

Culture of Literacy through Folklore Text as Efforts to Improve Student Character in Islamic Primary School Khaira Ummah

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Abstract-The culture of literacy in elementary schools needs to be continuously developed, one through fairy texts. Culture of literacy means developing the logical thinking ability of students in understanding and interpreting something obtained, either orally or in writing, and able to use it in life. The text of fairy tales or through storytelling, it is believed can be used as a means to develop the character of students to a better direction, through the depiction of characters in the story. Through the story presented the author can increase the curiosity of students to follow the stories that exist in the story. The stories can serve as a tool for children to examine their own lives, give empathy to others, and be able to understand about life in such a complex society. Thus, through fairy tales can revive the culture of literacy among elementary school students. Fairy tale is a work of fiction in which loaded with the content of values of which moral values are expected to be beneficial to the mental development of students. The realization of literacy culture storytelling in students will also develop the character of students.

Keywords-literacy; fairy tale; elementary school of Islam; Khaira Ummah Padang

I. INTRODUCTION

Khaira Ummah Islamic Elementary School (SDI) is one of the private primary schools located in Padang City. The curriculum used by this school is the 2013 curriculum (Kurtilas). This school has accreditation A. As a private and religious-based school, In addition to compulsory subjects are also given additional subjects taught to students, such as: Arabic, English, Tahfis, Fiqh, Alquran, Aqidah, History of Islamic Culture, and the Culture Alam Minangkabau (BAM). As one of the schools based on Islamic concepts and applications implemented by the schools incorporated in the Indonesian Integrated School of Islamic Schools (JSIT, an Integrated Islamic Education System built with the paradigm of whole science, based on the philosophy of 'manjadda wajadda', meaning who is truly-will be successful. By the distribution of these subjects, of course, great expectations of students have a set of competence field of science and good character. Given the current conditions, amid the current modernization of technological advances and information so rapidly there are sides of concern felt by both parents and teachers at school. This is consistent with what Asteria (2012) states that the Indonesian nation is suffering from 'acute illness' in various areas of life. The education development index shows Indonesia's position has declined from 65th position to 69th position in 2012. In addition, 527,850 children or 1.7 percent of 31.05 million dropout elementary school children Modern problems that appear more varied, such as abuse of the internet by children, pedophilia cases against kindergarten and elementary school, the brawl between learners, and the latest is a student killing the teacher is only a trivial case, as well as a series of other cases that make a scene of education. Everyone is so happy with the advanced technology and versatile, but there are many negative aspects of modern technology, especially for elementary school students. For that, it takes a method, strategy or method that can counteract or at least minimize the case that occurred as described in the previous section.

Actually, our country, Indonesia, has long been famous for the country that has a great noble cultural heritage. However, if we search further so many issues that would have to be questioned again the existence of the noble culture. In this case consistent with what is stated by Asteria (2012) that what is considered important and fundamental for all irregularities that happened to the Indonesian nation is culture and character. Culture and character of a nation will be the basis for thinking and behaving society.

Related to that, various efforts are done by the school one of them equip students with subjects that have the content of moral values. The Khaira Ummah Islamic Elementary School (SDI Khaira Ummah) undertakes various efforts either through a set of teaching materials both of a general or religious nature. Through the provision of teaching materials, it is expected to form human Indonesians who hold firm values of culture and character of the Indonesian nation. Thus, cultural education and student character must be inculcated early in various ways and elsewhere, including in elementary schools.

One of the subjects contained in the curriculum in elementary school is Indonesian, with a sub theme story or fairy texts. As one part of children's literature, fairy tales or storytelling are still considered as the right way to instill character values to the child. Because it is believed that a lot of moral content or moral messages are conveyed through fairy texts. However, if associated with technological advancements today is rarely a child who likes to read fairy tales.

Of course, this is very unfortunate how efforts to develop literary literature, especially in the aspects of reading and writing, which is a point to gauge the literature of literary students.

