

The Intrinsic Elements of the Legend in the Collection of Indonesian Folklore by Yudhistira Ikranegara as an Alternative for Student Teaching Materials

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Abstract: *Intrinsic elements are elements that arrange a story that comes from within the story itself whose existence makes it easier for readers to visualize the story they are reading. The objective of this research is to identify the intrinsic elements and describe the use of the intrinsic elements of the Collection of Indonesian Folklore by Yudhistira Ikranegara as alternative teaching material for the 4th-grade elementary school in theme 8. The research used a qualitative descriptive type of research. The data analysis used the qualitative data analysis technique which consists of several stages, data collection, data reduction, and conclusions. The results of the research found five intrinsic elements are, theme, character, plot, setting, and mandate in each of the selected legends. Based on the findings of the intrinsic element in each legend, it can be determined that the intrinsic element can be used as alternative teaching material for 4th-grade students on theme 8 because of the compatibility of the basic competencies mapped with the relevance, consistency, and adequacy of teaching materials from the book Collection of Indonesian Folklore by Yudhistira Ikranegara.*

Keywords: Intrinsic elements, fiction, legend, teaching material.

1. INTRODUCTION

Literary work is one form of the author's container to be able to express ideas, ideas, opinions, and learning to the audience. One of the literary works included in learning in schools, especially elementary school is a literary work of legend. The legend according to Istari et al. (2013: 2) is a literary work in the form of a prose story that is considered by the ancestors of an area to be a story that happened in the past and is a mythical about battles between groups, the exchange of the leadership period of a kingdom, and heroes in the past with other characters. humans who have magical or supernatural powers. This study examines the intrinsic elements contained in the book Collection of Indonesian Folklore by Yudhistira Ikranegara. Intrinsic elements are elements that come from within the story, while external elements that build the story are called extrinsic elements (Hairuddin and Radmila, 2017: 4). More attention is directed to the intrinsic element is motivated by the opinion of Nurrachman et al. (2020: 3) that in understanding and determining the quality of a literary work, several things need to be considered, these are the building blocks. Intrinsic elements consist of theme, character, plot, conflict, climax, setting, message, point of view, and characterization.

Learning Indonesian for grade 4 in the 2013 curriculum has mapped Basic Competencies regarding intrinsic elements, therefore, the use of the book Collection of Nusantara Folklore by Yyudhistira Ikranegara as alternative teaching material for grade 4 elementary school students in Theme 8. Use of the book.

Collection of Indonesian Folklore by Yudhistira Ikranegara is considered appropriate because the language used is quite easy to understand, the use of pictures and colors in the book, and there is a summary of Indonesian literature.

Based on the explanation of the background, the formulation of the problem in this study is (1) what are the intrinsic elements of the legend contained in the Collection of Nusantara Folklore by Yudhistira Ikranegara, and (2) how to use the analysis of the intrinsic elements of the legend in the Collection of Nusantara Folklore by Yudhistira Ikranegara as an alternative. teaching materials for 4th-grade elementary school students theme 8. The objectives of this study are (1) to identify the intrinsic elements contained in Yudhistira Ikranegara's Collection of Indonesian Folklore, and (2) to describe the use of the intrinsic elements of Yudhistira Ikranegara's Archipelago Folklore Collection as an alternative material. teach 4th-grade elementary school students theme 8.

a) A story in children's literature must have an educative theme, the plot used is not straight and uncomplicated, the use of a place, time, and atmosphere that can be reached and is around the child, characters, and characterizations that have behaviors and actions that can be used as a story. a good role model, using a language style that is easy to understand and can support children's language development, using the right person's point of view, and imagining stories that can be reached by children.

b) Children's poetry has the theme of a touching literary work, the rhythm of the poem describes the child's cheerful feelings, the content is not too long, some appropriate rhymes and rhythms are beautifully arranged, and there are lessons learned by children.

THEORETICAL BASIS

Children's Literature

Literary works are generally used as a medium of entertainment by affixing the values of life in it. Understanding literature according to Rahayu et al. (2013:

1) is a written literary work that has aesthetic value in the content and expressions contained therein.

