural strengthening through related institutions in a pragmatic program inviting people to make themselves self-sufficient in reading the world by asking questions, liking to read, and opening up opportunities for expression in public without fear; f) Understanding teachers on various occasions to make them aware of the importance of literary literacy in integrated teaching, with activities of reading literature, writing literature, and reading the world. The policy of reading 15 minutes before class must be interpreted broadly and creatively. Schools need professional school libraries, diversification of reading activities and empowerment of school committees in organizing fun literacy activities.

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