Development of Pati Folklore-Based Module as Literacy Reference

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Abstract: The research objectives 1) analyze the need for a module based on Pati folklore, 2) design the development of a Sarah Pati folklore-based module as reference material, and 3) analyze the feasibility based on Pati folklore. Research and Development type (R&D) from Sugiyono, the stages are 1) research and data collection, 2) planning, 3) product draft development, 4) field trials, 5) initial product improvements, and 6) field trials. Sources of data were students and teachers of class V Public Elementary School No. 1 Sumbermulyo, V Public Elementary School No. 2 Bumiharjo, V Public Elementary School No. 1 Pulorejo and V Public Elementary School Degan, Winong Pati District. The research instrument is an interview with teachers, validation for material experts and media experts, Data analysis with instrument testing, and analysis prerequisite tests. Research results: it is necessary to develop a module based on local wisdom following the analysis of the needs of reference materials for literacy activities, 2) development a local wisdom-based module in the form of a Pati folklore-based module consisting of a starch folk tale that has been passed down from generation to generation obtained by interviewing community leaders, religious leaders and literacy at the Pati regional library, 3) the Pati folklore-based module was declared suitable for use as a reference to improve students' literacy skills based on the feasibility test with the media validation results of 92 with a very suitable category and the results of material validation of 46 with good criteria.

Keywords: Development, module, Pati folklore, literacy ability

1.   Introduction

Indonesia is an archipelagic country with different cultures, ethnicities, races, and religions. Argues that "Indonesia is a pluralistic country consisting of a collection of ethnically characterized people with various cultures and different backgrounds. As a diverse country, Indonesia has a variety of different cultures according to the characteristics of each region. Miftah (2016) argues that every area in Indonesia has its culture and its characteristic, the existing cultural diversity is our country is one of the forms and evidence where our country is rich of cultures, and its characteristics, the existing cultural diversity is a form and proof that our country is rich in culture.

The use of wisdom-based modules includes modules with folklore material. Folklore can be interpreted as a cultural expression of a community through spoken language directly related to various aspects of culture such as religion and belief, the law on economic activities, the family system and the composition of the community's social values. Folklore is a genre of oral folklore that is told from generation to generation (Endraswara & Hum, 2013). Apart from being entertainment, the function of folklore can also be used as a role model, especially folklore that contains messages of moral education.

According to Surdyanto & Kurniawan (2020), the module is a teaching material that is systematically arranged in a language that is easily understood by students according to their level of knowledge and age so that they can learn independently (independently) with minimal assistance or guidance from educators. According to Dewi & Primayana (2019), modules are teaching materials arranged systematically and attractively, including material content, methods, and evaluations that can be used independently to achieve the expected competencies.

The folklore-based module makes it easier for students to understand, communicate and solve problems with the information obtained. Efforts to improve multi literacy skills are by implementing teaching materials that follow the conditions of students so that they can provide direct experience and the application of the essence of knowledge.

Learning with the application of these teaching materials can link the material with folklore, where local folklore teaching materials are generally applicable. In contrast, learning materials contain concepts or theories—folklore-based teaching materials as materials for literacy for students.

Literacy is simply defined as literacy, literacy, and proficiency in reading and writing. However, this is not the case for now because the need for knowledge of each individual is much different (Nagy, Carlisle, & Goodwin, 2014), stating that literacy is a social event involving specific skills needed to convey and obtain information in written form.

Another research Astuti, Sholikhah, & Fitriyantica (2020) show the results from material and media validation experts showed that the teaching materials were stated to be very good. Furthermore, the results of the effectiveness trial showed that the experimental class was better than the control class. This means that the thematic textbook is effective and can be used as one of the textbooks in class V learning activities.

The results of observations and interviews are supplementary books as reference books for literacy based on the local wisdom of the Pati Region. The impact of the lack of modules for reference materials for student literacy activities based on local wisdom is that students have low literacy skills and do not know the local culture. They are more familiar with foreign cultures that are often seen on various social media.

In relevant research on the development of Taufinaa & Syarif (2020), the integration of the folklore module is significant. It can be executed by incorporating local wisdom values into the material, classroom activities and the teaching process of linguistic skills.

From the above problems, the need for local wisdom-based modules in the Pati area as an alternative to literacy is very much needed by teachers and students. Unfortunately, books and Indonesian language modules based on local folklore are still rare. It is also limited if the teacher looks for additional material from the internet. With the Indonesian language module based on local folklore, students are more familiar with the culture and characteristics of the region.

