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Local Stories Adapted as Learning Tools Innovation of Fairy Tale for Teacher to Improve the Literacy Skills of Student in Secondary Schools.

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ABSTRACT

One of the obstacles on the fairy tale of learning in secondary schools is there is not enough learning tool as an innovation. The example is found only one or two kind of teaching materials that use for learning, and only about 25% of the fairy tale text has from the local stories in each material. Student needs more material than that to help them finish the study easily. The method of research is exploratory mixed design. It's because the first sequent of this research is gathering qualitative data exploration for development, and collecting qualitative data to explain relationship found in the quantitative data (experimental result). An epic story is an object of the local stories chosen. All developed a tools consisting of a teacher guide, student books, and audiovisual. The result of this research is an increased literacy in students and the effectiveness of learning tools of the fairy tale for secondary school students. The conclusions is the study that the local story adapted as a learning tools innovation is effective to facilitate student learning and improve literacy skills better than regular tools. It can be a part of technical innovation competency development training of teachers in teaching.

Keywords: local story, adaptation, learning tools, innovation, fairy tale, Literacy skill, Epic story, teaching.

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INTRODUCTION

Almost in every social community have local stories as a product of the culture. Values, messages, laws, regulations and the subjects become the main content of the story. Base on exploration results, in Indonesia, can find one story from each regional area as a minimum. There are more than 34 provinces and 410 districts that can be the source from local communities. Thus, the minimum wealth of existing local potential in the form of 410 stories, both oral and written. In the language and literature development agency in the education ministry and the culture of Indonesia document, only 261 children's stories were recorded and most are from the folklore documentation (Badan Bahasa Kemdikbud, 2012). Based on the observation and preliminary studies of the folklore society (2014), obtained information that they only know of approximately 100 stories from diverse regions. These data came from the literacy levels of society to social and cultural wealth is still lacking, and fairy tales text material or stories during the local varieties used as teaching materials in schools too.

The other backgrounds are results of preliminary studies. The content of folklore and fairy tales in a variety of reading in schools, obtained from studying 25 different readings majority dominated by the use of a fairy tale result of the adoption of foreign stories (textbooks studied on 2008-2010 period). The story that presented is the result of retelling. The story was much influenced by the author perception. Although, regarded as a fairy tale comes from oral and not considered really happened (Danandjaja, 1994, p. 83), but the function of a fairy tale than as entertainment as well as the media messenger or suppression of certain legal regulations and in social life. For students (kids), life experiences ever lived is the field of knowledge improvise maturation character and habits as a result of the process of understanding (Thompson, 2002, p. 76). The component material of stories, fairy tales, epic story, and reading fiction is not balanced in the character formation. Elements adaptation of foreign origin is not synonymous with Indonesian culture and child culture. Readings in the learning process and acts aimed at supporting the creation of conditions conducive learning, appropriate and feasible (Harijanto, 2007, p. 225). Utilization of local story is a good way to overcome it. During this time, the obstacles encountered in utilizing local story are a social community product documentation documents.

METHODS

The method used in this study is a mixture. The mixing methods are exploration, design, as well as experimental. This type of research is mixed methods of design, that the first sequent of this research is gathering qualitative data exploration for development, and collecting qualitative data to explain relationship found in the qualitative data (experimental result). The approach taken is an exploration and practice (Creswell, 2008, p. 561) namely exploratory design. Exploration conducted on the analysis object data collection for tool design, component mapping of the story material design, and content analysis of previous learning tools of the fairy tale. The design method applied in the preparation of the study. Comprising the step of mapping the draft, the adaptation of local stories,

workshops on the user, expert assessment, testing, and refinement gradually. Practice methods are applied in the use of the tools and test the effectiveness of using a local story in the literacy learning tools, the functioning of these tools in facilitating student learning.

