Learning to Read and Compose 'Si Kancil' Fairy Tale Texts Based on Local Wisdom for Fourth Grade Students of SDN 2 Karangsari Garut

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Abstract. This study aims to describe learning to read and write the text of the fairy tale 'si kancil' based on local wisdom for fourth grade students at SDN 2 Karangsari Garut, the implementation of learning to write the text of the fairy tale 'si kancil' based on local wisdom of fourth students at SDN 2 Karangsari Garut, evaluation of learning to write the text of the fairy tale 'si kancil' based on local wisdom for fourth grade students at SDN 2 Karangsari Garut. The subjects of this study were fourth grade students and fourth grade teachers at SDN 2 Karangsari Garut. The object of this research is learning to write fairy tale texts based on local wisdom. literacy (fairy tales) is a solution that can be chosen in learning , especially learning Early Reading and Writing (MMP). Literary works have many advantages, including developing character, refining character, language learning tools, and others.Methods are steps taken to facilitate research. Every research is advised to start by determining what will be used in research, this needs to be done because the method is one way that determines the success or failure of a study. This research is a descriptive study that aims at a clear, objective and systematic description of facts existed during the study. The result of this research is that the teacher carries out three stages, starting with planning, implementing, and evaluating learning.

Keywords: Read and Compose, Fairy Tale Texts, Local Wisdom.

INTRODUCTION

Education in Indonesia continues to develop in line with the development of science and technology. Problems often arise influenced by the increasing ability of students, environmental situations and conditions, the influence of information and culture as well as developments in science and technology. One very serious problem in the field of education in Indonesia today is the low quality of education. Starting from the 2013/2014 academic year, the government has implemented a new curriculum called the 2013 Curriculum.

Implementation of curriculum in Elementary Schools/Madrasah Ibtidaiyah (SD/MI), Junior High Schools/Madrasah Tsanawiyah (SMP/MTs), Senior High Schools/Madrasah Aliyah (SMA/MA), and Vocational High Schools/Madrasah Aliyah Vocational (SMK/MAK)) carried out in stages starting from the 2013/2014 school year.

The development of the 2013 curriculum is closely related to the previous curriculum, namely the Education Unit Level Curriculum (KTSP). The curriculum, which uses a subject-centered curriculum, has been implemented in schools throughout Indonesia since 2006. The characteristic of KTSP is to sort the curriculum structure into various subjects that are deemed necessary for students. However, currently, the government views this curriculum as insufficient to meet the competencies needed for the 21st century, which is known as the century of science and a knowledge-based society. In 2013, the government issued Permendikbud Number 65 which stated the need to make changes to the Process Standards for Elementary and Secondary Education, as well as the learning system and assessment system as implications for changes to these Process standards (Mendikbud RI, 2013b).

Formal educational institutions or schools today are the main place for someone to get an education. Schools are considered to make the biggest contribution to a person in obtaining optimal education. Education is a process whereby people through educational institutions (schools, colleges, or other institutions) intentionally transform their cultural heritage, namely knowledge, values, and skills (Dwi Siswoyo, 2007:18). This is in line with the opinion of Hasbullah (2008: 1) which simply means that education is defined as a human effort to develop his personality according to the values in society and culture.

Education in essence does not only aim to create intelligent Indonesian people, but also to form cultured Indonesian people. Education is not only a means of transferring knowledge to students, but also fostering an attitude of love for one's own culture. So that schools which are places of education, have an important role in the process of cultural preservation. This is in line with the thoughts of Sudarwan Danin (2008: 2) who says that the function of reliance or also called the conservative function means that schools are responsible for paying attention to the cultural values of society and forming self-authenticity as human beings.

The Unitary State of the Republic of Indonesia has thousands of island clusters from Sabang to Merauke which are inhabited by various kinds of people or tribes who have their own distinctive language and culture. Local culture or wisdom in each region makes Indonesia a country that has a high level of diversity. The diversity contained in human social life gives rise to a pluralistic society (Herimanto, 2010:99). This pluralism must be preserved to maintain the cultural treasures in this country. Local wisdom is everything that characterizes a region, whether in the form of food, customs, dances, songs or regional ceremonies. Jamal Ma'mur (2012: 45) defines local wisdom or local excellence as everything that is characteristic of a region which includes economic, cultural, information technology, communication, eco-logo aspects, and so on. The government has taken concrete steps to preserve local wisdom in each region through the education route, which began with the enactment of the Education Unit Level Curriculum (KTSP). The curriculum gives authority to educational units to develop the potential of each region, including the local wisdom of an area. Of course this will have an impact on curriculum development in all educational units in Indonesia because it adapts to the potential of the regions they have. One of the materials in class IV thematic books is Indonesian language material which is difficult according to students. Then, based on the data from the interviews, it is known that Indonesian language lessons are one of the boring lessons. Because, it focuses more on grammar so that students are lazy to learn. In fact, students' ability to decipher the contents of fairy tales is low and current students' interest in reading is also low. This is due to the limitations of good and interesting reading books for students.