The problem is the low literacy skills of elementary school students. Students' literacy skills have not touched the values of the nation's character, namely the values of local wisdom, especially about the folklore of Pati Regency. Pati folklore is a folk tale from Pati Regency with cultural and historical values that students need to understand. Unfortunately, there is no accompanying reference in the form of a module containing folk stories to strengthen character and improve students' literacy skills.

So an effort is needed to develop a companion teaching material or module that contains the local wisdom of the Pati people in the form of a module based on Pati folklore. It is hoped that the development of a module based on Pati folklore will improve students' literacy skills and introduce them to the area's local culture, which is almost eroded in this era of globalization.

The research objectives 1) analyze the need for a module based on Pati folklore, 2) design the development of a Sarah Pati folklore-based module as reference material, and 3) analyze the feasibility based on Pati folklore.

2.　　Literature Review

Folklore serves as a medium for public amusement. Many folk tales, including fairy tales, myths, and legends, have intriguing and humorous storylines, making them ideal as a means of teaching and learning. The narrative instructs by delivering a message or messages that can enhance the listener's personality and character (Wijayanti, Wulandari, & Wiarta, 2022). The folklore text is organised into orientation, intricacy, resolution, and coda. The orientation section serves as an introduction and provides information on time, place, and characters. A description of time, person, and place is complicated (Lisnawati, 2021).

Reading is a skill that pupils must learn in order to further education, so the lack of interest in reading among elementary school students is a severe issue. Students can learn new things and deepen their understanding via reading. The primary purpose of reading is to obtain information and comprehend the significance of that knowledge. It is possible to cultivate students' interest in reading from an early age, which will make it easier to develop a reading and literacy culture for students in the future. Each learning activity needs to have a crucial element called learning media.

One of the instructional tools used in the learning process is the module. In order for students to grasp the taught competencies, modules are systematically created based on a specific curriculum, packed in the shape of the smallest learning unit, and allowed to be studied independently in units (Eka, 2022). To help students learn independently, with or without the assistance of the teacher, and to accomplish learning objectives, modules are employed in the educational process. Because the learning media themselves are obtained in accordance with the curriculum and needs of students at school, they are very useful teaching resources for both students and teachers. Learning media can also make it simpler for teachers and students because they offer opportunities for autonomous learning without teachers' supervision and for developing competences that must be mastered.

According to Mohd Sabri & Saud (2007), the module is one of the entire units that comprises of a number of educational activities intended to aid students in achieving their predetermined goals. According to Purwahida (2018), the module is a stand-alone teaching resource that consists of a number of planned learning experiences that are systematically created to aid students in meeting their academic objectives. The main goal of learning with the module is to increase the time, resources, facilities, and manpower available for learning in schools in order to fulfil objectives as effectively as possible.

3.   Methodology

3.1   Research Design

This study uses a research and development approach (Research and Development). Research and Development (R&D) is a method used to produce specific products and test their effectiveness of these products (Sugiyono 2017). The research and development procedure refers to Sugiyono's development model consisting of 10 steps which are simplified into four steps as follows 1) problem potential, 2) collect information, 3) product development and 4) design validation.

3.2   Data Sources

The data sources were teachers and fifth-grade students in 4 elementary schools, namely Public Elementary School No. 1 Sumbermulyo, Public Elementary School No. 2 Bumbiharjo, Public Elementary School No. 1 Pulorejo and Public Elementary School Degan. In addition, data sources come from expert data sources to obtain media feasibility results, namely media experts and material experts. Data collection in this research will be carried out in 4 (four) stages, namely, stage 1 is carried out to find problems and potentials, stage 2 is carried out to make a design (module based on starch folklore), stage 3 is carried out to test product design designs, stage 4 carried out during field testing.

3.3   Data Collection

The data collection technique to be carried out is triangulation or combination, which is a data collection technique that combines various data collection techniques and existing data sources in this study data collection methods in the form of observation, interviews, documentation, questionnaires and tests. In triangulation techniques, researchers use different data collection techniques to obtain data from the same source. For example, researchers simultaneously used participatory observation, in-depth interviews, and documentation for the same data source (Sugiyono, 2018).

3.4   Data Analysis Technique

Data analysis was carried out by following the instructions in the manual of each data collection instrument. Quantitative data can be analyzed using statistics. According to (Sugiyono 2017) parametric statistics are used to test the comparative hypothesis of the average of two samples, teacher response analysis and student response analysis, as well as expert validation.