Research or literature on literacy has been widely practiced by previous authors, among them Sari (2011), Pratiwi (2016), Alfuad (2017), and Kurniawan (2017) see literacy of students' reading ability both for school elementary or secondary school. However, research or discussion of literacy through fairy texts has never been discussed. Therefore, it is seen that this paper is important to see whether through fairy texts can increase the literacy of elementary school students.

II. METHODS

This paper was a theoretical study of the problems that exist in the Islamic elementary school Khaira Ummah Padang. The problems discovered were then mapped to find that through fairy texts could improve the character of the student in a better direction. The content of fairy texts loaded with moral messages was relieved to shape the character of elementary school students

III. FINDING AND DISCUSSION

Literacy

The global era demands that individuals not only read and write in print, but also understand something in other forms. Diverse knowledge and information will make a person have superior qualities of himself and beyond others and will be very useful in his life. The concept of literacy that is defined as literacy or kemelekwanan is no longer limited to the ability to read and write. But more than that, literacy means the ability to think logically in understanding and interpret something that he obtained, both orally and write, and use it in his life.

Literacy is widely interpreted as the ability to speak that includes the ability to listen, speak, read, and write, as well as the ability to think that elements in it. As reported by Tompkins (1991) that literacy is the ability to read and write in carrying out tasks related to the world of work and life outside the school. Furthermore, Ong (2002) states that the important transformation that occurred in the history of civilization is the transition from oral-based culture to writing-based culture that is close to the print media. However, the culture that now dominates most students is no longer a print culture, but a digital culture close to the internet.

This is in line with the UNESCO (United Nations Educational, Scientific and Cultural Organization) statement that a person is called a literate if he has the essential knowledge to be used in any activity that demands effective literacy functions in society, and the knowledge he attains by reading, writing, and arithmetic make it possible to be utilized for themselves and the development of society. However, from some research results can be concluded that what happens today is the alliteration is not illiteracy. Literacy is a very supportive skill in the learning process. If student literacy is low, in most cases, it leads to a low understanding of an object Geske & Ozola (2008). Most educational processes depend on the ability and awareness of literacy. The culture of literacy embedded in students will influence the success rate both in school and in social life. UNESCO (2006) launched four 21st century learning principles, namely: (1) Learning to think; (2) Learning to do; (3) Learning to be (learning to be); and (4) Learning to live together. The four pillars of this learning principle are entirely based on literacy skills. Furthermore, Sirikit (2014: 46) states that aliteracy is a state of being able to read, but unwilling to read, whereas illiteracy is a reading disability. People are able to read (not illiterate), but many do not want to understand what they have read and do not use the reading results in their lives. As a result, there are still many actions that violate the rules and order of life. A simple example, is reading the traffic lights at the intersection. Many riders do not want to read the meaning of red lights so violation on the highway is very common. For wrong reading will give implications that are not good.

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The Essence of Tale

The tale is a short story about an imaginary adventure with situations and figures that are extraordinary and unseen. Furthermore, the fairy tale as one part of children's literature, serves not only to provide entertainment, as well as a means to inherit the values that are believed to be true by the people at that time The tale is seen as a means of passing on values, and in the old society it can be seen as the only way to pass on the values to children as the next generation. In accordance with the existence of the mission, fairy tales contain moral teachings. Tales often tell the suffering of the characters. However, because the honesty and ketahanujiannya figures are rewarded a fun. Conversely, the evil character must have been punished (Nurgiyantoro, 2005, p. 200). The same thing is also expressed by (Danandjaja, 2007, p. 83) that fairy tales are told primarily for entertainment, although many also portray the truth,

containing lessons (moral), or even satire. Similarly, Carvalho-Neto discloses (in Danandjaja (2007, p. 4) that fairy tales have uses for educators, solace, social protest, and projection of latent desires.