Design and exploration result data analysis are descriptive. Data analysis of practice test results uses inferential statistical techniques. Students are involved in the design of the tools use research results from various schools. in the process of perfecting the tools through testing techniques to use as many as 90 students, and in the process of evaluating the effectiveness of the use of the tools as many as 60 students. The sampling technique used in determining the user equipment of the total population of students in secondary school is using a multistage random sampling. Experiments carried out on secondary school students and performed at the location of the school. Experimental activities involving 60 students from different educational environments and different schools. Respondents were divided into two groups, namely the regular and treatment groups. Experimentally type using a quasi-experimental design. In both groups to control the outside factors that can affect the process of testing the use of the tools (Johnson & Cristensen, 2000, p. 255). Decisions on this analysis based on the results of the comparison between the regular group and the treatment group, the difference value change capability. The null hypothesis is the tools does not affect the ability of literacy and learning outcomes. An alternative hypothesis is the tools gives influence on literacy and works larger than the comparable tools.

RESULT AND DISCUSSION

The core of the discussion in this article is the result of the utilization of local stories as part of learning tools that can improve literacy skills of students and the learning outcome. Local stories as a product of their culture linked to the activities of children through the media, and used as a means of the communication link between children with practical social life (Pahl & Rowsell, 2005, p. 41). It means that if local stories used in learning activities are said to be appropriate if led to interaction between students and social environment of life. Based on that statement, the hypothesis result of this action is a learning tool can help the teacher to improve the literacy skills of students (users). Another impact generated is the process of documenting stories of local products, both oral and written has another solution. The essence of the story is limited to a differentiator with other products. In this discussion, only the story restrictions on local stories that contain elements of epic and heroic values. Based on the exploration results of local stories in Indonesia (up to 2014), found the kind of story that has elements of an epic fairly, namely the Indonesian epic story. The results of the analysis of the structure of epic story found coverage laws of the epic story, the origin of which is placed at the beginning of the story, repetition as an important thing that is emphasized in the story, the opposition figure in the story is an advocate and defender of truth and the villain, the story is patterned, logic legends, focusing on the main character, and the end of the story which includes the important messages the main event that delivered returns as suppression of meaning (Danandjaja, 1994, p. 83).

From the exploration result, there was the origin of the epic story in Indonesia as a product of a society has influenced by China story. Epic story in Indonesia was initially dominated by the translation story. It triggers the emergence of the phenomenal figure in the epic storytelling of Indonesia, among them, SH Mintardja and Asmaraman Kho Ping Hoo. The observed differences in terms of structure or the use of local elements in the story of an epic story. Base on content analysis results found the use of local elements in the character of namely, the creation of the character, background events, setting the place, and the scope of regional cultural values. All included in the story. Further data is information that the stories are more consumed by adults than by children. Values and meanings contained in the story also require understanding ability possessed by those in the adult (18-50 years old). It was found from the analysis of the complexity of the sentence content, the use of the term, the style of storytelling, as well as the selection of the theme and title. The story is presented to children can be considered based on the age of the child. It is related to the child's emotional and intellectual depicted through words in the story (Barone, 2011, pp. 6-8). The limit becomes consider in presenting the Indonesian heroic story into a story that can be consumed by children aged 12-15 years, in these cases.

Selections points are made on the content and composition of the epic story components (character, plot, setting, events, and conflicts). That element as a background of local (Indonesia) or certain areas located in Indonesia. The result of selection is determined Indonesian epic story that made by Asmaraman Kho Ping Hoo, with Bajak Laut Kertapati's title as objects. The information on the story content selection with an option presented to the main for a children's story. The series of events in the story choices of youth struggle region of Java Island, Indonesia. Fighting and sailing expertise, skill in action at sea, be getting the younger pirate as a nickname, as well as heroic characters, becomes a major component in the presentation of stories for children. The age of the child as a reader with a fitting topic (Barone., 2011, pp. 6-8) is a major consideration. Characters used as a barometer of youth in the story, namely heroic spirit, always defend the weak, brave, high-minded, unyielding, clever, and physical features of the dashing and handsome in the visual character of the Indonesian people. The epic story is divided into four episodes. The sequence of the story consists of, the part of struggle history, the emergence of village youth brave, thinking about justice and the right to freedom, a noble family, a princess gorgeous, romantic, competition and battle, the defense of the weak, the planning and the attack strategy, insurrection is the attacks, sacrifice, and victory. The story sequences included as a storyline category that can be understood by children aged 12-15 years.