4.   Findings and Discussion

4.1   Needs Analysis

The results of the initial analysis of student needs in literacy activities showed that the implementation of literacy activities used student books (book package k13), students did not find a module for literacy reference in the form of regional folklore, and most of the students had never been students nor had they read regional folklore. The teacher also does not teach about local wisdom of the local area, even students will be happy if there is a module or reading about regional folklore. The results of observations and interviews with both teachers and students can be concluded that it is necessary to develop reference materials in the form of modules for literacy activities. The module must include and be based on local wisdom. Because by creating a module for reference based on local wisdom, it will motivate students to carry out literacy activities so that students' literacy skills increase and students can get to know their local culture.

Opinion Sharma (2017) in his research that increasing students' statistical literacy skills required an important role from teachers to provide facilities to students to develop statistical literacy skills. In learning, the teacher plays a crucial role in creating a learning atmosphere with the right method, one of which is by doing modules. In this statistical material, the development of teaching materials is very useful.

Research by Shofiyah, Wulandari, & Setiyawati (2020) in the development of modules based on traditional games is needed to make students learn independently without or with teacher guidance as the surrounding culture, namely by using modules based on local wisdom. This research produces a product in the form of a material module, "Particle Dynamics", based on local wisdom, namely games that are usually played by the community or called traditional games. Some conventional games discussed in the developed module are boy-Boyan (Sukma, Mundilarto, & Putri, 2019), tug of war and geredan (pull) areca nut. Where these games are discussed by applying the concept of particle dynamics.

Research Kanzunnudin (2017), on Exploring the Values and Functions of Folklore of the Sultan of the Audience and the Wali At-Taqwa Mosque of Loram Kulon Kudus" has the values of local wisdom and educational value. The value of local wisdom is in the form of leadership, service, and traditional, cultural, and social values. Educational values include ethics, morals, character, exemplary and heroism, and religion. The essence of folklore is that folklore is part of a collective culture that is passed down by ancestors (ancestors) to future generations through oral and written

culture from generation to age which contains the values of life in various forms such as prose. Therefore, books other than textbooks, namely books of local fairy tales and folk tales that have local wisdom in their reading material (Bulan & Hasan, 2020) mean include fairy tale books. This means that fairy tale books are needed that can be used for literacy in schools.

Research from Ariana, Situmorang, & Krave (2020) stated that traditional games' integration starts. However, there is a lot of memorization in this material, and sometimes students do not understand the basic concepts, so students' understanding of this material is lacking. Taking into account the difficulties students feel, one solution is to vary the model or learning method that directs students to learn, which helps develop their potential (meaningful learning).

4.2   Product Design

The design of this teaching material includes three components: opening, content, and closing. The opening consists of a title, an introduction, and a table of contents. The contents are in the form of folk tales, elements in the story, and tasks. At the same time, the cover contains a bibliography, words of wisdom and author information. The following is a module design based on the Pati folklore:

(a)

(b)

(c)

(d)

(e)

(f)

(g)

