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## DEVELOPMENT OF STORY TEXT-BASED TEACHING MATERIALS FOR THE PEOPLE OF PASURUAN CITY TO IMPROVE READING INTEREST OF FIFTH GRADE ELEMENTARY SCHOOL STUDENTS

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### ABSTRACT

Preserving folklore is essential for elementary school students to improve the preservation of culture and customs in Pasuruan. This research aims to find out a portrait of folklore texts used in learning materials for reading narrative texts in class V elementary school, to produce a design for the development of teaching materials based on the folklore of the city of Pasuruan which are used in learning materials for reading narrative texts in class V SD, to produce the development of teaching materials based on the folklore of the city of Pasuruan which are used in learning materials for reading narrative texts in class V SD and to obtain data on the application of teaching materials based on the folklore of the city of Pasuruan which are used in learning materials on reading narrative texts in class V SD.

The development of local culture-based teaching materials in this research uses the 4-D development model from Thiagarajan, et al (1974) which includes the definition stage (define), planning (design), development (develop), and spread (disseminate) with sources of information, namely students of class V UPT SD Negeri Bugul Kidul 2, Pasuruan City and the teachers who teach that class. The data collection tools used were observation and interviews. Data analysis using programs IBM SPSS Statistics version 25 for Windows with a confidence level of 95% and with a two-tailed test (2-tailed).

The research results show that the development of teaching materials produces products in the form of teaching materials based on Pasuruan City folklore texts for fifth-grade elementary school students, which are packaged and printed in the form of storybooks. The trial results of the development of teaching materials based on Pasuruan City folklore texts for grade V elementary school students have a high level of validity and attractiveness based on the results

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of assessments from expert validators, and class V students of UPT SD Negeri Bugul Kidul 2 Pasuruan City as users of teaching materials, namely the material expert's assessment response to the results of developing teaching materials based on Pasuruan City folklore texts for class V students obtained a validity percentage of 90% and the response to the assessment of teaching materials experts on the results of developing teaching materials based on Pasuruan City folklore texts for class V students obtained a validity percentage of 83.3%. Learning outcomes based on small group field trials of Pasuruan City folklore text-based teaching materials, as measured by learning achievement tests, show that there are significant differences in the use of Pasuruan City folklore text-based teaching materials that have been developed, where the average value post-test (86.76) is higher than pre-test (59.76). There is a significant increase in student learning outcome scores. Calculation results: N gain score. The value obtained is 0.7127, indicating that the process of students' reading activities is more than 70% (71.27%), including being quite effective in using text-based teaching materials to increase students' interest in reading.

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## INTRODUCTION

Folklore is less popular, so it is almost unknown to Indonesian children. Learning a language is learning to communicate. In this case, language learning emphasizes four aspects of language skills: listening, speaking, reading, and writing. These four aspects of language skills play a critical role. But in everyday life, reading is more necessary. Therefore, reading is part of the primary teaching in the next level of education (Rochiana, 2023). In learning Indonesian, folklore texts can be applied as teaching materials. According to Danandjaja (2008), folklore is literature from the people, which is spread through spoken word or orally, better known as word of mouth.

Folklore is a type of literary work that is a cultural treasure. Folklore is one part of folklore. Generally, folklore only takes the form of oral stories passed down from generation to generation. In its development, folklore, originally an oral tradition, became

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a written tradition. Learning folklore material in Indonesian language lessons in elementary schools is very important. By learning folklore material, we have instilled positive values that constitute character education in students (Setiyawati et al., 2022).

Archipelago folklore is part of our nation's traditions in every corner of the country. It is also the cultural heritage and wealth of the Indonesian nation. Some stories sometimes have similarities, but still have the characteristics of their residents. Indonesian folklore is one of the speech traditions that must be maintained so as not to become extinct. This diversity of stories proves Indonesia's various cultures (Andriani et al., 2023). Folklore is often used as a reference and parameter, and it contains noble values regarding goodness, character, and so on (Rampan, 2014). Therefore, preserving folklore is vital for children in elementary school to improve the preservation of culture and customs in Pasuruan. The government has established an independent curriculum to provide space and opportunities for students to determine their interests and talents in participating in the learning process.