The definition of local wisdom-based education was conveyed by Jamal Ma'mur (2012: 30) who said that local wisdom-based education is education that utilizes local advantages in the aspects of economy, culture, language, information and communication technology, technology, etc., which all of which are beneficial for the development of student competence. Local wisdom-based schools provide facilities for students to learn local culture in the area where they live. These activities can be extracurricular or school activities every year. Therefore, Made Pidarta said that education makes people cultured (2007:3). Not only in the form of activities, the learning process is not only conveying culture to students, but rather using this culture so that students find meaning, creativity, and gain a deeper understanding of the material being studied. Each teacher has the creativity to design and implement local wisdom-based learning. In addition, teachers must also be willing to take risks to create a creative learning process. Schools based on local wisdom are in tune with the government's efforts to preserve culture in Indonesia. Currently, the next generation of young people are starting to leave their own culture and turn to western culture. The thing that has tarnished the name of Indonesia is the events of the last few years. One of the causes of this incident is the younger generation does not want to learn their own culture. Herimanto said that in one case, it was found that the younger generation rejected the culture desired by the previous generation (2010:34).

Learning Indonesian also has goals, one of which is to communicate effectively, efficiently, and in accordance with applicable ethics, both orally and in writing (Abidin, 2012: 14). Therefore, learning Indonesian has four skills that must be mastered by students. The four skills are listening or listening, reading, speaking, and writing. The 2013 curriculum in learning Indonesian is text-based learning. Therefore, through writing activities, students can be trained in various materials related to texts in elementary schools. Some Indonesian language materials that are appropriate for learning to write in the 2013 curriculum include writing poetry, fictional texts, descriptive texts, conversational texts, and report texts, and explanatory texts.

One type of fictional text in Indonesian material is fairy tales. According to Sugeng (2005: 126) the content of fairy tales is an expression about things that are surface and the joints of

people's lives in depth. It can also be explained that the fairy tales that are composed contain the views of the people who own the respective regions which are explained in detail. The presence of fairy tales answers the riddles of nature that exist in the life of a supporting community. Fairy tales in learning literature have local wisdom values, one of which is the emergence of moral values. Moral values function to make students become better people in a social environment. This is confirmed by Sumayana's opinion (2017: 21) that local wisdom is a view of life, knowledge, and life strategies in the form of activities carried out by local communities to answer problems in meeting their needs.

Based on the results of interviews conducted with the principal of SDN 2 Karangsari in Garut Regency, many children at school do not know their own culture, such as customs, regional dances, and regional food. I said that one reason is the education system that places too much emphasis on students' cognitive abilities. The education system often provides too much material to students so that it overrides the inculcation of cultural values in students. The school head also added that there was a lack of space for cultivating local culture within the SD. There needs to be an activity or extracurricular that becomes a vehicle for cultural preservation, for example, dance, karawitan, or seminars with a cultural theme. Another thing that causes a lack of student interest in local culture is that the school burden is too heavy for students, so students become lazy to carry out activities aimed at preserving local culture.

Integrating culture in learning in elementary schools can be in the form of local wisdom. Integrating local wisdom in Indonesian language subjects in grade IV is one of the skills in writing and reading fairy tale texts.

The research entitled " learning To Read And Compose 'Si Kancil' Fairy Tale Texts Based On Local Wisdom For Fourth Grade Students Of Sdn 2 Karangsari Garut" needs to be carried out because it can broaden existing research insights. In addition, this research is also effective in improving the quality of students' reading and writing skills in Indonesian language learning in grade IV. The aims of this study were 1. to describe learning to read and write the text of the fairy tale 'si kancil' based on local wisdom for fourth grade students at SDN 2 Karangsari Garut,2. the implementation of learning to write the text of the fairy tale 'si kancil' based on local wisdom of fourth students at SDN 2 Karangsari Garut, 3. evaluation of learning to write the text of the fairy tale 'si kancil' based on local wisdom for fourth grade students at SDN 2 Karangsari Garut.

METHOD

The research design used in this study is descriptive qualitative which describes, describes, and describes the object under study (Arikunto, 2006:11). Descriptive qualitative research is a research using a case study method or approach. This research focuses intensively on one particular object that is studied as a case. Case study data can be obtained from all parties concerned, in other words in this study collected from various sources (Nawawi, 2003: 1).