(h)
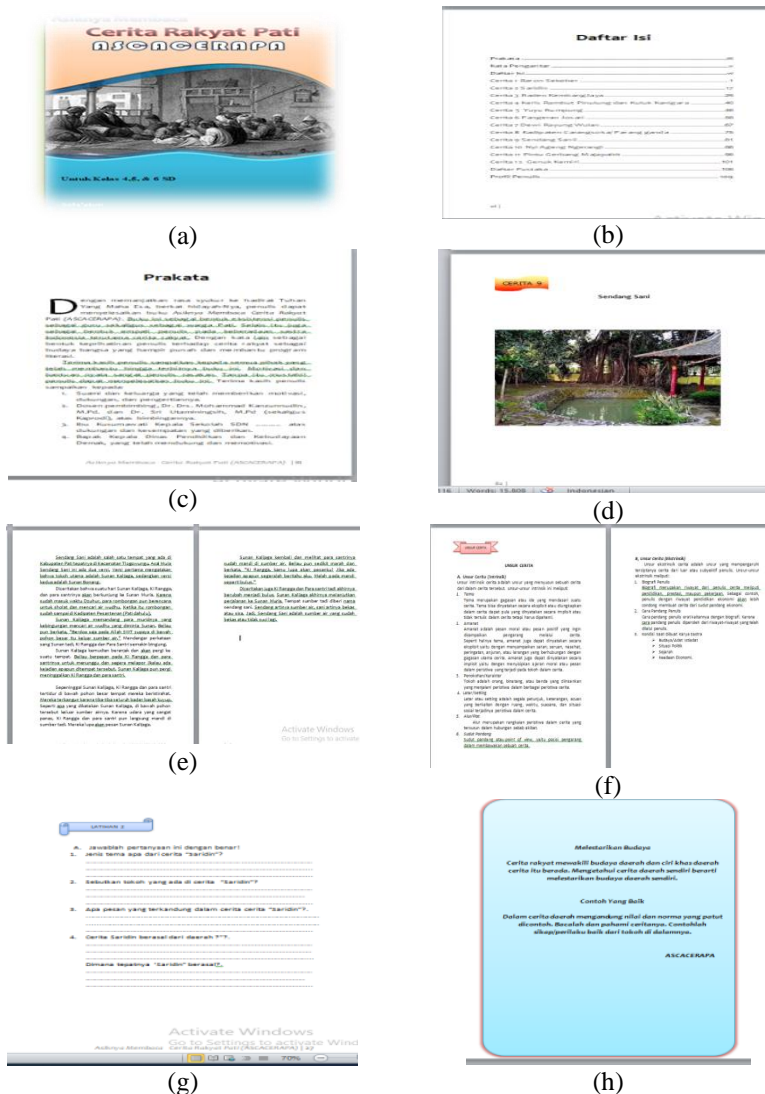
Figure 1. Module development design based on Pati folklore (a) Cover; (b) Table of contents; (c) Foreword; (d) Illustration and story title; (e) Contents of the story; (f) Elements in the story; (g) Exercises; (h) Words of motivation

This Pati folklore module is used as reference material in schools to implement school literacy. According to Suprihati, Utaminingsih, & Suad (2022), the module is the smallest unit of a learning program that can be studied by students individually (self-instructional). Meanwhile, according to Logan, Johnson, & Worsham (2021) a module is a

printed teaching material that is systematically arranged in a language that is easily understood by students according to their level of knowledge and age so that they can learn independently (independently) with minimal assistance or guidance from teachers.

The module development was chosen because of the lack of reference for teaching materials for reference activities. This module includes several folk tales that contain elements of regional culture. This follows the purpose of developing the module as teaching material and introducing the Pati regional culture. The Pati folklore-based module consists of several parts: introduction, content and closing. The introductory part consists of the cover, preface, and table of contents. At the same time, the content section consists of several Pati folk tales, elements in the story, and practice questions for students' literacy skills, and there is a closing section comprised of messages, a bibliography and author profiles. Module development is the same as Utomo, & Cakranegara, & Pahlawati (2021) who said that learning outcomes by fostering character habituation in planning and implementing learning, as well as fostering a culture of literacy and assessment of learning outcomes. Literacy culture on the material of the periodic system of student elements.

Research from Dewi, Su'ad, & Utaminingsih (2022), with the results of the study, it was found that 1) the profile of folk tales based on Pati local wisdom is a folk tale book derived from lesson fairy tales into written fairy tales by linking Pati local wisdom, attractively packaged and easily understood by students, 2) Research and development produce folk tales based on local wisdom with five stories: Mbah Mutamakkin, Sendang Sani, Dalang Soponyono, Pangeran Josari, and Genuk Kemiri, and 3) Folklore books based on Pati's local wisdom have been proven to improve the quality of the School Literacy Movement (GLS). In addition, developing folk tales based on Pati's local wisdom can increase reading motivation during the School Literacy Movement (GLS).

Research by Adinugraha & Ratnapuri (2020) research that the Biodiversity Module with Local Wisdom and Cultural Approach has 15 characteristics, which contain elements: cover design reflects the topic, communicative language, scientific learning, meaningful learning, innovative critical thinking, basic literacy, especially digital literacy, character education, ethnobiological studies, pedagogical studies, 21st-century skills, joyful learning through creativity, student centred learning, illustrations/pictures/media that facilitate material, originality of content and presentation, and prioritizing tolerance and non-discrimination.

The results of the module development are the same as those Suprihati et al. (2022), which says that learning outcomes by fostering character habituation in planning and implementing learning, as well as fostering a culture of literacy and assessment of learning outcomes. Research by Mufaridah, Santoso, & Madjdi (2020) state the design of the development of the local wisdom-based learning module consists of 3 parts, namely introduction, content, and closing. The content section of the module consists of quotes on basic competencies, learning objectives, learning concepts, and exercises. The feasibility of the product is seen from the validation results of material experts and linguists.

