Lampung Folklore with Scaffolding: Efforts to Strengthen Indonesian Students' Character

Chairul Anwar[1]*, Antomi Saregar[1], Arifeen Yama[2], Adyt Anugrah[1]
[1]Faculty of Education and Teacher Training, Universitas Islam Negeri Raden Intan Lampung, Indonesia
[2]Institute of Asian Studies, Chulalongkorn University, Thailand

Abstract: Attempts to improve the survival of culture, one of which is legend or folklore. In recent years, the presentation of culture in the form of works through folklore has become less attractive. This research aims to create an interactive book on Lampung folklore that incorporates character values and describes the strengthening of students' character through interactive folklore books incorporate character values. This study employs Borg and Gall's research and development procedure. Data collection methods include direct observation or observation, interviews, questionnaires, focus groups, and a literature review. According to the findings of this study, the construction of scaffolding-based folklore in the Legend of Tulung Naga is quite feasible. It may offer students a thorough grasp of character values. Spiritual qualities, nationalism, independence, and social caring are character traits that can be strengthened after students read the scaffolding-based Lampung folklore book. This development research is believed to be an alternative to developing students' character at school and home so that future generations might produce better generations. Furthermore, by bringing up folklore, it can automatically preserve local culture.

INTRODUCTION

The bombardment of globalization, foreign cultures' emergence, and modernization are spiraling out of control. Globalization has sound effects such as technological breakthroughs and knowledge in various disciplines. However, it is indisputable that globalization has a negative impact, particularly on the values that define a nation's character, because of the easy exchange of foreign cultural values. This may be seen in the popularity of other cultures in Indonesia, which range from fashion (Wijayanti, 2021), film (Surahman, 2016), music (Khasanova, 2020; Kholis, 2018), language (Wahyuningsih, 2018), culinary (Sofyan, 2020), and lifestyle (Ohy et al., 2020). Many are prideful and even emulate foreign cultures to the point of forgetting their beautiful principles.

The erosion of national character values, such as loss of national cultural identity, student and student brawls (Ripa'i et al., 2019), drugs (Sofah et al., 2018), free sex (Prafianti et al., 2020), motorcycle gangs (Asmara & Ridho, 2018), violence (Harmadi & Diana, 2020), and the degradation of student morality. These phenomena require competent parties to anticipate and deal with these various problems. Weak cultural resilience in the younger generation is also demonstrated by the emergence of identity crisis symptoms

due to the weakening of old norms and the unconsolidation of new norms, resulting in ambivalence and value disorientation. The confusion of values, along with the expanding spirit of freedom, has fostered the emergence of a permissive viewpoint, resulting in the strengthening of the younger generation's hedonic culture (Ngafifi, 2014; Thamrin & Saleh, 2021). Character development is one approach that can be used to remedy these problems (Agustini & Supraptiningrum, 2015).

Character education will cultivate superior habits of life to acquire high levels of awareness, comprehension, deliberation, and dedication to applying virtue in daily life. Character is derived from a person's innate tendency to respond morally, as manifested in noble character, honesty, accountability, respect for the behavior of others, and other positive character characteristics (Samrin, 2016). Character education begins in the non-formal education setting and progresses to the formal and informal education environments (Isnaini, 2013; Nurhasanah & Khofia, 2019). Character education, which begins at a young age, can help children develop strong character values (Cahyaningrum et al., 2017; Suri & Chandra, 2021).

Early childhood character qualities can be most effectively delivered through playing. Children, by nature, want to learn by playing. To encourage children to pay attention and understand, the presentation can take the shape of engaging images. Picture story books are an example of appropriate media for youngsters. According to a prior study, illustrated stories are commonly used to foster speaking skills (Oktaviani et al., 2020; Ratnasari & Zubaidah, 2019), obedience (Effendy et al., 2013), reading interest (Putrislia & Airlanda, 2021), and character enhancement (Thorita, 2020).

