

International Journal of Students Education

Page 91-93

ISSN 2988-1765

Vol 3 No 3 2025

Copyright © Author International Journal of Students Education

This work is licensed under a Creative Commons Attribution 4.0 International License



UTILIZATION LEARNING LITERACY IN ELEMENTARY SCHOOLS

Nabila Apriana¹

¹Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara
Email: nabilaapriliana74@gmail.com

Abstract

This research was conducted with the aim of describing the results of the use of folk tales as a medium for literacy learning in elementary schools in order to build children's creativity and describe the forms of children's creativity in elementary schools. The type of research used is library research with data collection techniques, namely collecting journals and other relevant references regarding the Use of Folktales as Literacy Learning Media in Elementary Schools. Then it is selected, presented and analyzed and processed to be concise and systematic. The method is by intensively reading the data source to find the desired data and reviewing a relevant journal. The data analysis technique used is content analysis. The findings of previous researchers that have been studied can be concluded that the use of folklore media can build children's creativity. This shows that by applying folklore media as part of the reading material, children can be motivated to develop their own creativity.

Keywords : Folklore, learning media, literacy

Introduction

Literacy is one of the basic skills that must be mastered by students at the elementary school level. Literacy is not limited to reading and writing skills, but also encompasses understanding, analyzing, and applying information in everyday life. In the elementary school context, literacy learning is crucial because at this age, children are in a phase of optimal language development and critical thinking. One effective medium for increasing literacy is folklore. Folklore is a cultural heritage rich in moral values, norms and traditions that can be used as a source of learning. Apart from being reading material, folklore also functions as a medium for introducing local and national culture to students. Through folk tales, students not only learn literacy skills, but also gain an understanding of local wisdom and cultural values. The use of folk tales as a medium for literacy learning in elementary schools has great potential to increase students' interest in reading, creativity, and understanding. Folk tales packaged with interesting learning methods, such as storytelling, role-playing, or discussions, can create a learning atmosphere that is both fun and educational. In addition, folk tales can help students develop their imagination, expand their vocabulary, and understand the meaning of the moral messages contained in them. However, the implementation of folklore media in literacy learning in elementary schools still faces various challenges. These include a lack of awareness of the importance of cultural literacy, limited sources of folklore appropriate for children, and a lack of creative methods used by educators to integrate folklore into the teaching and learning process. Therefore, this study aims to describe the use of folk tales as a medium for literacy learning in elementary schools, as well as to explore the potential of folk tales in building students' literacy skills and instilling important cultural values. Thus, it is hoped that folklore-based learning can make a positive contribution in forming a generation that is literate, creative, and has a high level of cultural awareness.

Research Methodology

This research uses a qualitative approach with a library research *method*. This literature study was chosen because the focus of this research is to analyze and describe how folk tales can be used as a medium for literacy learning in elementary schools.

Data Collection Technique

Literature Collection

1. Collecting journals, books, scientific articles, and other relevant documents on the Utilization of Folktales as Literacy Learning Media in Elementary Schools.
2. Select sources that are reliable and relevant to the research focus.
3. Content Analysis (Content analysis)
 - a. Intensively read and review the collected literature to determine data that supports the research objectives.
 - b. Identifying main themes, such as cultural values in folk tales, folklore-based learning methods, and their benefits for student literacy.

Data Analysis Techniques

This research uses qualitative descriptive techniques to describe data systematically and structured. Data were analyzed based on relevant literature to answer the research questions and achieve the research objectives. This method is expected to provide a deeper understanding of the use of folktales as a medium for literacy learning in elementary schools, while also providing practical recommendations for educators in integrating folktales into the learning process.

