


Introduction of folklore to improve students' storytelling skills in SD Negeri 060937 Kwala Bekala

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Article Info	ABSTRACT
<p>Keywords: Storytelling, speaking skills</p>	<p>Storytelling skills are the ability to retell an action or an event orally with the aim of sharing experiences or knowledge with others. Storytelling itself is one of the speaking skills. Storytelling activities form a person can convey various stories and express feelings experienced. Students can express what they want to tell and their attention in storytelling activities. In its implementation, storytelling activities require story material or ideas, mastery of the story, calmness and courage. Storytelling is one of the habits of society from ancient times until now. Almost every student who has enjoyed a story will always be ready to retell it, especially if the story is impressive to the student. One speaking skill that aims to provide information to others. It is said so because storytelling is included in informative situations that want to make understandings or meanings clear. By telling stories, a person can convey various kinds of stories, expressions of various feelings according to what is experienced, felt, seen, read and expressions of willingness and desire to share the experiences they have gained. Stories can be used by parents and teachers as a means of educating and shaping children's personalities through a cultural transmission approach and an effort to instill ethical values or character values.</p>
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INTRODUCTION

The development of science and technology is something that affects the sustainability of the order of human life. The rapid development of science and technology is supported because of the revolution being faced by the world, namely the industrial revolution 4.0 (Yahya, 2018). The 21st century is characterized by the change in human activities from manual to digital, information and communication can be accessed easily from anywhere and anytime (Kemendikbud, 2013) This era has also changed various human activities in the fields of science, technology, economy, social, politics and without exception in the field of education. All parties involved in education are required to be able to keep pace and follow technological advances to improve the efficiency and effectiveness of learning.

Technology-based learning must be optimized as a demand in 21st century learning. 21st century learning or in foreign terms known as partnership for 21st century learning requires students to have skills, knowledge and abilities in the fields of technology, media

and information, learning skills and innovation, as well as life and vocational skills (Kuncahyono, 2020: 156). The Ministry of Education and Culture of the Republic of Indonesia has developed three concepts of 21st century learning as an effort to meet the demands of the 21st century by developing the curriculum (Kemendikbud, 2013). The three concepts are 21st century skills, scientific approach and authentic assessment. These three concepts are organized in the 2013 curriculum, up to the independent curriculum.

Storytelling is one of many techniques to teach children speaking skills. Through storytelling, children can train their courage in front of the class and in public. By telling stories, children are trained to convey ideas, opinions or feelings coherently based on the reality of what they see and feel from the pictures they see. Storytelling skills can be developed on folklore material. Folklore is a story or story in ancient times, which developed widely by word of mouth, without knowing who the author is.

Folklore is also a type of fictional story so it cannot be proven, but there are some of them that carry local elements of an area so that they are highly trusted by the community. Not infrequently, folklore tells the story of a place to the origin of the character and some of these folklores can still be proven to exist today.

Many short folktales can be found in several regions of Indonesia, this story is one of the attractions of the community to introduce the culture and history of the place. And until now, folklores in the area are still preserved. The introduction of folklore can have a significant effect on students' storytelling skills in SD Negeri 060937 Kwala Bekala.

METHODS

This community service activity will be assisted for 2 weeks in January 2024 with several meetings. The location for the implementation of this community service is centered at SDN 060937 Kwala Bekala. The target community in this community service activity is grade VI students of SDN 060937 Kwala Bekala. The method used in this community service activity is in the form of training activities supported by giving examples and practicing storytelling directly with students.

RESULTS AND DISCUSSION

Description of the Implementation of Community Service Activities

The community service activity begins with the introduction of lecturers and students who will carry out community service activities with students in the classroom. Furthermore, the lecturer explained the purpose and objectives as well as what learning activities would be carried out on that day. Lecturers and students began by exploring students' understanding of folklore, especially folklore from North Sumatra. The lecturer asked questions about what folklore means, what folklores they know or have heard, from whom they have heard folklores, and other questions. Students enthusiastically answered every question about folklore. The series of student answers were then summarized by the lecturer into a definition that shows the meaning of folklore.