Picture storybooks on folklore, particularly Lampung folklore, are one of the mediums used to impart cultural and character values. Lampung folklore is a type of oral literature passed down through families from generation to generation. Folklore was once quite popular among youngsters since parents used to tell them folk tales as bedtime stories. Aside from being entertaining, folklore has valuable moral lessons for children to learn. However, the introduction of works through folklore has recently become less attractive (Tristiantari, 2019; Zulkarnais et al., 2018). Furthermore, it is uncommon to find parents that take the time to tell their children traditional tales. Children are becoming more interested in learning about stories and legends from other cultures due to the influence of animated films or cartoons (Sundari et al., 2017).
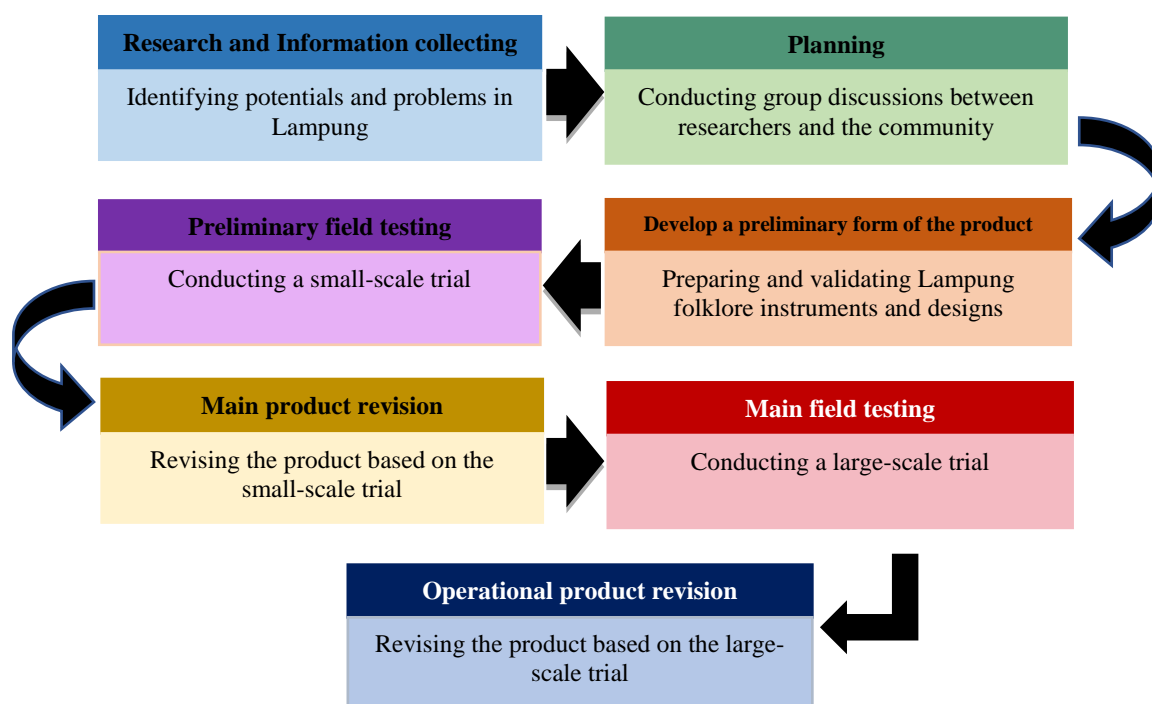
The correct method is required for portraying cultural values and characters in picture tale books. Scaffolding is an excellent strategy to employ. Scaffolding helps students do activities beyond their abilities (Park, 2022). Besides, scaffolding is also appropriate for early childhood (Kim et al., 2022). Scaffolding can take several forms, including questions, modeling, highlighting crucial points to consider, and providing feedback. Many studies on scaffolding have been conducted, including Erdreich & Golden, (2022) on scaffolding spatial literacy, Eveline et al., (2019) on Phet-assisted scaffolding, Huang et al., (2022) on scaffolding regarding children's initiative and mathematics performance, Kim et al., (2022) oh behavior scaffolding. There has been numerous research on folklore in character development thus far (Ahmadi et al., 2021; Karmini, 2020; Pitaloka et al., 2019; Sanjaya et al., 2021; Setyawan et al., 2017). However, no one has mentioned the Lampung legend in the earlier study. As a result of this development research, the storybook that was created raised Lampung mythology, specifically the legend of the Tulung Naga. As a result, it is required to create

illustrated storybook media with scaffolding incorporating Lampung folklore to enhance students' character.