Reading folk tales is one of the activities to develop literary skills (Andriani et al., 2023). Folklore reading activities at the elementary school level can support linguistic aspects and improve cultural abilities (Divan, 2018). Through folklore, teachers can instil life values by providing folklore that has a moral message for children. The world of children is full of joy, games, learning, and entertainment. This needs to be considered when choosing story presentations for students who are still children. When a child wants to enjoy what they read, they have to focus their attention and learn. Folklore can help children's intelligence develop. If children like good reading and are interested in reading correctly, they will develop more advanced skills, both in school and in facing problems in social life. Achieving competence in telling the content of the story that is read will be easy if students understand the content of the story that they have read (Setiyawati et al., 2022).

Understanding the story's content is also influenced by students' motivation to read the story presented. If students' motivation to read stories is high, achieving the desired competencies will be easy (Juniar et al., 2023). The learning process of fifth-grade elementary school students, especially developing an interest in reading through the stages of interaction between students and teachers, requires special

attention. This aims to develop students' reading skills. For this reason, teaching materials that suit students' needs are needed to provide opportunities for students to read independently, so cultivating interest in reading continues even though students' study hours at school are limited. So, in developing it, teachers must be more creative in creating local wisdom-based story packaging that attracts students' attention and encourages the story to contain a moral message that can be of value (Juniar et al., 2023).

Reading activities need to be made a necessity and something fun for students. Reading can be done anywhere and anytime with desire, enthusiasm and motivation. Of course, this requires persistence in practising reading habits so that reading skills, especially reading comprehension, can be achieved (Hadid et al., 2023). In the city of Pasuruan itself, folk tales have benefits in preserving local wisdom culture, in which there are good moral messages for the development of elementary school children, especially in class V, for the psychological development of children at that age.

Folk tales such as Jalan Slagah, Money Market, Pertapaan Village, Kali Gembong and Pekuncen have high noble values in the customs and culture of the Pasuruan area. It is hoped that the existence of these folk tales will increase elementary school children's interest in reading. This story reflects the Pasuruan region during the era of the Pasuruan kingdom and the Pasuruan customs and culture, which have almost become extinct in modern times. The folklore of Jalan Slagah, Money Market, Pertapaan Village, Kali Gembong and Pekuncen reflects the uniqueness and part of the diversity of various regions in the archipelago. To preserve national culture through folklore, elementary schools must be introduced to folklore texts. Teachers must use teaching materials appropriate to local cultural content to foster interest in reading in elementary school children.

Using local stories as a form of children's learning media is beneficial because they present real material and avoid imaginary learning. Many of the books found in the field do not present concrete situations in learning, so there is an opinion that these books are not entirely relevant to the learning characteristics of elementary school-age children (Setiyawati et al., 2022). From this background, the researcher wants to develop teaching materials to foster students' interest in reading in class V UPT SD Negeri Bugul Kidul 2. Therefore, the title of this research is "Development of

## Text-Based Teaching Materials from Pasuruan City Folklore to Cultivate Interest in Reading in Class V Elementary School Students".

### METHOD

The development of local culture-based teaching materials uses the 4-D development model. According to (Kurniasari, 2018), this 4-D model consists of four stages, namely the definition stage (define), planning (design), development (develop), and spread (disseminate). This development model is used because the model steps can provide clear direction, are easy to understand, are systematic, and follow the teaching material development model. Apart from developing products, this research also aims to test the developed products regarding validity, effectiveness, and practicality. The following is the formula used to measure the validity of teaching materials.

$$p = \frac{\sum x}{\sum x_i} \times 100 \%$$

Information:

P percentage of achievement level

$\sum x$  = total respondents' answers

$\sum x_i$  = highest number of answers

100 = constant number

The source of information received by the researcher was primary data sources of information known as informants, namely students in class V UPT SD Negeri Bugul Kidul 2, Pasuruan City and the teachers who taught that class. Meanwhile, secondary data contains legal products used as testing and learning media in this research. Legal products can be in the form of articles, journals or literature as well as the education unit level curriculum at the UPT SD Negeri Bugul Kidul 2, Pasuruan City. Meanwhile, the reference made by researchers in conducting research entitled Development of Pasuruan City Folklore Text-Based Teaching Materials to Cultivate Elementary School Students' Interest in Reading is literacy-related research and considers previous researchers.

All statistical analyses use the program IBM SPSS Statistics version 25 for Windows with a confidence level of 95% and with a two-tailed test (2-tailed). Before statistical analysis is carried out, it is necessary to check the data assumptions with the data

distribution normality test, the scale t test, the test of paired samples t, and test the effectiveness of teaching/test materials N-gain Score.

## RESULT AND DISCUSSIONS

### Analysis of Needs for the Development of Story Text-Based Teaching Materials

Observation activities were conducted to determine how the learning process was using the available narrative texts. In observations, it can be seen that teachers dominate learning by conveying as much information as possible without allowing students to play an active role in constructing their knowledge. At the final learning stage, it was seen that students were less enthusiastic about asking questions, bored and not enthusiastic about carrying out the assignments the teacher gave. Learning looks monotonous; there is no motivation to learn. In learning, there is less visible innovation and creativity developed by teachers to make the learning atmosphere enjoyable. Learning is only focused on textbook sources. After interviewing with one of the teaching staff and students at UPT SD Negeri Bugul Kidul 2 and direct observation, the following data were obtained:

| No. | Data Identification | Results                                                                                                                                                                                   | Curriculum                                                                                                                                                   |
|-----|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Curriculum          | The curriculum used is an independent curriculum that includes listening, reading, examining, speaking, interpreting, and writing activities.                                             | An independent curriculum includes listening, reading, examining, speaking, interpreting, and writing activities. Become a reference in learning activities. |
| 2   | Teaching Materials  | Generally, the books reviewed and assessed contain material referring to KI and KD in the independent curriculum and material for reading fiction books by writing stories independently. | Teaching materials are needed, especially those that increase students' interest in reading.                                                                 |
| 3   | Instructional Media | The learning model has been developed by example, discussions and presentations                                                                                                           | Text-based teaching materials are needed, especially about folk tales, with interesting models and animations, so that students are interested.              |
| 4   | Questions/Tests     | Does not contain texts that enable students to tell stories independently                                                                                                                 | With the teaching materials, it is hoped that students will be able to read well and write stories independently                                             |
| 5   | Learners            | Students prefer to study and read texts with characters such as folk tales                                                                                                                | Developing creative thinking patterns verbally and in writing when reading story texts is necessary.                                                         |

**Table 1: Identification of Needs Analysis**

Based on the results of interviews and observations, there is a desire to develop alternative teaching materials that can support learning, especially materials for reading narrative texts. According to Zubaidah (2022), one of the life skills that needs to be developed in education is thinking skills. Critical thinking is one of the educational competencies that must be achieved in some schools. This is motivated by the fact that critical thinking is a high-level thinking skill and has a known role in moral, social, mental, cognitive and scientific development. (Wulandari & Indarini, 2022) revealed that the development of teaching materials to increase literacy through sources can increase the literacy of elementary school students by looking for resources in the environment where they live. Students will want to read if there is interesting teaching material/not just reading textbooks, but students need teaching materials developed to increase student literacy. Teachers can develop teaching materials for learning according to the characteristics of the natural/surrounding environment so that students have the desire to learn.