In the next activity, the lecturer began to ask about the intrinsic elements in folklore. Students also answered with a variety of answers. The answers were compiled by the

lecturer, students together with students so that they became the expected conclusion. After that, the lecturer divided the students into four groups and invited the students to listen to folktales told by students who were part of this community service activity.

After finishing listening to the folklore told by students, the activity continued with elaboration. This activity is carried out by directing students to discuss with their groups to answer questions that have been available on student worksheets that have been prepared previously by lecturers and students and have been approved by the class teacher. During group discussions, lecturers and students gradually briefed and facilitated students to find characters and characters/characters in folklore and briefed and facilitated students to discuss the characters in folklore. Lecturers also briefed and facilitated students to find cultural values in folktales and briefed and facilitated students to discuss cultural values contained in folktales.

After the group discussion is complete, the lecturer directs each student to record the findings in their group discussion. After that, the teacher gave the opportunity for group representatives to report the results of their discussions in class discussions and directed other students to comment and direct students to take lessons from the contents of folklore.

The first group to come forward was the representative of group four. In the presentation of their findings, this group quite understands the elements of the character with its characteristics. As when explaining the main character in the story, who at first was a person who was proud of his knowledge, but in the end was humble and willing to accept his lack of knowledge. In addition, this group was also able to explain the cultural values reflected in the folktale they discussed.

The second group to come forward was group one. In presenting their findings, this group understood the elements of the character with its characteristics. As when explaining the main character in the story who is said to have more strength and is eager to seek knowledge and finally succeed. In addition, they were also able to explore the cultural values reflected in the story characters, namely the gratitude seen in the actions of the Cakradewa character in entertaining by giving food and drink.

In the question and answer activity, members of the group that made the presentation answered in turn about the questions that arose against the presentation of the results of their discussion. After completing the class discussion, continued with confirmation. Lecturers provide feedback in the form of questions to determine student understanding. Students also provide their understanding of the learning that has been done. Some students have understood enough and some are still lacking and need to be reinforced. The lecturer then reinforced and added back to the lack of understanding, namely explaining again about the cultural values reflected in the actions of the characters in the story. After that, the teacher again gave students the opportunity to ask questions about what they did not understand, especially those who were less or had not participated actively. There were several students who asked questions about whether the series of characters in the story formed a series of descendants. The lecturer then explained that the series of characters could be a descendant sequence in analyzing the interrelated

characters from the facts of the story found. There were also some students who asked about the cultural values contained in the story. The teacher also explained that the cultural values contained in the story can be seen from the actions of the characters in the story. Like Cakradewa's action of entertaining by giving food and drink, shows the cultural value of sharing and gratitude. After there were no more questions, the teacher concluded the lesson.

In the final activity, the lecturer reflected on the learning that had been carried out by asking students to express their responses about the learning experience that had just been taken. Students also expressed interesting things such as when listening to folktales being told, finding life lessons that must be better, and expressing listening obstacles that need to be continuously trained. After that, the lecturer plans follow-up activities by giving an evaluation to students on the learning that has been done, namely listening to folklore and answering the questions that have been provided. After finishing, the teacher invites students to end the learning by praying together that the learning that has been done is beneficial for all.

CONCLUSION

This community service activity in elementary school shows folktales that are used as alternative teaching materials and implemented in the learning process, namely listening to folktales to students. After utilizing folklore in the language skills learning process, lecturers and students conduct learning evaluations to see students' understanding of the learning process that has been followed. From the evaluation results, the utilization of folklore as teaching material sourced from the results of this study is quite meaningful and can be understood by students. In addition, from the learning process that has been carried out, students are enthusiastic in carrying out learning activities. This can be seen from the group discussions and class discussions that students carry out.

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