METHOD

This research employed the research and development method (Borg & Gall, 2003). The stages adopted from Borg & Gall's procedures were limited to seven stages (Figure 1). The first stage is research and information. In this stage, the researchers read about the focused problems, measure the needs, do small-scale research, and make a research framework. The second stage is planning.

In this stage the researchers make a research plan, which includes figuring out what skills and knowledge are needed to solve the problem and determining what goals need to be met at each stage, design, or research step. If possible or necessary, do a limited feasibility study. The researchers develop the initial form of the product to be produced, and then conduct initial field trials on a limited scale. The researchers make improvements to the initial product produced based on the initial trial results. Next steps can be explain in Figure 1.

Research and Information collecting	Planning
Identifying potentials and problems in Lampung	Conducting group discussions between researchers and the community

Preliminary field testing	Develop a preliminary form of the product
Conducting a small-scale trial	Preparing and validating Lampung folklore instruments and designs

Main product revision	Main field testing
Revising the product based on the small-scale trial	Conducting a large-scale trial

Operational product revision
Revising the product based on the large-scale trial

Figure 1. Research and Development Procedure by Borg and Gall

The folklore was gathered with information from first-hand sources (interviews with several traditional leaders) and second-hand sources (journals, books, and documentation from the Lampung Language office). The instrument used was a non-test instrument. The researchers collected the data by 1) direct observations. With this method, researchers obtained the needed information, especially an overview of the study and a way to do more research. 2)

Interview. With this method, the researchers gathered information about how students' character is improved. 3) Questionnaire. With this method, the researchers gathered information about how students' character is improved. 4) Discussion group. The discussion group is between researchers and people from the community. The obtained data helped back up the data gathered through observation and deeper into the material. 5) Literature study. A literature study is

needed to provide a " theoretical reference and conceptual framework" for the whole process of this study, from planning to collecting and analyzing data.

RESULT AND DISCUSSION

The Borg and Gall development model is used to explain the results of this research on development. This development research was conducted by collecting information, product design, validation, and field tests. The goal of this development is to make appropriate media for learning. The material made for this product has been adapted to the Competency Standards, which outline personal opinions about the content of literary story books (stories, fairy tales, and so on). Basic Competence tells about the setting, characters, and messages in stories, fairy tales, and other types of stories that are read or heard.
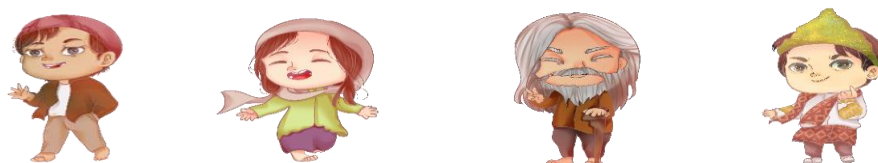
Product Design

After getting information from journals, books, and the Lampung Language Office, the next step was to put together a book of character-based Lampung folktales on scaffolding. The researcher started to design the folklore sheet in Microsoft Word based on the folktales that had been collected. The researchers designed the background and added the illustration made in Adobe Photoshop CS6. Finally, the researchers added the folktales suitable with the title and illustration. Figure 2 shows a sample of the design of the Lampung folklore book.

Figure 2. The Cover of Tulung Naga Book

The development of a scaffolding-based Lampung folklore compilation book comprising character values is presented on appealing sheets of paper with drawings in each story. As a result, they can capture students' attention during the learning process. At the end of the stories, there are questions concerning the character values based on scaffolding. The developed learning media is expected to instill good moral values in students' daily lives.