The findings of life values and the character description associated with educational needs. It base on exploration needed result. Basic analysis to determine the tools packaging is the learning provision criteria that applied in Indonesia. That is because the educational process requires a product that fits the needs and specific rules that apply as a universal guideline (Cunningsworth, 2008, p. 7). Thus, the mapping and implementation of process re-adapt the stories that can be used in educational activities. Some things are changed in the process of

re-adapted is in the language, storytelling events techniques, the use of communication sentences, and the values appearance in the story. While things are not changed in the process of re-adapted are named characters, setting events, the values of life, and the sequence of the story.Things and values of social life that included the story, packed to be consumed by the young students (12-15 years) to build the perception of identity and character formation. The series of stories in four episodes into four pieces quotes a story in four titles interrelated. Kertapati pirate (bajak laut Kertapati) epic story quotes a story titled becomes 1) Bajak Laut Kertapati (Kertapati Investigation), 2) Misi Kertapati (Kertapati Mission), 3) Penyerangan ke Jepara (Jepara Attack), and 4) Arti Kemenangan bagi Kertapati (Meaning of Victory for Kertapati). The value of which is covered is 30 attitudes that relate to the regional character. All of these things become a source tool of learning design.

The next phase is the source material connecting with national education standard mapping that applies to the junior secondary level (SMP) in Indonesia. It is connected the object of learning and knowledge learned. All of these are aimed at the students or users' needs (Cunningsworth, 2008, p. 8). The mapping results are a series of learning activities using local adaptations epic story of six stages. At each stage includes a number of characters as part of the learning process. And each stage also includes listening, reading, writing and speaking competency. The fourth competency can help improve knowledge as well as literacy skills in students. The tools function as a supplement, because the source material (an adaptation of the local epic story) with knowledge of the matter (fairy tales learning) is modified into a module of the learning activities. It is presented in the form of print and audiovisual media, and intended for the teacher and students. The technique of tools using is designed as a collaborative activity between the teacher (instructor) and students during the learning activities take place. In educational terms and conditions prevailing in Indonesia, the book is called enrichment book. Thus, at this stage of the product produced in the form of learning book device containing enrichment local stories. The adapting technique of the story is through the process of reading or listening and deep understanding, events' selection, meaning synchronization, value representation, diction adjustment options, and repackaging dish storyline. Local stories it can be a fiction that contains local elements, a regional events story that continually passed, tradition stories preserved through social messages, regional leaders' stories to be remembered and emulated, as well as a social community life story to be a message from one generation to the next. All of that can be spoken or written.

The next step after mapping it is the use of the tools testing. Trials involving the use of direct users are Indonesian subjects, junior high school students and teachers. The learning concept is designed with the inquiry base learning and literati. This is done for inquiry-based learning provide excellence in learning results are better, especially with the ability to understand the information covered and excavation understanding of nature interpretation (Abdi, 2014, p. 40). Next is, related to the use of technology, in the audiovisual media of story. In the inquiry learning method, the attention and motivation to learn about the user is the best

way. To determine the effectiveness of the tools made comparisons between the outcomes of learning in the treatment group (results of the design use) with a regular group (without the design use). The results obtained are evidence of a local story effectiveness or the learning material is capable of supporting the process of improving literacy skills in students.

In the study of treatment group, conducted experimental use of the tools containing local adaptations of the story. Measurement of the ability to do in the beginning, before using the tools, and after using the tools. Measurement instruments in the form of student worksheets that include listening activities and present the results of the hearing, listen and rewriting the results of the hearing, reading and rewriting the reading, writing down the results of reading and hearing that presented (talking). Meanwhile, the study of the regular group performed the same learning activities as usual, but to use the tools during this study that typically used in the learning process. Basic literacy skills measurement using the reference guide literacy levels specified in three levels: low, medium, and high. Criteria for the each level is in the range of 0-50 (Low), 51-67 (medium), and 68-100 (high) of scoring. The explain of each level score of the student are low capacity if the students were in activity only able to read and listen without being able to present the results of reading and hearing. Have the medium's ability if the students were in activity are able to correctly read, listen to, and writes the results without creativity or without providing any additional information that is found on the implicit meaning. Has a high ability if the students were in activities are able to correctly read, listen to, and writes the results in a creative and add the information obtained from the experience and their results from an analogy of mind. The form of student learning outcomes and assessment outcomes data's, student attitudes conducted by the teacher.

