

Intrinsic Elements in the *Bondowoso Folly Story Collection* and Their Use as Alternative Teaching Materials for Class IV Students of SDN Summersari

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Abstract: *This study aims to analyze the intrinsic elements contained in a collection of Bondowoso folklore. The purpose of this study is to describe the intrinsic elements contained in a collection of Bondowoso folklore and to describe the use of Bondowoso folklore as an alternative teaching material for fourth grade elementary school students. This type of research is descriptive with a qualitative design. The data collection method used in the research is documentation with intrinsic elements as research objects. Based on the results of the analysis carried out in a collection of Bondowoso folklore, they have the same theme as found in the folklore "The Origins of the City of Bondowoso and the Legend of Singo Ulung" which is about responsible, wise and hardworking leadership. The characters have the character of a leader who is hardworking, wise, kind, loyal and compassionate. Until the moral message conveyed can be emulated. From the research results, folklore can be used as an alternative teaching material in student learning at school to instill ethics and develop the positive character of students in everyday life.*

Keywords: *intrinsic elements, folklore, and teaching materials.*

1. Introduction

The learning activities carried out can improve and explore the abilities of children who are the next generation of the nation. Children will be given various kinds of knowledge that can help them to find hidden talents and interests through this learning, one of which is through learning literary works. Learning literary works, can help teachers to develop children's character. Literary works created by writers to be enjoyed, understood, and utilized by the public (Al-ma'ruf & Nugrahani in Lestari, 2017:116).

Formation of moral values in learning can be done through story learning, one of which is folklore. Folklore is a form of literary work that develops among certain local communities and is then disseminated orally using their respective regional languages according to the origin of the story (Maulana, et al. 2015: 3). Folklore is part of pure literature because it has different stories that vary according to the area of origin of the story. Folklore is found in almost all parts of Indonesia. Macculloch (in Bunanta, 1998:22) describes folklore, the oldest form of literature, unwritten fictional stories from people in the past.

Folklore can be carried out in learning activities in elementary schools because it can provide educational and cultural values to students to maintain their regional identity and culture (Rafiek, 2010:50). Folklore or folklore that is spread orally by word of mouth and has its own uniqueness that depends on the cultural and linguistic diversity of each region. The structure of folklore is not too complicated, so it can be learned at every level of education. Folklore is a product of regional cultural elements and must be preserved because it contains many meaningful educational values. Types of folklore include myths, legends and fairy tales (Depdikbud, 1982: 1)

Folklore contains moral values that are useful for the formation of children's character. The inculcation of children's character education through folklore is expected to help build children's character well. H. Mashoed MSi published by Papyrus in 2004. The learning objectives related to the use of folklore in the learning activities of elementary school students are suitable for use in learning, and the use of sentences in each story is easy for elementary school students to understand because they can broaden students' knowledge about the history of the origins of the City of Bondowoso and respect for their own regional culture. For example, in the story of the Origin of the City of Bondowoso, students can develop the attitude of nationalism contained in the story, so that students can apply it to everyday life.

The functions of folklore described by Willian R. Bacsom (in Gusal, 2015) are as follows, 1) Describe an event that is set forth in the form of a story, where these events rarely occur in the real world or everyday life. 2) Used as a means of ratifying institutions and community cultural institutions. 3) As an educational tool for life guidance or character in students. 4) As a tool for social control, namely monitoring the norms to be obeyed by the community.

There are things that need to be considered in understanding literary works, namely the constituent elements in literary works are intrinsic elements. Intrinsic elements are elements that make up a literary work from within which form the structure of a literary work. Pradopo (in Lestari, et al 2016: 186) explains that the intrinsic elements of a literary work have concrete characteristics, including types of literature (*genre*), thoughts, feelings, style of language, style of storytelling, and structure of literary works. Intrinsic elements consist of plot, character, characterization, setting, theme, mandate, point of view, and style of language used (Waluyo, 2002).

Intrinsic elements are the elements that build the story and which the reader actually encounters when reading literary works. Nurgiyantoro (2005) explains that intrinsic elements are fictitious elements that can really be imagined by readers about an event, its presence in a literary work. If every constituent element (intrinsic element) such as theme, character, plot, setting, and language, is a unified whole, then the literary work can be said to be valuable.

The development of teaching materials in the form of Student Worksheets (LKPD) is a necessity, because the selection of using LKPD as teaching materials has a complete component in a concise form. LKPD is suitable for use as teaching material to accompany the lesson text. LKPD is a sheet of questions that can direct students to understand the concepts contained in the material so that students are easier to work on (Arliyah & Ismono, 2015: 508-515). LKPD is arranged in a certain way with material that is packaged in such a way that it can achieve a learning objective. There are various types of LKPD described by Sadiq (in Widiyanto, 2008:14)

2. Research methods

The type of research used is descriptive qualitative. This study discusses the intrinsic elements in folklore related to themes, characters, characterizations, settings, plots, and messages.

The data in this study are in the form of writing, words, sentences, and paragraphs contained in the Bondowoso folklore which are indicated as elements of themes, characters, characterizations, settings, plots, and messages.

The source of the data in this study was the Bondowoso History and Culture book published by Papyrus in 2004 entitled *The Origins of the City of Bondowoso and the Legend of Singo Ulung*, student books for the 1st semester of the Merdeka Curriculum teaching module

The data collection method used in this research is documentation, because the data used in this research is a book. This method is designed to obtain data directly from research locations including books, photos, and relevant activity reports.

3. Results and Discussion

A collection of Bondowoso folklore, *The Origins of the City of Bondowoso and the Legend of Singo Ulung* have moral messages in life such as the example of a responsible and wise leader, loyalty to one's partner, and so on. This moral message can be used as a guide for students to live their lives in peace and serenity. The contents of the story are presented with a clear storyline and the use of light language so that students can understand it. Therefore, the selection of stories from the collection of Bondowoso folklore can be used as alternative material for 4th grade students.

Learning in grade 4 elementary school uses an independent curriculum with learning objectives, (a) Through discussion and question and answer, students are able to examine the building blocks of a fictional text; (b) With the help of 2 or more short texts, students are able to compare the building blocks of the 2 texts presented; (c) Students are able to retell the literary works they read to present the intrinsic elements in them; (d) Through assignments, students are able to present the building blocks of literary works of fiction texts that they have written themselves.

Research that is relevant to this research has differences and similarities. The difference between this study and other studies is that the object of this research is a collection of Bondowoso folklore. Another difference from this study is the research focus with a different number of intrinsic elements, namely the focus on 6 intrinsic elements out of 8 existing elements. While the similarity lies in the material being analyzed for its intrinsic elements which can be taught to 4th grade elementary school students. The intrinsic elements found in stories are used to support the attitudes and characteristics of students. Therefore, the intrinsic element is then used as an alternative teaching material for class IV SDN students.

4. Conclusion

The results examined show that the intrinsic elements contained in folklore have similarities, namely the theme is contained in 2 legendary stories that have the same theme, about leaders who are responsible, wise, and hard workers. The character of the main character, Raden Bagus Asrah has the character of a hardworking, responsible and wise leader. Juk Senga Ulung or Singo Ulung has the character of a wise, responsible and hardworking leader. The characters of the additional characters are different, namely kind, loyal, never complaining about trouble, patient, and accepting other people's opinions. The settings contained in the 2 stories are complete, including the setting of the place, the setting of the time, and the setting of the atmosphere. The settings of the places used as research materials also vary, including forests, seas. Each story has a forward plot and there is a moral message contained in the story. The moral message to be conveyed through exemplary positive behavior which is usually conveyed in the mandate.

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