Values of Cultural Education and Character of the Nation

The values developed in cultural education and character are identified from religion, Pancasila, culture, and national education goals Kemendiknas, (2010). Responding to the eighteenth values, what about elementary school students. As we know elementary school students are the time or when putting something good, if good what is given the teacher then okay accepted by the students. Vice versa. It takes care of teachers in dealing with it. Literacy can form students into independent and critical individuals (Lakehead University Library, 2008). This is because students are trained to be able to find and make decisions in choosing sources of information that will be used to complete the tasks and responsibilities. Then students are required critical in utilizing the information or material obtained it to complete the tasks and responsibilities provided by teachers effectively and efficiently. To be able to achieve logical thinking ability, critical, and utilize the material obtained, students must be conditioned to experience the event of literacy.

One alternative that can be done to cultivate literacy on students is through a fairy tale. This is in line with the opinion of Magnesen (in Meiyani, 2007) states that the learning process / student activity 90% of what was said and done. Thus, if the student experiences his own literacy event (although initially it must be forced), then the longer the literacy will manifest on personal consciousness. Here are the steps to cultivate fairy tale literacy to develop student character. (1) At the beginning of each semester, each student is required to bring fairy texts to the class teacher; (2) The text / fairy texts collected by all students are kept in a classroom cabinet; (3) Students are required to provide a book used as a reading journal for one semester; (4) Every day, the first 30 minutes after the bell comes in, students are required to read the fairy tales in the class library; (5) Students write their reading into the journal; (6) At the end of the semester, a discussion of literary experience takes place, each class forming a forum to share experiences of fairy tales read by each child; (7) Students submit their reading journals to teachers. Then the teacher cultivate it into a student reading report and submitted to the parents with the report card; (8) Students who get the highest reading achievement get reward from teacher / school.

The realization of a literary culture of fairy tale or storytelling to students will also develop the character of students. Through storytelling, a lot of moral content found in the content delivered through the depiction of the characters. The story passed through the fairy tale can serve as a means of the child to examine his own life, give empathy to others, see, and understand the fact that in a life there are so complex interrelationships. Despite the fairy tale as a fantasy story, for elementary school children is still something interesting. It cannot be denied that something that is conveyed through literature even, if it does not make sense and is not acceptable but for elementary school students to be something interesting, it is impossible for adults for students something that really happened.

Thus the fairy texts themselves are able to provide an understanding of life more fully and comprehensively, a life in which it contains the problems of human relationships, although it is accompanied by storytelling or storytelling. Dealing with fairy texts, in essence dealing with a life that has a resemblance to real life so that, through the existing content the child can interpret and take it as something meaningful for his own life.

Culture of Literary Tale to Develop Character of Elementary Students

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IV. CONCLUSION

The development of technology and information inevitably, lies not like we have to accept with joy. However we can not avoid the rapid flow of technological developments. It takes a precise strategy from all directions to fortify the students so as not to slip with the development of these technologies. One of the efforts made by teachers at school is to revive the culture of reading through stories, through fairy tales, or by storytelling. Storytelling or storytelling has long been abandoned by parents. Yet, as one part of the oral literature, fairy tale or storytelling must be preserved so as not to extinct. With this condition, of course students are also not familiar with the fairy tale. The tale, as one of the children's literary sections, contains moral messages, good values that can be used as a protector or 'anti body' for students.

Especially if we look at the cases that often occur that hit the world of education ranging from low levels of education to college. One of the causes of this is the deprivation of values and culture of ourselves. In relation to that matter culture and character need to be concerned for us all. Therefore, cultural education and the character of the nation must be planted early on in various ways and everywhere, including in elementary schools. One of the things that is around the students is storytelling. This is because the fairy tale is loaded with the problems of life around them. Although delivered through irrational figures. Meanwhile, the culture of literacy means developing the logical thinking ability of students in understanding and interpreting what they get, both orally and in writing, and expected to be useful for the students. The text of fairy tales or storytelling, is believed to be used as a tool or medium to develop and instill virtue values. The realization of literacy culture storytelling in students will also develop the character of students. Through storytelling, students understand many stories. They can serve as one of the tools of the child to examine his own life, how to teach to empathize with others, to see and understand that in real life there are complex interrelationships.

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