By developing teaching materials that are appropriate to the environment, students will be interested, and when asked questions appropriate to the environment, all students will actively participate in learning. And the teaching materials used attract students to learn. If they only rely on learning books, students will quickly get bored and be lazy about literacy. The questions must also be HOTS to hone students' ability to think at a higher level. School principals must support teachers in developing teaching materials that suit the characteristics of the students' environment and are made interesting so that students' literacy can develop.

### **Development of Text-Based Teaching Materials for Pasuruan City Folklore Instrument Design**

The design of teaching materials is beautiful, with colours and images that reflect the content of the teaching materials. The views used in the section are as in Figure 1. Apart from that, pictures with characters as backgrounds in teaching materials will attract students to improve their reading of story texts. As in the picture, character animations are modified through the application canva presented in Figure 2. Then, the table of contents and foreword are presented in Figures 3 and 4.



Figure 1: Cover Teaching Materials

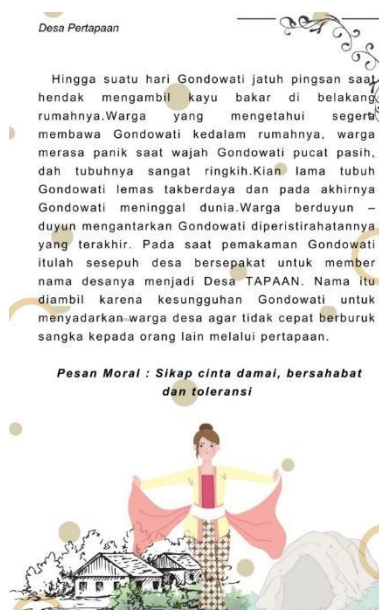


Figure 2: Figure of Characters



Figure 3: Table of Contents

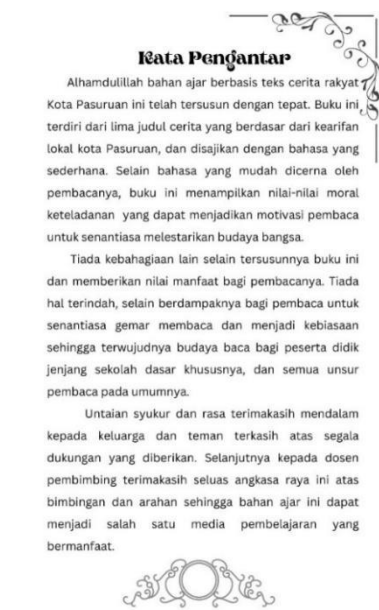
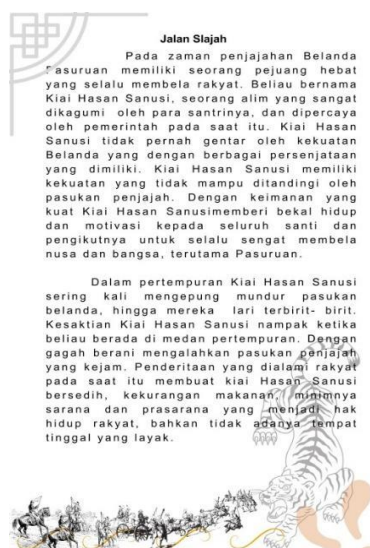


Figure 4 Foreword

The story content of the teaching materials consists of five folk tales that have been created, one of which is the story of Jalan Slajah, which is presented in Figure 5 below.



**Figure 5: Story Content**

## Product Validation Results

Sembiring & Darwis (2024) revealed that the validity and suitability of teaching materials are known through the analysis of product trial activities carried out through validation by material, language, and design experts. The data resulting from the assessment analysis is in the form of a questionnaire from material/content experts and experts designing Teaching materials, which can be seen in Tables 2 and 3 below.

