Teaching Materials for Fairy Tales Based on Traditional Games for Indonesian Children in Character Development in Elementary

Fitriyani Rismawati[1], Suherli Kusmana[2], Jaja Wilsa[3]
[1,2,3] University of Swadaya Gunung Jati, Cirebon, Indonesia
E-mail: fitrizma12@gmail.com, suherli333@gmail.com, jajawilsa@gmail.com
*Correspondence Authors: fitrizma12@gmail.com

ABSTRACT

This research aims to identify and meet the needs of teaching materials, especially fairy tale text materials based on traditional Indonesian children's games in the form of accompanying textbooks and their implementation, so that they can develop character, especially for Pancasila students in elementary/MI students. The method used in this research was research and development, and the model used was the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model. The results obtained show that teaching materials for fairy tales based on traditional Indonesian children's games in character development in elementary schools are suitable for use as teaching materials. The learning resources are several fairy tale texts in the form of folk tales combined with traditional games from various regions on the island of Java, which are analyzed, meet the requirements structurally and linguistically, and have character value as teaching materials developed in the form of textbook teaching materials. The development of teaching materials for fairy tales is adjusted to indicators of competency achievement and learning outcomes that are validated by experts to obtain a category of teaching materials that are suitable for use in Elementary Indramayu Regency. Based on the results of testing teaching materials in learning, it is known that these teaching materials are effective in developing the characteristics of elementary students.

Keywords: Teaching Materials, Fairy Tale Texts, Traditional Games

I.   INTRODUCTION

The increasingly advanced and developing development of science and technology has brought about many changes in human life, including influencing people's behavior and social attitudes. The impact of this technological development is not only felt on adults and parents but also on the lives of children. Nowadays, children prefer playing games on gadgets rather than traditional games with their friends. This phenomenon has resulted in significant social and moral degradation.

Indonesia is an archipelagic country with various forms of culture that spread throughout its regions. The forms of culture possessed by Indonesian people include traditional games and fairy tales or folk tales, which are characteristic of each region. Through traditional games, children can learn positive values such as honesty, cooperation, sportsmanship, mutual help, responsibility, discipline, and many more, which can build a child's character.

Folk tales contain stories related to everyday events experienced by the community. Thus, we can learn the values experienced by characters and their characters. Fairy tales cannot be separated from the world of children because through fairy tales, the world of children's imagination can be fulfilled. This can increase knowledge while instilling moral and educational values in the children. Kurniawan (2009)stated that folklore, without realizing it, is very effective in instilling education in children.

Education plays an important role in the development of children's characters. In the Merdeka curriculum, the characters to be formed are stated in the Pancasila student profile: 1) believer, devoted to God Almighty, and have a noble character; 2) independence; 3) critical reasoning; 4) creative; 5) working together; and 6) global diversity. The competencies to be achieved in learning in an Independent Curriculum are termed Learning Outcomes. Class III and IV Indonesian language lessons in the Merdeka Curriculum are in Phase B. There are four elements of Phase B Indonesian Language Learning Outcomes; 1) listening, 2) reading and viewing, 3) speaking and presenting, and 4) writing.

The learning outcomes for fantasy story text material in accordance with the Independent Curriculum can be seen in the following table.

Element	Learning Outcomes
Listen	Understand and interpret narrative texts read aloud or from audio media.
Reading and viewing	Explain the things faced by the story characters in the narrative text.
Speaking and presenting	Retelling information read or heard from narrative texts on various topics.
Write	Write narrative texts with a variety of sentences, detailed and accurate information on various topics.

To achieve this competency, students need to be given fairy-tale material based on traditional Indonesian children's games with interesting presentations and deliveries that are easy to understand. Therefore, it is necessary to develop new teaching methods. Teaching materials that can be developed support teaching materials, both in the form of textbooks and digital books, which can make it easier for students to understand narrative text material in the form of fairy tales.

Therefore, in this research the author poses the following problems:

1. What is the need for teaching materials for fairy tales based on traditional Indonesian children's games for character development in elementary/MI?
2. How can fairy-tale teaching materials based on traditional Indonesian children's games develop the character of elementary/MI students?
3. How is the implementation of fairy-tale teaching materials based on traditional Indonesian children's games in character development in elementary/MI?

II. METHOD

This research uses the Research and Development (R&D) type with a product developed in the form of digital fantasy story teaching materials. The development model used in this study is the ADDIE model, with stages of Analysis, Design, Development, Implementation and Evaluation.