Figure 3. The Design of Main Characters of the Story

Figure 4. Scaffolding-Based Questions at the End of the Story

Validation and Design Revision

Experts in media and materials validated the developed product. The following description shows the process of validation revisions and the final validation results:

Media Expert Validation

The goal of media validation is to determine the feasibility. Two expert validators performed media validation on the product, which analyzed visual form suitability, letter suitability, and layout accuracy. Table 1 shows the final results of validation by media expert validators.

Table 1. The Result of Media Expert Validation

No.	Aspects of Assessment	Σ Aspect	Max Score	Percentage	Category
1.	Visual Conformity	39	40	97.50 %	Highly Feasible
2.	Letter Suitability	37	40	93.00 %	Highly Feasible
3.	Layout Accuracy	38	40	95.00 %	Highly Feasible
	Total	114	120		
	Average Percentage			95.00 %	Highly Feasible

The assessment scores of the three primary factors of media feasibility are visual conformity (97.50 %), layout accuracy (95 %), and letter suitability (93 %). According to table 1, the visual conformity aspect, which consists of four assessment items, has a score of 39, a maximum score of 40, and a percentage of 97.50 %. The aspects of letter appropriateness got a total score of 37, with a maximum score of 40 and a percentage of 93 %. The aspects of layout accuracy, consisting of four assessment items, received a total score of 38, with a maximum score of 40 and a percentage of

95%. Based on the assessments' percentage scores, an average of 95.00 % was reached with a highly feasible category. The obtained score was 114, with a maximum score of 120.

Material Expert Validation

The goal of material validation is to determine the material's feasibility. Two expert validators performed material validation on the product, with assessment aspects covering content feasibility, presentation feasibility, and linguistic feasibility (see Table 2).

Table 2. The Result of Material Expert Validation

No.	Assessment Aspect	Σ Aspect	Max Score	Percentage	Category
1.	Content Feasibility	37	40	93.00 %	Highly Feasible
2.	Presentation Feasibility	45	50	90.00 %	Highly Feasible
3.	Linguistic Feasibility	28	30	93.00 %	Highly Feasible
	Total	110	120		Highly Feasible
	Average Percentage			91.70 %	Highly Feasible

The assessment scores for the three primary aspects of material feasibility are 93 % for the aspect of content feasibility, 93 % for the aspect of linguistics feasibility, and 90 % for the aspect of presentation feasibility. According to table 2, the product's content feasibility, which consists of four assessment criteria, received a total score of 28 with a maximum score of 40 and a percentage of 93 %. The product's presentation feasibility, comprised of five assessment elements, received a total score of 27 with a maximum score of 50 and a percentage of 90 %. The language feasibility element, which consists of three assessment questions, received a score of 26 out of a possible 30 and a percentage of 93 %. Based on the percentage of assessment scores, an average score of 91.70 % was obtained within the highly feasible

category. The resulting score is 110 out of a maximum of 120.

Teachers' Assessment

The assessment was conducted in two schools: Islamic Elementary School 5 Bandar Lampung, which had one fourth-grade homeroom teacher, and a statement instrument sheet with three assessment components, namely material feasibility, media feasibility, and linguistic feasibility. The second school was As-Salam Islamic Elementary School Bandar Lampung, which had one fourth-grade homeroom teacher and a statement instrument sheet with three components: material feasibility, media feasibility, and linguistic feasibility. The teacher's assessment aimed to determine the teachers' response to the developed media. Table 3 displays the responses of the teachers.

Table 3. The Teachers' Responses to the Developed Product

No.	Assessment Aspect	Σ Aspect	Max Score	Percentage	Category
1.	Material Feasibility	48	50	96.00 %	Highly Feasible
2.	Media Feasibility	20	20	100.00 %	Highly Feasible
3.	Linguistic Feasibility	29	30	97.00 %	Highly Feasible
	Total	97	100		
	Average Percentage			97.00 %	Highly Feasible

According to Table 3, the aspect of the material's feasibility, which consisted of five assessment items, received a total score of 48, with a maximum score of 50 and a percentage of 96 %. The media feasibility aspect, composed of two evaluation items, receives a total score of 20, with a maximum score of 20 and a percentage of 100 %. The aspect of linguistic feasibility, which consists of three assessment items, has a score of 29 out of a maximum score of 30 and a

percentage of 97 %. Based on the percentage of assessment scores, the product obtained a highly feasible category with an average score of 97 %. The three main assessment scores are 100 % for the media feasibility aspect, 97 % for the linguistics feasibility, and 96 % for the material feasibility.