Suwatra, Suyatna, & Rosidin (2018) state that the development of an ethnoscience-based science learning module on global warming material was developed using the Borg and Gall development method, which consists of eight research steps. According to Komariah, Murtono, & Kanzunuddin (2022), to introduce local wisdom, teachers need to include material that uses local wisdom in the learning process so that students can maintain regional knowledge in the face of developments and educational progress in the cultural characteristics of the surrounding area. According to Ekowati, Kusumaningtyas, & Sulistyani (2017), local culture functions as a means of conveying learning by placing more emphasis on achieving an integrated understanding rather than a deep understanding.

4.3 Eligibility of Pati Folklore Based Modules

The results of the validation of the design and development materials for the starch folklore-based module are:

Table 2. Media validation results

No.	Aspect	Indicator	Value
1	Content Eligibility	1. Compliance with core competencies, basic competencies and Indicators	4
		2. The breadth of the material	4
		3. Material attraction	4
		4. Conformity with the development of science and technology	3
2	Serving Eligibility	5. Systematic consistency of presentation in learning activities	3
		6. Confusion of concepts	4
		7. Student-centered	4
		8. Support student learning independence	3
3	Language Eligibility	9. Grammatical accuracy	4
		10. Interaction with readers	4
		11. Compatibility of Graduates with the	3

		level of development of students	
4	Graphic Eligibility	12. Spell Accuracy	4
		13. Cover media	4
		14. Use of font types and sizes	4
		15. Layout and layout	3
		16. The suitability and accuracy of the illustration with the material	4
Total			59
Score			92
Criteria			very worthy

The results of the media assessment of the Pati folklore-based module were 92. So this category was feasible, while the material assessment was 3.73, with very good criteria. So the conclusion is that the Pati folklore-based module is very suitable for reference material to improve student's literacy skills in the media or the module.

According to Muktadir et al. (2020), the existence of a common culture taught by teachers will accelerate students' understanding of the material presented and learning to be effective. Therefore, in schools, there need to be lessons that contain materials based on local wisdom to prevent an area's loss of local wisdom. Local wisdom is one thing that needs to be preserved so as not to become extinct. The results of this research following the research of Surahman & Kondo (2021) and Subayani & Nugroho (2019) with the development of a module based on local wisdom writing poetry shows that the validation of the material expert is good, and the validation of the design expert is quite good.

Research Rizkiana, Khairunnisa, & Apriani (2021) in the development of the module, it was found that the validity of the thematic science module was in the very high category, so the science module with the theme of having noodles that had been developed was very suitable for use by teachers and students as the primary media in learning. Research from Utaminingsih, Murtono, & Hamidaturrohmah (2019) According to the results of validation, teacher and student responses and t-test, it can be concluded that the development of teaching materials based on local wisdom in Jepara is effective and suitable for use in learning.

Table 3. Material validation results

No	Assessment Aspect	Value
Contents		
1	The suitability of the material with competencies standards and basic competencies	3
2	Suitability of activities with materials	3
3	The use of concrete examples as examples in the material	4
4	Completeness of the material presented	3
5	Ease of understanding each sub-section of the material presented	4
6	The suitability of the selected image with the material	3
7	The suitability of the material presented with the characteristics of the fifth grade elementary school students	3
8	The accuracy of the material presented	3
9	The realization of the selection of examples on the material presented	4
10	Accuracy of selection by example on the material presented	3
Benefits		
11	The benefits of the folklore module for improving the literacy skills of fifth-grade elementary school students	4
Exercises		
12	The suitability of the practice questions with the material	3
13	The suitability of the practice questions with the basic competencies of the indicators to be achieved	3
14	The suitability of the difficulty level of the practice questions	3
	Total	46
	Criteria	Good

5.   Conclusions and Recommendations

Based on the results of research and discussion, it can be concluded that the development of a module based on Pati folklore is based on the needs analysis of materials for the literacy of elementary school students. Therefore, the

development of the Pati folklore-based module is deemed worthy of being used as a reference to improve students' literacy skills.

The development of the Pati folklore-based module should not only be used as literacy reference material but also as teaching material for Indonesian language lessons and instilling the values of the nation's character by the culture of the Indonesian nation.

Acknowledgement

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