The first stage is needs analysis, namely collecting data about teachers' and students' needs for fairy-tale teaching materials, reviewing fairy-tale text material from various sources, reviewing basic competencies and materials presented in the government curriculum and Indonesian language textbooks, and assessing students' literacy levels in telling stories both orally and in writing. The second stage was the design and planning stage. At this stage, the author conducts a competency analysis based on the curriculum and character of Pancasila students, as well as analyzing learning resources that contain good character. The third stage is the development stage, namely, developing the results of competency analysis and learning resources for fairy-tale texts into teaching materials. The fourth stage is the implementation. Teaching materials for fairy tales based on traditional Indonesian children's games in character development were tested on elementary school students. The fifth stage is evaluation, namely, comparing the results of testing the teaching materials with student learning results before the trial.

The research data come from 1) data on teachers' and students' needs for traditional game-based fairy tale teaching materials, 2) data from validation results or expert assessments of teaching materials, and 3) data from trials of teaching materials in the form of learning evaluation test scores before and after using traditional game-based fairy tale teaching materials.

Data collection on teaching material needs was carried out through distributing questionnaires to teachers and students at MIS Ma'had Al-Zaytun Indramayu, Indramayu Regency and via Google form to Indonesian language teachers in the West Java area.

In analyzing data on the need for teaching materials, a percentage calculation formula was used to measure the value of the need for teaching materials, namely:

$$P = f/N \times 100$$

Information:
P = Final Value

f = Score Acquisition
N = Maximum Value

The final results of the calculations indicate the level of need for developing teaching materials.

After determining the percentage of need for each number or question item from all research subjects, the average percentage calculation was converted according to the need criteria using a Likert scale. The following is a Likert scale table used to measure how much development of teaching materials is required.

Conversion of Percentages and Categories of Teaching Material Needs	
Percentage	Category
0 - 1.9 %	Not needed
2 % - 25.9%	A Small Part Needs
26% – 49.9%	Less than half need it
50%	Half Need
50.1% – 75.9%	More than half need it
76% – 99.9%	Most need it
100%	Everyone needs it

Next, we analyzed the expert validation data. These data are in the form of a questionnaire sheet that provides four answer choices according to the content of the question. Each answer choice has a score or range of values that define the level of suitability of fairy tale teaching materials based on traditional Indonesian children's games in character development in elementary school according to the validator's assessment. The validation questionnaire was created using a Likert scale with criteria, as shown in the following table.

Score	Criteria
1	SK (Very Poor)
2	K (Less)
3	B (Good)
4	SB Very Good)

Based on the table above, the validator's answers or assessments, which can be in the form of numbers 4, 3, 2, or 1, will be accumulated so that the total assessment score can be found using the formula for finding the average value (Indrawati, 2013). Thus, it will be known how valid or appropriate the teaching materials are according to the validator.

The final result of the calculation, the assessment score from each validator, shows the quality and level of suitability and validity of the teaching materials. To determine the validity and suitability of fairy-tale teaching materials based on the average score from the validator, a category conversion was made. The scores were converted into assessment categories using a Likert-type scale. The conversion of the validator assessment result categories in the table is as follows.

Category Conversion	
Quality Score	Eligibility Criteria
$3.26 < x \leq 4.00$	Very Worth It
$2.51 < x \leq 3.25$	Worthy
$1.76 < x \leq 2.50$	Not Worth It
$1.00 < x \leq 1.75$	Not feasible

The final analysis was product trial data analysis. These data are in the form of student learning outcome data in fairy-tale learning activities after students received teaching materials using the developed teaching materials. To determine the level of product effectiveness, data on student learning outcomes are required before developing teaching materials.

The two sets of learning outcome data, namely before and after the product trial, were analyzed quantitatively to determine the difference in scores obtained by students before and after the trial. Is the

difference sufficiently, less, or very significant? This requires calculations using the formula-paired sample test (paired sample t-test) or t-test.

III. RESULTS AND DISCUSSION

The following results were obtained based on the research and development carried out.

1. Analysis Stage (*Analysis*)

At this stage, an analysis of the need for teaching materials for fairy talesbased on traditional games was conducted. To determine the need for teaching materials for fairy tales based on traditional games, the researchers collected data by distributing questionnaires to teachers and students. The questionnaire contained questions related to topics surrounding the learning of narrative story texts in the form of fairy tales based on traditional games, including: 1) story teaching materials used, 2) level of use of digital media, 3) student literacy level, 4) level of student needs for traditional games, and 5) developed story teaching materials.