Product Trial

The feasibility of the researchers' product was demonstrated by the results

of product trials done on students at two schools, MIN 5 Bandar Lampung and SD Islam As-Salam Bandar Lampung.

Small-Scale Trial

Student evaluation aims to determine students' reactions to the generated media. The participants of the small-scale trial comprised 15 fourth-grade students from MIN 5 Bandar Lampung, who were given a statement instrument sheet that included three assessment aspects: material feasibility, media feasibility, and linguistic feasibility. Table 4 displays the students' responses.

Table 4. The Student Responses at MIN 5 Bandar Lampung

No.	Assessment Aspect	Σ Aspect	Max Score	Percentage	Category
1.	Material Feasibility	214	225	95.00 %	Highly Feasible
2.	Media Feasibility	210	225	93.00 %	Highly Feasible
3.	Linguistic Feasibility	280	300	93.33 %	Highly Feasible
	Total	704	750		
	Average Percentage			93.87 %	Highly Feasible

According to Table 4, the material feasibility aspect, comprised of three assessment items, received a total score of 214 with a maximum score of 225 and a percentage of 95 %. The media feasibility aspects receive a total score of 210 with a maximum score of 225 and a percentage of 93 %. The aspect of linguistic feasibility, which consists of three assessment questions, has a score of 280 out of a maximum of 300 and a percentage of 93.33 %. Based on the percentage score of the assessment, an average score of 93.87% was obtained in the highly feasible category. The resulting score was 904 out of a maximum score of 750. The assessment scores of the three main aspects of media feasibility are 95% for material feasibility (green in the picture), 93.33 % for linguistic feasibility (blue in the picture), and 93 % for media feasibility. The attachment contains all of the data.

Large-Scale Trial

This trial aims to examine the students' responses to the developed media. The large-scale trial included 30 fourth-grade students from SD Islam As-Salam Bandar Lampung. They were given a statement instrument sheet that had three assessment aspects: material feasibility, media feasibility, and linguistic feasibility. Table 5 displays the students' responses.

Table 5. Students' Responses on the Large-scale Trial

No.	Assessment Aspect	Σ Aspect	Max Score	Percentage	Category
1.	Material Feasibility	400	450	89.00 %	Highly Feasible
2.	Media Feasibility	397	450	88.00 %	Highly Feasible
3.	Linguistic Feasibility	518	600	86.33 %	Highly Feasible
	Total	1315	500		Highly Feasible
	Average Percentage			87.66 %	Highly Feasible

According to Table 5, the material feasibility element, which consists of three assessment items, received a total of 400, a maximum score of 450, and an 89 %. The media feasibility factor, which consists of three assessment questions, received a score of 397 out of a maximum score of 450 and 88 %. The linguistic feasibility component, which consists of three assessment questions, received a score of 518 out of a maximum score of 600 and a percentage of 86.33 %. Based on the percentage of assessment scores, the average score was 87.66 %, with the highly feasible category. The resulting score was 1315 out of a maximum score

of 500. The material feasibility aspect has a score of 89 %, the media feasibility aspect has a score of 88 %, and the linguistic feasibility aspect has a score of 86.33 %.

Product Revision

The revision finalized the final product of the Lampung folklore compilation containing character values. The learning media in the form of an e-book has been developed and tested for both feasibility and use so that the product can be used as a learning medium.

The Effects of the Developed Product on Students' Characters

Students appear to be interested in and like the media users after they learn to use it. They are interested in learning how to use the product developed by the researcher. Also, they occasionally converse with their peers near their seats. The students appear interested in reading stories based on the developed product. They stated that reading stories using the researcher's product are more enjoyable than reading traditional story books. Table 6 shows the strengthening of students' character based on the questionnaire responses.