Result & Discussion

The results of this study indicate that folktales have significant potential as a medium for literacy learning in elementary schools. Based on the literature analysis conducted, several key findings related to the use of folktales in literacy learning can be summarized as follows:

1. **Enriching Students' Literacy Skills**

Folktales are rich in vocabulary, linguistic structures, and profound moral messages. By reading or listening to folktales, students can improve their reading and writing skills, as well as their understanding of the story's context. Furthermore, folktales help students become familiar with various expressions and distinctive styles of language, enriching their language skills.
2. **Strengthening Cultural Literacy**

Folktales reflect local wisdom, embodying cultural values, traditions, and norms prevalent in society. Through folktale-based learning, students can understand and appreciate local culture while also fostering a love for national culture. This contributes to strengthening cultural identity amidst existing diversity.
3. **Increased Creativity and Imagination**

Folk tales often contain imaginative elements that stimulate students' creativity. With learning methods such as storytelling, role-playing, or drawing based on stories, students can express their imagination freely. It also helps to improve students' self-confidence and critical thinking skills.
4. **Increasing Students' Interest in Reading**

The use of folk tales that are interesting and relevant to students' daily lives can increase their interest in reading. Folk tales provide an alternative reading material that is not only entertaining but also educational, thus encouraging students to be more active in reading and learning.

Conclusion

The results of the study show that folk tales have great potential as a medium for literacy learning in elementary schools. The use of folklore not only improves students' literacy skills but also supports character and cultural development. Several key points that can be concluded from this research are:

1. **Enrichment of Literacy Skills:**

Folktales contribute significantly to students' reading, writing, and language comprehension skills through their rich vocabulary, diverse language structures, and profound moral messages.
2. **Strengthening Cultural Literacy:**

As part of cultural heritage, folk tales contain traditional values that strengthen students' awareness of local and national cultural identity. This supports students' understanding and appreciation of cultural diversity.
3. **Increased Creativity and Imagination:**

The imaginative elements in folk tales can stimulate students' creativity through activities such as storytelling, role-playing, and drawing. In addition, this activity increases students' self-confidence and critical thinking skills.

4. Increased Interest in Reading:

Folk tales presented in an interesting and relevant way to students' lives have successfully increased their interest in reading. Thus, folk tales become an alternative educational reading material that encourages students to learn more actively.

However, implementing folktales as a learning medium requires support from teachers, schools, and relevant stakeholders. Teachers need to select stories appropriate to students' levels of understanding and integrate innovative learning methods. Furthermore, providing quality folktale sources and proper documentation is a challenge that must be addressed through collaboration between the government, educators, and literacy communities. By addressing these challenges, folklore can be an effective learning medium for developing a literate generation that is creative, culturally aware, and possesses strong thinking skills. This research is expected to provide a foundation for developing folklore-based learning strategies in the future.

References

- Danandjaja, J. (2007). Indonesian folklore: the science of gossip, fairy tales, and others. Jakarta: Pustaka utama.
- Fitrini, D. (2021). The use of folk stories as a literacy learning model in elementary schools. *Indonesian Journal of Elementary Education*, 6(2), 101-110.
- Handayani, S. (2019). Integration of cultural values in folklore-based learning. *Children's literacy journal*, 4 (1), 55-63.
- Majid, A. (2013). *Learning Strategies*. Bandung: Rosdakarya Youth.
- Nurgiyantoro, B. (2010). *Children's literature: an introduction to understanding the world of children*. Yogyakarta: Gadjah Mada University Press.
- Oktafianti, N., Dewi, R., & Hayat. (2024). The Role of Indonesian Folktales in Improving Students' Cultural and Civic Literacy. *Indo-MathEdu Intellectuals Journal*, 5 (1).
- Suryani, L. 2020. Using Nusantara gonging to improve reading literacy of elementary school students. *Journal of character education*, 11(1): 45-56.
- Tarigan, HG (2008). *Reading as a language skill*. Bandung: Angkasa.
- Trihayu. (2015). Utilizing folk tales as an alternative reading material for children. *Journal of education*, 1(2).
- Unkhair. (2020). Utilizing folklore media as an effort to build children's creativity. *Pedagogic Journal*, 7 (1-2).