Based on the results of the analysis of the questions and answers from teachers and students, it can be seen from the following table:

Results of the Teaching Material Needs Questionnaire

No	Indicator	Percentage (%)	Category Level of Need
1.	Story teaching materials used	70%	More than half need it
2.	Level of digital media use	80%	Most need it
3.	Student literacy level	70%	More than half need it
4.	The level of student need for traditional games	90%	Most need it
5.	Developed story teaching materials	95%	Most need it
	Average	81%	Most need it

Based on the above table, the results show that the average percentage reaches 81%. If interpreted according to Table 4.1, it falls into the percentage range of 76%-99.9% and falls into the mostly needy category.

In general, the learning process still depends on the teacher, and Indonesian language teaching materials are still focused on textbooks; therefore they are still focused on the teacher's explanations. Until now, there have been no teaching materials in the form of textbooks that specifically discuss the fairy tales (fiction) used in the learning process. This makes students unable to learn in a focused manner, so they only rely on learning when learning takes place with the teacher. In addition, it is still found that students' literacy tends to be lacking, especially in telling or rewriting stories they have read or heard, because the teaching materials they use from textbooks do not focus on story text material, and the methods used for learning still tend to be reading and listening.

2. Design Stage (*Design*)

At this stage, the researcher begins to design teaching materials in the form of supporting textbooks that will be developed. In designing traditional game-based donheng-story teaching materials, the following steps were taken:

a. Determine competencies and learning objectives

The competencies to be achieved in learning in an Independent Curriculum are termed Learning Outcomes. Class III and IV Indonesian language lessons in the Merdeka Curriculum are in Phase B. There are four elements of Phase D Indonesian Language Learning Outcomes: 1) listening, 2) reading and viewing, 3) speaking and presenting, and 4) writing.

The learning outcomes and learning objectives for elementary/MI Indonesian language classes III and IV regarding narrative texts in accordance with the Merdeka Curriculum are shown in the following table.

Element	Learning Outcomes	Learning objectives
Listen	➤ Understand and interpret narrative texts read aloud or from audio media.	Explains narrative text in the form of fairy tales from audio media
		Interpreting the narrative text in the form of a fairy tale that is read
Reading and Viewing	➤ Understand messages and information about daily life, narrative texts and children's poetry in printed or electronic form	Explains information about the building blocks in narrative texts in the form of fairy tales
	➤ Explain the things faced by the story characters in the narrative text	Mention the characters, problems and information from the story you read
		Convey opinions verbally about characters, problems and information from the stories read
Speaking and Presenting	➤ Retell narrative texts read or read on the topic of self and environment.	Retelling messages in narrative texts in the form of fairy tales
Write	➤ Rewrite narratives based on fictional texts read or heard	Rewrite the narrative based on the fairy tale text read or heard

After analyzing learning outcomes and learning objectives in Indonesian language subjects, it was found that for the need to develop teaching materials in the form of fairy tales based on traditional games in character development, it is very relevant to support the learning of fairy tale texts and fictional narratives for phase B students or grades 3 and 4. This is because of findings in the field that learning is still centered on books and teachers, where students are only asked to read and listen to understand the storyline. Therefore, with the development of new teaching materials, it is hoped that students' level of understanding of fairy tales will increase. In addition, students can also learn characters from the fairy tales they read and the traditional games they play.

b. Analyze learning resources and characters

After determining the competencies that students must have, the researcher searched for learning resources in the form of fairy-tale texts and traditional games from various reference sources and analyzed them according to the characteristics that could be developed.

The results of the analysis of a number of fairy tale texts and traditional games that are appropriate for the characters to be developed will be used as teaching materials or materials in the form of textbooks. It is hoped that good characteristics can be developed with this material. The following are four traditional fairy tales and game texts that have been analyzed based on the characters developed and used as teaching materials in this research: 1)*Timun Mas – Gobag Sodor*, 2) Cindelaras – Hide and Seek, 3) Situ Bagendit – Engklek, and 4) Keong Mas – Jump Rope.

c. Designing digital teaching materials for fantasy story texts

After analyzing a number of fairy tale texts and traditional games, the next step was to design teaching materials. This design outlines the content of fairy-tale teaching materials.

In designing teaching materials for fairy tales based on traditional games, the author first prepares the teaching materials in the Microsoft Word application. Next, the file is saved in the PDF form. These teaching materials will then be made into two versions: print and digital (flipbook).