The goal of children's literature is to make children's literature a medium that bridges children in learning new things. If a literary work is not in line with the lives of children, both themes, plots, and characterizations are not appropriate, then this literature cannot be used as children's literature. According to Puryanto (in Ikhwan, 2013: 74) broadly speaking, the characteristics and requirements of children's literature are as follows.

Fiction

Stories can be created from anything that is seen and heard by the creator, one example of literary works is fiction or unreal. This literary work is a literary work that does not happen that involves the imagination and creativity of its creator.

The storyline which is considered an event that has just been known and is likely to happen to children will give children a new experience in reading fiction literature. According to Hairuddin & Radmila (2017: 4), fiction literature is divided into three types, namely novels, short stories, and romances.

Legend

There are many types of fiction literary works in the form of short stories, one of which is a legend. Legends can be easily found because every region in Indonesia has its legend. The definition of the legend according to Unsriana (2013: 311) is a story that is played by humans even though sometimes they have abilities that are beyond reason. Events that occur in a legend will generally leave a trace of history so that it seems that the legend happened. The existence of historical evidence from the legend can mean that the legend seems to have happened to the characters told. Legend has several types according to Sudaryanti (in Boimau, 2020: 75) as follows.

- a. Religious legend (religious legend), concerning religious events.
- b. The legend of the supernatural world (supra legend), is a legend that relates to the origin of the existence of supernatural beings.
- c. An individual legend is a legend that tells the story of someone who is believed to have happened in the community around the area where the legend was born.
- d. Local legend consists of (1) the origin of the name of a place; and (2) the origin of the occurrence of natural phenomena.

Intrinsic Element

The elements contained in a literary work consisting of intrinsic and extrinsic elements. In line with Andari (2019: 41), it also says that intrinsic elements are all elements contained in fiction literary works that are generally imaginative. Intrinsic elements a very important role in a story, without an intrinsic element, a story cannot be created. Intrinsic elements are elements that compose a story that comes from within the story itself whose existence makes it easier for readers to visualize the story they are reading. The following describes the five intrinsic elements.

- a. The theme is the main idea of a literary work contained in it. Everything that underlies the creation of a story is the

role of the theme. The theme is usually located side by side with the intrinsic elements in the story. According to Sumasari (2014: 72) themes are divided into two types, major themes are themes whose types are very easy to see or find, while minor themes are the opposite of major themes, namely themes that are difficult to find.

- b. Figures or characters in a story are important elements that cannot be removed from a story, if they are omitted then the story will not be conveyed to the readers at all. The character is like a ship's rudder who is in control of the course of the storyline that is delivered. Each story has a different number of characters and character traits, so the plot in each story is different from other stories. Rokhmansyah (in Andry et al., 2018: 252) states that figures are artificial characters who carry out events that occur in a story with various characters and behaviors. Understanding the character is considered quite difficult, so Nurgiyantoro (in Andry et al., 2018: 252) groups it into five parts, one of which is according to the interests of the character which is divided into two more, namely the main character who is the main focus in the story and additional characters. which is a character who helps the main character.
- c. The plot is the arrangement of events in a story that explains the cause-and-effect relationship that makes it a unified whole (Sumasari, 2014: 73). The plot is divided into several parts, namely: (1) the beginning, which is the part of the plot that explains the characters involved in the story; (2) the fight, which is the beginning of the conflict between characters; (3) seriousness or complexity, is a part of the storyline that shows the conflicts that occur between characters are getting more intense; (4) the climax, is the part of the plot that shows that the conflict that has occurred is already very large and intense so that many characters will be involved and; (5) dispersion, is a part of easing conflicts that occur and solving problems carried out by existing characters. The stages of this successive part of the plot are also known as forwarding plots or plots that show the development of the conflict which leads to how things are going forward. The backward plot explains the development of the storyline that relates to events or conflicts that have occurred before. The combination of forwarding and backward plots is also known as the back-and-forth plot, as the name implies, which means that this storyline goes forward but occasionally relates to events that have already occurred.
- d. Setting that explains in detail what and where events occur in the story. The setting is very influential in clarifying the story because it explains in detail the events that occur in the story so that you can imagine what is happening in the story. Hermawan and Shandi (2019: 15) state that the setting can be divided into three, including: (1) the time setting, explaining the time of an event that occurred in the story; (2) the

setting of the place, explaining where and where the story events took place and; (3) the setting of the atmosphere, describes how the atmosphere and feelings of the character or the environment in a particular event.