Literacy activities carried out during the process of learning takes place. This is done by teachers and students as collaborative learning activities. Adaptation of local stories that become a component part of learning tools is the example of literacy activities for teachers. Mentoring during the learning process undertaken by the teacher to the student based on his understanding is an example of literacy activities from teacher to student. A series of student activities as directed in the learning is the process of literacy activities undertaken students. Thus, the results of student learning and action can be an indicator of the level of literacy in students. Base on the acts and the results, prove the design is successful and effective for benchmarking count results measuring. And the fact is the treatment group reaches large numbers in giving effect to improving literacy skills.

Results count data on the experimental learning value obtained information that the regular group (30 students) after implementing the learning process, 87% of students have the high ability to listen. However, in terms of reading student who has the ability to read high is none (0%). Students who have low reading skills was evaluated at 37%. The data found, in addition to the students is 63% of the students have the medium's ability to read. The literacy rate is visible on the ability to write the result of reading and listening results and present the results orally posts. Ability to write medium level achieved by 53% of students and only 47% of students who have the high ability to write. Meanwhile, the ability to

speak, 73% of students have the low ability to speak, and only the remaining 27% of students have the medium's ability to speak. Different things found in the treatment group. In the group of students (30 people) of the user, design results obtained basic information such as their high ability to hear reached by the overall students (100%) and a low reading skill only in 10% of students. The low ability to speak only in 40% of the students. After conducting listening, 90% of students have the medium level ability to read, and on the student group also found the high-level ability to write.

The literacy skills gained through listening and writing down the results of the hearing-assisted reading text. Literacy activities are used as part of a complex series of learning activities is an effective method to build a routine activity of literacy in students. In this case, teachers act as instructors and companion in the process of literacy routines. Learners must know the literacy utilization concept and literacy outcomes (Rodgers & Rodgers, 2007, p. 56). Thus, the results of text adaptation use, help the adjustment process between literatures with the understanding level of literacy actors. The impact obtained from these activities is the formation of the reproductive process and documentation of the local story (epic stories), without losing the essential components to re-delivered and continues to be protected. Based on the results of experimental design use, found elements of the difference between the results of learning materials adapted to the material in the form of creation of new stories in terms of value quality are included in the story. Although the two types of the same text, and have the same main filler component, but in historical value and cultural heritage in the adapted text resulting is more competent. Delivered potential and message applied and mandate of the learner, it has elements worth and higher in the social community environment.

Story adaptations and tools intended for children aged 12-15 years old adolescents. At that age range, children have a pattern of thinking that dominated their intelligence and the use of self-logic (Arthur, 2003, p. 60). All things become acceptable if accompanied obtained reason and with the logic evidence concrete. These elements are used as a barometer of, at least for them self. Thus, various types of inputs that can affect the skills and character of children of that age should have close relations with the social environment of his life. The value comes from Java local stories community will more easily intelligible by the Java culture occupation. Including adolescents at 12-15 years of age who are residents of the island of Java. In terms of concept, it also applies in other areas of Java community environmental. The transformation of the social life values elements and knowledge is conveyed implicitly in the local story is detected by the social instinct and life experience that is already stored in memory and students thinking (teenagers).