3. Development Stage (*Development*)

Teaching material development activities begin by creating an initial draft or prototype of teaching materials for fairy tales, based on traditional games for character development. This prototype is divided into several aspects: a) material content, b) material presentation, c) linguistics, and d) graphics.

The character elements contained in this teaching material were outlined in the questions in the learning activities.

The steps for designing teaching materials for fairy tales based on traditional Indonesian children's games in character development in elementary/MI are as follows:

a. Preparation of the framework for teaching materials.
b. Collection and selection of references.
c. Preparation of teaching material designs
d. Design the cover and title page.
e. Preparation of table of contents.
f. Designing the module content
g. Compile the final part of the book.

After it becomes teaching material, the next step is validated by material and language experts, as well as media experts.The following are the results of the validation of fairy tale teaching materials based on traditional games by material and language experts, as well as media experts, presented in the following table.

Material and Language Expert Assessment Results Data

Assessment Aspects	Average Score	Category
Eligibility of content	3,4	Worthy
Feasibility of Presentation	3,2	Worthy
Language Assessment	3.3	Worthy
Average Total Score	**3.3**	**Worthy**

Media Expert Assessment Results Data

Assessment Aspects	Average Score	Category
Size of teaching materials	3.0	Worthy
Teaching Material Cover Design	3.0	Worthy
Design of Teaching Material Content	3.1	Worthy
Average Total Score	**3.0**	**Worthy**

If you average the assessments from material, language, and media experts, the results are 3.3 and 3.0. Based on the Likert scale, the results are in the "Feasible" category for testing. However, based on expert advice, there is still something that requires improvement. The following are suggestions for improvement from material and language experts as well as media experts.

No	Suggestions and Feedback	Follow-up
1.	Add a final evaluation to measure learning indicators	Added final evaluation on each chapter.
2.	Illustrative images included in the reading should be provided with descriptions and image numbers. Pay attention to the size of the image so that it is symmetrical to the reading text.	Followed up by adding information and numbers to each image in the material, as well as adjusting the proportions of the images to make them neater, symmetrical and more attractive.

All suggestions from experts were followed by improving the teaching materials in the recommended parts.

4. Trial Phase (*Implementation*)

This stage is the process of implementing or testing traditional game-based fairy tale teaching materials after they are declared feasible. The trial was carried out on MIS Ma'had Al-Zaytun Indramayu students. This trial was carried out to determine the effectiveness of fairy-tale teaching materials based on traditional Indonesian children's games in developing student characters.

At the first meeting, the researcher gave a conventional explanation using the lecture method, and then the students were given an initial test about fairy tales. At the next meeting, students studied the teaching material in groups. Next, the students were invited to practice the game steps in the textbook. Students are invited to play traditional games that include folklore plots. Students are asked to retell the story in written form, following lessons that can be taken from the story presented. The learning outcome test was used as the basis for measuring the effectiveness of the teaching materials. Based on tests conducted at the two schools, the following scores were obtained:

Values before and after using fairy-tale teaching materials based on traditional Indonesian children's games in developing the character of MIS Ma'had Al-Zaytun Indramayu students:

No	School name	Average score before using digital teaching materials	Average score after using digital teaching materials	Information
1	MIS Ma'had Al-Zaytun Indramayu	79.17	88.75	Increase
2	MIS Ma'had Al-Zaytun Indramayu (Our school)	76.46	83.33	Increase

Based on the data above, the average score for MIS Ma'had Al-Zaytun students before using digital teaching materials was 79.17 and after using teaching materials they obtained a score of 88.75. Meanwhile, the average score for the students at Kita MIS Ma'had Al-Zaytun School was 76.46 before using digital teaching materials and 83.33 after using digital teaching materials. This shows an increase in the average score at the school. This means that fairy tale teaching materials based on traditional Indonesian children's games in character development in elementary schools can effectively increase students' understanding of fairy tale text material and can develop character in students.

5. **Evaluation Stage (*Evaluation*)**

At this stage, researchers measure the effectiveness of student test results, whether the increase is significant. To measure this, we used a paired sample t-test formula. To determine the level of significance, the researcher first determined the hypotheses.

H1: Rejected: There is no significant difference in learning outcomes between before using fairy tale teaching materials and after using fairy tale teaching materials.

H1: Accepted: There is a significant difference in learning outcomes between before using fairy tale teaching materials and after using fairy tale teaching materials.