e. Mandates are good messages contained in a story that can be used as role models. The mandate is also often referred to as a conclusion because in knowing the message contained, what needs to be done is to read the whole story to be able to draw what the message from the story is. According to Sudjiman (in Astuti, 2020: 20), the delivery of the message in a story can be done in two ways, namely explicitly and implicitly. Submission of the mandate explicitly means that the mandate is conveyed affixed by the author in his writing can be in the form of suggestions or directions as well as invitations. Furthermore, the implicit method is a way of conveying the mandate indirectly.

Teaching Materials

Teaching materials are important objects that must exist in learning activities as an introduction to the information conveyed so that its delivery becomes more efficient. Teaching materials are not automatically selected and included in learning activities, but there are criteria used so that these objects can be used as teaching materials. The principle of selecting teaching materials proposed by Haffaf (in Fitriyani et al., 2019: 88) is classified into three principles, as follows.

- a. The principle of relevance, based on the meaning of the word relevance, and the selection of teaching materials need to be connected and related. The relationship and linkages here are with what competencies students need to achieve in the material.
- b. The principle of consistency is the principle that emphasizes or focuses on determination. The stipulation in question is a stipulation in the form of an amount that is conveyed to students. The amount that needs to be set is adjusted to the number of Basic Competencies or Kompetensi Dasar (KD) that students need to master.
- c. The principle of adequacy, in teaching materials, it is also necessary to pay attention to whether the contents contain the information needed in the material to be delivered.

Utilization of Children's Literature as Teaching Material

The use of appropriate teaching materials and the material and abilities of students will certainly make it easier for students to achieve the competencies that need to be exceeded. Literature as a teaching material will improve students' ability in language and communication. Mastery of new vocabulary inserted in a literary work will improve students' ability to use language.

The competencies that have been formulated in the learning objectives will be useful in helping students improve their cognitive abilities and skills. Literature is used as teaching material, so students get a way to refresh their minds from boring learning. For this reason, in learning, teachers are advised to be more creative and more careful in sorting out the information that will be conveyed to their students so that the information received will form new

concepts in students' minds. Children's literature, such as legends, which are rich in moral values and character education, will stimulate students to form positive personalities. The many benefits that literature provides in students' lives make literature an alternative teaching material that is easy for teachers to implement.

Utilization carried out in this research is in the plan and in learning activities which from the results of the analysis of the intrinsic elements of the legends that have been selected in the collection of Indonesian folklore books by Yudhistira Ikranegara will be used as material for compiling Group Worksheets or Lembar Kerja Kelompok (LKK) which can then be used inserted in the Learning Implementation Plan or Rencana Program Pembelajaran (RPP), and developed into a Student Worksheet or Lembar Kerja Peserta Didik (LKPD).

Article Type

The type of research used in this research is descriptive research. According to Masyhud (2016: 104), descriptive research is research that intends to describe or describe a situation or condition rationally without any connection between one variable and another because the variables in descriptive research are single. The data collected in this study were in the form of words, sentences, paragraphs, and dialogues, while the data sources used were the book Collection of Nusantara Folklore by Yudhistira Ikranegara, teacher books and student books for Class 4 Theme 8 Curriculum 2013 revised 2017 edition.

2. RESEARCH METHOD

The data collection technique used in this research is the documentation technique. The data analysis technique used in this study is a qualitative data analysis technique that forms a Miles and Huberman cycle (in Rijali, 2018: 83) as follows.