| No            | Statement                                                               | x         | xi        | P(%)      | Validity Level    | Information        |
|---------------|-------------------------------------------------------------------------|-----------|-----------|-----------|-------------------|--------------------|
| 1             | The level of relevance of teaching materials to the curriculum          | 5         | 5         | 100       | Very valid        | No revision        |
| 2             | Ease of understanding the language in teaching materials                | 4         | 5         | 80        | Valid             | No revision        |
| 3             | Compatibility between training content and learning objectives          | 4         | 5         | 80        | Valid             | No revision        |
| 4             | Suitability of components as teaching materials                         | 5         | 5         | 100       | Very valid        | No revision        |
| 5             | The attractiveness of the appearance or packaging of teaching materials | 5         | 5         | 100       | Very valid        | No revision        |
| 6             | Accuracy of use illustration                                            | 4         | 5         | 80        | Valid             | No revision        |
| 7             | Suitability of the contents of the description of teaching materials    | 4         | 5         | 80        | Valid             | No revision        |
| 8             | Suitability of references used in the field of science                  | 5         | 5         | 100       | Very valid        | No revision        |
| <b>Amount</b> |                                                                         | <b>36</b> | <b>40</b> | <b>90</b> | <b>Very valid</b> | <b>No revision</b> |

**Table 2: Material Expert Validation Results**

Based on the calculation results presented in Table 2, the overall observations made by material experts reached 90%. This score is included in the very valid

criteria if it matches the eligibility table.

| No            | Statement                                                                                             | x         | xi        | P (%)       | Validity Level | Information        |
|---------------|-------------------------------------------------------------------------------------------------------|-----------|-----------|-------------|----------------|--------------------|
| 1             | Attractive appearance design                                                                          | 4         | 5         | 80          | Very valid     | No revision        |
| 2             | Text Readability (font colour, images, <i>background</i> , coherent and not distracting when reading) | 4         | 5         | 80          | Valid          | No revision        |
| 3             | The appropriateness of the use of letters, sizes, and typefaces                                       | 4         | 5         | 80          | Valid          | No revision        |
| 4             | The overall attractiveness of the teaching material content                                           | 4         | 5         | 80          | Very valid     | No revision        |
| 5             | Practicality of teaching materials                                                                    | 4         | 5         | 80          | Valid          | No revision        |
| 6             | Ease of understanding the content                                                                     | 5         | 5         | 100         | Very valid     | No revision        |
| <b>Amount</b> |                                                                                                       | <b>25</b> | <b>30</b> | <b>83,3</b> | <b>valid</b>   | <b>No revision</b> |

**Table 3: Results of Expert Validation of Teaching Materials**

Based on the calculation results presented in Table 3, the overall observations made by teaching materials experts reached 83.3%. If matched with the eligibility criteria table, this score is included in the valid criteria.

The folklore-based teaching material module developed is suitable for use in the learning process. The feasibility of an electronic module can be obtained from the validity and practicality validation results. This can be seen from the valid and practical assessment of the module from material expert validators and media experts.

The product developed contains learning adapted to the curriculum being used, namely curriculum 13, where the content of the learning material is the result of linking folklore with story texts. This teaching material was developed in physical form, namely, the size of this folklore-based Indonesian language teaching material using A4 paper size to make it easier for students whose learning process is divided into groups. This teaching material contains Indonesian language subjects and narrative text material. The content of this teaching material is not only narrative material but also includes examples of narratives, the differences in narratives, and how to make good and correct narratives.

This teaching material has also met the appropriate criteria and aspects, such as making it easier for students to understand the material, especially about narration, and is worthy of being used as teaching material to accompany the theme

book. Ningsih & Suriani (2024) revealed that one of the learning skills that can be developed in Primary School is learning Indonesian, especially in writing narrative texts. A narrative text is a form of writing that tries to create, narrate, and chronologically chain a story. Narration aims to convey ideas chronologically to present a shadow of a series of events in front of the reader's eyes. Writing a narrative for students in Primary School is still categorized as difficult because writing a narrative is a process of developing ideas, imagination, and opinions poured through media in the form of writing. In addition, the reality in the field is that many students are still not good at expressing ideas and thoughts in written form. Students tend to be lazy and bored if they are given a task to write in the form of an essay, with the excuse of being unable to think of ideas or only being able to tell a little story. This is also due to the lack of writing practice by students.