Next, we compared it with an alpha of 5%, which means comparing it with 0.05. As for the criteria, if the sig (2 tailed) probability is > 0.005, then H1 is rejected, and if the sig (2 tailed) probability is < 0.005, then H1 is accepted. Based on the calculations, the following data were obtained:

Paired Samples Test MIS Ma'had Al-Zaytun (Central)								
	Paired Differences							
			Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
	Mean	Std. Deviation		Lower	Upper			
Pair 1 Before Using the Product – After Using the Product	-9,375	4.9	,878	-10,802	-4,433	-10,648	23	,000

Based on the paired sample t-test table in the small group above, it is known that the difference in the average value of learning outcomes before and after using traditional game-based fairy tale teaching materials is 9,375; The calculated t value is 10.648 > t 2.069; Sig value. (2-tailed) 0.000 < 0.05. Based on these values, it can be concluded that there are differences in learning outcomes before and after using traditional game-based fairy-tale teaching materials. This difference significantly increased. This can be seen from the increase in test results on the overall average before using the product and after using the product.

Paired Samples Test MIS Ma'had Al-Zaytun (Our School)									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Before Using the Product - After Using the Product	-6,875	4.4	,898	-7,802	-4,433	-7,656	23	,000

Based on table 4.13 of the paired sample t-test in the small group above, it is known that the difference in the average value of learning outcomes before and after using traditional game-based fairy tale teaching materials is 6.875; The calculated t value is 7.656 > t 2.069; Sig value. (2-tailed) 0.000 < 0.05. Based on these values, it can be concluded that there are differences in learning outcomes before and after using traditional game-based fairy-tale teaching materials. This difference significantly increased. This can be seen from the increase in test results on the overall average before using the product and after using the product.

IV. CONCLUSION

Based on the results of research on the need for teaching materials for fairy tales in learning activities, which include garding the story teaching materials used, the level of use of digital media, the level of student literacy, the level of student needs for traditional games, and the story teaching materials developed, the development of teaching materials in the form of fairy tale teaching materials based on traditional Indonesian children's games in character development in elementary school is needed.

DesignTeaching materials Fairy tales, based on traditional Indonesian children's games in character development in elementary school created in this research, are suitable for use and implementation. This is based on the assessment of material, language, and media experts who have provided assessment or validation.

ImplementationFairy tales, based on traditional Indonesian children's games in character development in elementary school, were found to be effective.

REFERENCE

Kosasih, E. (2021). *Pengembangan Bahan Ajar.* Jakarta: Bumi Aksara.

Kurniati, Euis. (2019). *Permainan Tradisional dan Perannya dalam Mengembangkan Keterampilan Sosial Anak.* Jakarta: Prenadamedia Group.

Kusmana, Suherli dan Bela Nurzaman. (2021). "Bahan Ajar Cerita Rakyat sebagai Perancah Pendidikan Karakter" dalam *Indonesian Language Education and Literature, Vol. 6, No. 2.* Cirebon: IAIN Syekh Nurjati.

Kusmana, Suherli, dkk. (2020). "Development of Folklore Teaching Materials Based on Local Wisdom as Character Education" dalam *Interbational Journal of Secondary Education, Vol. 8, No. 3.* _____: Science Publishing Group.

Mas, Ainun. (2021). *Buku Sakti: Menulis Cerpen.* Yogyakarta: Pusat Kajian Bahasa.

Muzakki, Hawwin. (2019). *Sistem Penilaian Pembelajaran (Teori dan Praktik).* Malang: Madani Media.

Nurgiyantoro, Burhan. (2020). *Teori Pengkajian Fiksi.* Yogyakarta: UGM Press.

Kosasih, E. (2020). *Pengembangan Bahan Ajar*. Jakarta: PT Bumi Aksara.

Pribadi, Benny A. dan Dewi A.P.P. (2019). *Pengembangan Bahan Ajar.* Tangerang Selatan: Universitas Terbuka.

Setiawan. 2020. *Tesis*. " Pengembangan Bahan Ajar Menulis Cerpen Berbasis Ramah Lingkungan SMP Kota Semarang".

Sugiyono. (2020). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D.* Bandung: Alfabeta.

Sulistyati, Dyah M, dkk. (2021). *Buku Panduan Guru Projek Penguatan Profil Pelajar Pancasila untuk Satuan PAUD*. Jakarta: Pusat Kurikulum dan Perbukuan, Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi.

Yulita, Rizky. (2017). *Permainan Tradisional Anak Nusantara.* Jakarta: Badan Pengembangan dan Pembinaan Bahasa, Kementrian Pendidikan dan Kebudayaan.