- a. Data reduction
The collection of Nusantara Folklore Books by Yudhistira Ikranegara consists of 36 variations of Indonesian folklore. The folk tales that will be studied in this study consist of 7 folk tales that are only in the type of legend. The data that will be reduced in this research are the intrinsic elements contained in the 7 legends that have been selected as research material. This data reduction will be separated into several groups which are distinguished by a code that corresponds to the data collected.
- b. Data presentation
The presentation of the data in this study is to describe the data in the form of words, sentences, paragraphs, and dialogues related to the intrinsic elements in the 7 legends that have been selected as research materials and their use in 4th-grade learning activities that focus on the 2013 edition of the Curriculum 2017 revision.
- c. Conclusion
The conclusion of this study is the intrinsic elements

contained in the 7 selected legends and the use of intrinsic elements in the learning activities of 4th-grade elementary school students.

3. RESULT AND DISCUSSION

The results of the analysis carried out show that the intrinsic elements in the seven legends contained in the book Collection of Indonesian Folklore by Yudhistira Ikranegara have different results. The themes raised in the seven legends that have been chosen are very diverse and tend to steer away from disgraceful attitudes. The main characters and additional characters found have different numbers as in the legend of the Origin of Lake Batur which has one main character, namely Kebo Iwa and has two additional characters, namely the Village Head and also the villagers. The Legend of the Origin of Lake Toba has one main character, Toba, and two additional characters, namely a beautiful woman who is Toba's wife and Samosir, Toba's son. The plots of the seven legends that are used as research material have similarities with each other, namely, they have a forward plot consisting of several stages, namely, the beginning, the fight, the emergency, the peak, and the break. The time setting contained in the seven legends used as research material uses various times in the story such as morning, evening, dusk, evening, midnight, tomorrow, three days, seven days, weeks, several years, twelve years later, dry season, same day, and one day. The setting of the place used in the story varies, such as valleys, fields, rivers, houses, kitchens, rooms, wilderness, Pamuncak Rencong Talang country, palaces, lakes, Princess Aji Kingdom, King China Kingdom, villages, dug wells, and the Prambanan Kingdom. The atmosphere described in each event is different, such as happy, sad, disappointed, angry, annoyed, worried, restless, afraid, tense, panicked, falling in love, forced, in pain, shocked, and surprised. The message that can be drawn from the seven legends studied is that we must not break an oath or promise, keep our behavior and words to our parents, do not be arrogant, we must not cheat, and we must maintain our attitude when dealing with someone, and do not become the greedy person.

Utilization of the results of the analysis of intrinsic elements in legends as teaching materials based on the principles of selecting teaching materials is very suitable for use in learning activities. The results of the analysis of intrinsic elements are closely related to the world of schooling, especially elementary school grade 4. Because there are Basic Competencies or Kompetensi Dasar (KD) which discuss intrinsic elements, namely KD 3.9 which reads observing the characters contained in fictional texts, and 4.9 which reads conveying identification results characters in fictional texts orally, in writing, and visually. The teaching materials used for the study of the intrinsic elements of the legend from the Book of Folklore Collections by Yudhistira Ikranegara are in the form of a Learning Program Plan (RPP), Group Worksheets or Lembar Kerja Kelompok (LKK), and Student Worksheets or

Lembar Kerja Peserta Didik (LKPD) which are prepared for grade 4 students in semester 1 Theme 8 The Area I Live in Sub-theme 1 The Environment I Live in Learning 6. Furthermore, every legend contained in the book Collection of Indonesian Folklore by Yudhistira Ikranegara has sufficient information related to intrinsic elements that can be used as teaching materials. In addition, the legends used as research material also contain character values that can develop students' abilities in establishing social relationships with the surrounding environment.

4. CONCLUSION

Based on the results of the research carried out, the following conclusions can be obtained.

- a. There are five intrinsic elements found in the seven legends in the book Kumoulan Rakyat Nusantara by Yudhistira Ikranegara, namely, theme, character, plot, setting, and mandate.
- b. The utilization that can be used from the results of the intrinsic element analysis in the book Collection of Indonesian Folklore by Yudhistira Ikranegara is as alternative teaching material in the form of Learning Program Plans or Rencana Program Pembelajaran (RPP), Group Worksheets or Lembar Kerja Kelompok (LKK), and Student Worksheets or Lembar Kerja Peserta Didik (LKPD) which are prepared for students Class 4 Semester 1 Theme 8 The Area Where I live Sub-theme 1 The Environment Where I Live Learning 6.

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