### **Effectiveness of Student Worksheets using Pasuruan City Folklore Text-Based Teaching Materials**

Folklore text-based teaching material products are effective, as seen from the significant average difference between the scores on the pre-test and post-test. To find out data about the reading interest of fifth-grade students at SD Negeri Bugul Kidul 2, researchers distributed a questionnaire to 30 students as respondents. The questionnaire contains 16 statements (items). The author uses a closed questionnaire, meaning that respondents are bound to several possible answers that have been provided. To determine the category of reading interest that students have from the research results, the following steps are used:

The data obtained from the reading interest questionnaire was then averaged using the following steps:

- 1) Look for the highest (H) and lowest (L) values. From the research data, the highest value (H) = 20 and the lowest value (L) = 10 were obtained.
- 2) Looking for the number of interval classes  
The number of interval classes is adjusted to the number of criteria in determining the score/value, namely 4.
- 3) Find the length of the class interval  
The lowest score limit is 16, and the highest is 64, while the criteria for taking scores are 4. So, to determine the length of the class interval, the

range of scores is divided by the number of classes.

Value range ( $64 - 16 = 48$ )

Many classes (4)

Class interval length ( $48 : 4 = 12$ )

Thus, the number of interval classes = 4 while the length of the interval classes = 12. The results of the frequency distribution of students' reading interests can be seen in Table 4 below.

| No     | Interval Class | F  | X    | FX    |
|--------|----------------|----|------|-------|
| 1      | 16-27          | 2  | 21.5 | 43    |
| 2      | 28-39          | 8  | 33.5 | 268   |
| 3      | 40-51          | 18 | 45.5 | 819   |
| 4      | 52-64          | 2  | 58   | 116   |
| Amount |                | 30 |      | 1.246 |

**Table 4: List of Frequency Distribution of Interest in Reading**

From the distribution table above, look for the value mean or the average value of the student reading interest variable (X), namely:

$$M_x = \frac{\sum FX}{N} = \frac{1.246}{30} = 41.53$$

To find out the average result category for the variable, this shows that the reading interest of class V students at SD Negeri Bugul Kidul 2 is in the good category because it is in the interval 40 - 51. This shows that students experienced an increase in interest in reading after using teaching materials based on Pasuruan City folklore texts for class V elementary school students, so it can be said that the teaching materials based on Pasuruan City folklore texts for class V elementary school students which have been developed can effectively increase reading interest in class V students.

One of the achievements of educational goals is that Indonesian is one of the subjects that must be taught at the elementary school level. Some think that learning Indonesian is very difficult to teach. This happens because teachers only teach Indonesian classically without other supporting materials, such as media, reading materials and literature. Setiyawati et al. (2022) revealed that folklore-based teaching materials enrich existing teaching materials and help teachers learn storytelling material.

Putri et al. (2024) revealed that innovative and engaging media are needed to convey folk tales so that students are more interested in reading them. The media is

a tool that can help teachers convey learning and help students to be more active, creative and easily understand the material taught by the teacher.

## CONCLUSIONS

Based on the results of revised product development and the results of field trials on teaching materials based on Pasuruan City folklore texts for fifth-grade elementary school students, these teaching materials have a high level of validity and attractiveness, with an assessment by material experts of 90% and teaching materials experts of 83.3%. The results of field trials show an increase in learning outcomes, with average scores pre-test 59.76 and post-test 86.76, as well as significant differences based on statistical tests. Additionally, the calculations N-gain score amounting to 0.7127 indicates that this teaching material is very effective in increasing students' interest in reading, with an effectiveness level of more than 70%.

These results indicate that teaching materials based on Pasuruan City folklore texts for class V elementary schools can be used as alternative teaching and supporting reading materials. Apart from that, this teaching material can also be used as a reference for teachers or further developers according to students' needs and characteristics.

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