Transformation of local values through the use of language in telling the story, the choice of words or diction adjusted to the level of understanding users by age and social environment. One example, heroic value component contained stories, original stories for ages 18-50 years describe the heroic behavior in physical combat, use weapons, magic sentence pronunciation sentence contained in the origin story, transformed into a form of intelligence battle, the use of strategies, as

well as the pronunciation of sentences close to the logic of the present. The audiovisual forms are easy for users to understand the content and the meaning of the story used in the learning process and serve to connect the learner's knowledge to other entities or form (Sorensen, 2009, p. 177). The ability to understand the effect on student motivation and interest when the process of digging meaning understood. Literacy skills have a greater chance than the result of understanding the new text or text adaptation from foreign countries. Indicators of literacy detected through academic learning outcomes and student achievement on certain characters.

Literacy process is not only about reading and writing. The fourth competency has a strong relationship between the character of the student (child) with the encouragement and the consciousness level in the knowledge and skills development process. These things create a feeling of, like or dislike and have an impact on the desire to learn or not learn it. The possibility that could happen is a decrease or an increase in the ability of the user. Activities based on instructions and working instructions, directing practical thinking patterns in students. This can occur for 90 minutes (one-stage series of learning activities). Students achieving development in certain characters. The results of experimental use of the tools into a basic analysis. Changes in attitude outcomes (self-confident, independent, courageous, humble, and caring) with both criteria in the treatment group in the form of an increase in the fourth attitudes (confidence, independence, humble, and caring). The percentage of students with an overall improvement (30 students) by 64% to increase the quality of character and attitude. Additionally result, that 7% of students decreased attitude change, and 30% of students did not change the character and attitude. Percentage increase in the quality of use of the tools as a whole by 8.3% - 40% better than the original condition up to the time after the activity. This was compared with the results of the analysis on a regular group. There is a noticeable difference. Percentage of students who experienced an overall improvement (30 students) is only 40%. Other improvements are on the quality of students' character and attitude of the students. Meanwhile, 27% (of 30 students) decreased change of attitude, and 34% of students did not change the character and attitude. The percentage increase in the overall quality is only 8.3% - 20% in the regular group, and lower than the treatment group.

Learning activities carried out by following the listen to instructions carefully and continued the activity of rewriting the outcome heard with his own style without losing the main topic. Thus, a process of memory space building in the minds of the students when the process takes place. That's when the personal logic plays a role choose things to be stored in memory. At this stage of transformation, the memory becomes part of the reasoning process with the aim of the back conveying capability. The process affects, the perception, and the literacy knowledge development. Literacy does not only occur in the process of reading and writing. Literacy can be considered as a social practice (Pahl & Rowsell, 2005, p. 11). At this stage of transformation, the memory becomes part of the reasoning process with the aim of the back conveying capability. The process affects the perception and the literacy knowledge development. Literacy does not only occur in the process of reading and writing. Literacy can be considered as a

social practice the greater openness patterns of thinking, the more opportunities to provide space in the box thinking students. The long process of becoming a method that emphasizes activities in literacy activities through adapted text media again.

CONCLUSION

The conclusion of the discussion base on the adaptation of local stories that are used and served as the reading material suitable for consumption by children is more appropriate when it has been through the process of adaptation to advance and become an old story in a new form. An adaptation activity of the Indonesia epic story (adult) into epic stories for children has compatibility with the knowledge, needs, and abilities of children as users and teacher as a mentor. This adaptation activities in this context have some similar actions by paraphrasing the text but in a more complex level. in the adaptation, text layer is not limited to retelling of using their own language, but to the selective section in context, and present in different forms corresponding users potential (secondary school students) Based on the results that is verification through the use of test results is an increased learning and literacy skills impact the character refinement, prove that methods are can be teacher method for teaching. Realizing activity is well established and high literacy in the sphere of education and activity in schools can be helped by the activity of the local stories utilization through the adaptation and modification techniques adapted into a part of the study. The improvement of literacy activity is completed by listening and telling.

The things that they accept from listening and reading activity can help them to be a good writer and speaker. Learning tools that have a near aspect component to the environment of students' life can help understanding and insight improvement process with easily. Local stories can found in every cultural society. Students in secondary schools already have a basic character that could increase the probability of literacy skills development successful. The learning tools of fairy tale proved better and more effective than the regular tools. Local stories adapted as learning tools innovation of fairy tale for a teacher can improve the literacy skills of a student in secondary schools.

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