Table 6. Strengthening the Students' Characters

| No	Statement	SA	A	N	DA	SDA
1	The content of the story made me realize that good prayer will bring good results	78 %	15 %	5 %	2 %	0 %
2	The content of the story has a lot of moral messages	80 %	11 %	4 %	3 %	2 %
3	After reading this story, I realized that bullying weak people is a bad thing	90 %	8 %	2 %	0 %	0 %
4	After reading this story, I realized that we have to be kind to everyone	89 %	10 %	0 %	1 %	0 %

Description:
SA : Strongly Agree   DA : Disagree
A : Agree   SDA : Strongly Disagree
N : Neutral

Based on the questionnaire results, the researcher identified students from both schools who can understand the importance of characters in the Legend of Tulung Naga story with a positive answers. The majority of students said they "strongly agree and agree." That demonstrates that the researchers' product can help students learn about character. This result is supported by Nurgiyantoro, (2010) that literary writings include moral aspects and ideals that can be employed as raw materials for education and character development.
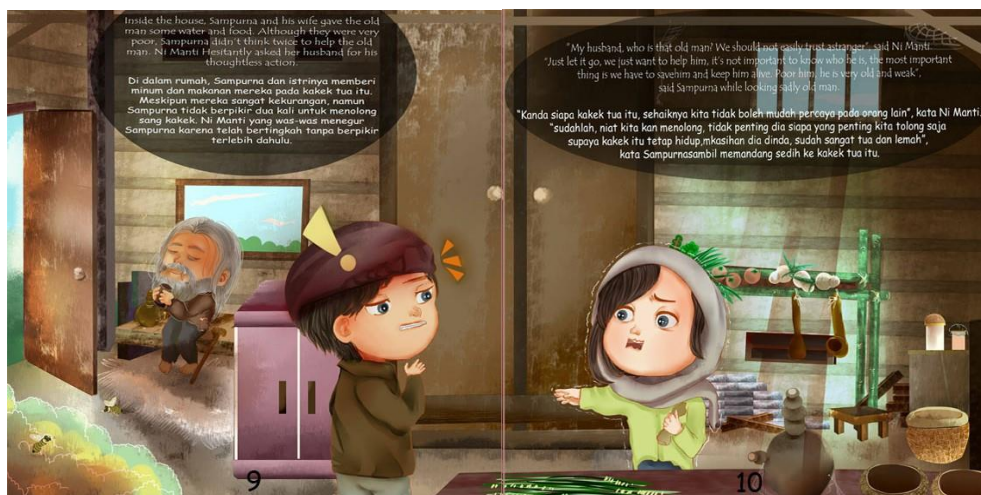
Figure 5. The Content of the Story Reflects the Nature of Social Care

According to interviews with teachers from both schools, after reading the Legend of Tulung Naga, students become more excited about prayer (congregational prayers) because they realize that their prayers would undoubtedly be answered (this value is contained in The Legend of Tulung Naga story book). Furthermore, students grow more respectful of one another (both in cooperation), more responsible for decisions, and more expressive (integrity). The findings are supported by Raminem, (2018) that illustrated stories can be used to meet the vision and objective of character education (Kusmiadi et al., 2008). Storybooks can help students build their imagination and fantasy. When a student's imagination and fantasy are developed, the right brain's ability and performance are enhanced, which can influence the attitude of caring for others and the environment. Furthermore, it can be a very effective means of conveying moral messages.

CONCLUSION

After extensive research and discussion, it can be established that the compilation of Lampung folklore based on character values in media and material is highly feasible. Religious characters, nationalism, independence, social care, and honesty are strengthening characters in this folklore. The findings of the teacher's response test are classified as highly feasible. Furthermore, the outcomes of small-scale and large-scale trials are also classified as highly feasible. This development research is believed to be an alternative to improving students' character at school and at home. Furthermore, bringing up folklore can automatically preserve the local culture.

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