The location and time of this research was carried out at SDN 2 Karangsari Regency and the time this research was carried out was October 2022. The school research subjects used in this study were one teacher and fourth grade students at SDN 2 Karangsari.The data source for this research is teaching reading and writing skills of fairy tale texts based on local wisdom for fourth grade students. Learning in this study is focused on three things. First, planning learning to read and write fairy tale texts in this case the RPP (Learning Implementation Plan). Second, the teaching of writing and reading skills of fairy tale texts was carried out by the teacher and fourth grade students. Third, learning assessment

The method of data collection used in this study was class observation, interviews by teachers and students, and documentation. This research was conducted in odd semesters. The collected data was then analyzed using an interactive analysis model (Miles & Huberman, 1984: 23). The flow of analysis follows the interactive analysis model as described by Miles and Huberman. The techniques used in analyzing the data can be visualized as follows: The analysis process in this study was carried out in four stages, namely: 1) Data collection obtained from interviews, observation and documentation was recorded in field notes which consisted of two parts, namely descriptive and reflective. 2) Data Reduction After the data has been collected, data reduction is then carried out, in order to select relevant and meaningful data, focus on data that

leads to solving problems, discoveries, meanings or to answer research questions. Then simplify and arrange systematically and describe the important things about the findings and their meaning. In the data reduction process, only data findings or findings relating to research problems are reduced. While data that is not related to the research problem is discarded. In other words, data reduction is used for analysis that sharpens, classifies, directs and discards that are not important, and organizes data, making it easier for researchers to draw conclusions. 3) Presentation of data can be in the form of writing or words, pictures, graphs and tables. The purpose of data presentation is to combine information so that it can describe the situation that occurred. In this case, so that the researcher has no difficulty in mastering the information either as a whole or certain parts of the research results, the researcher must create a narrative, matrix or graph to facilitate mastery of the information or data. Thus researchers can remain in control of the data and not drown in conclusions that can be boring information. This is done because data that is scattered and poorly structured can influence researchers to act recklessly and draw conclusions that are biased and unfounded. To display data must be realized as part of data analysis. 4) Drawing conclusions are carried out during the research process as well as the data reduction process, after the data has been collected sufficiently then temporary conclusions are drawn, and after the data is completely complete then the final conclusions are drawn. Since the beginning of the study, researchers have always tried to find the meaning of the data collected. For that we need to look for patterns, themes, relationships, similarities, things that often arise, hypotheses and so on. The conclusions obtained were initially tentative, vague and doubtful, but with increasing data both from interviews and from observations and by obtaining all the research data. The conclusions should be clarified and verified during the research. The existing data is then aggregated into information units which form the formulation of categories by adhering to holistic principles and can be interpreted without additional information. Data regarding information that is perceived to be the same are united into one category, making it possible for new categories to arise from existing categories.

RESULTS

The results of the learning research in compiling fairy tale texts based on local wisdom consist of three stages: 1. The planning stage is carried out by the teacher, 2. The implementation stage is carried out by the teacher and students, and 3. The student work assessment stage. During the planning stage, the lesson plan for compiling fairy tale texts based on local wisdom designed by the teacher still does not fulfill the components. Components in making the 2013 Curriculum (K-13) RPP that have been fulfilled, namely identity, formulation of indicators and objectives achieved, selection and explanation of material, sources and learning media, learning activities, and student assessment.

When analyzing the teacher's RPP K-13, there was a shortage of teachers, namely in the name identity, the teacher did not include sub-themes. Only the theme is listed. In addition, the time allocation was not included in stages and the presentation of the material was not complete. The material in Indonesian is lacking in explaining the nature of fairy tales and how to rewrite fairy tales. However, basically all of the components of RPP K-13 are mostly compatible with the aspects contained in each existing component.

At the implementation stage, the implementation of learning to compose fairy tale texts based on local wisdom is carried out in three activities: introduction, core, and closing. The three learning activities are described in detail in the following description. Implementation of learning is a process in which there are interaction activities between teachers and students and reciprocal communication that takes place in educative situations to achieve learning goals. In the implementation of learning, teachers and students are two components that cannot be separated.

In the preliminary activities, the teacher starts learning through apperception and motivation. Apperception activities are carried out by connecting students' real experiences with previous learning. In addition, the teacher also does not forget to explain the competencies achieved and the planned activities to be taught. In the preliminary activities arranged by the teacher in the learning implementation plan (RPP) starting from the teacher's activities to prepare students physically and psychologically, apperception, conveying the goals to be achieved and the

benefits of studying the material, conveying an outline of the material to be studied, conveying the assessment plan, and submitting the plan learning activities that will be carried out by students.

In the core activities, the teacher carries out learning activities and demonstrates his mastery of the material for composing fairy tale texts. Teachers also design implementing strategies and learning methods that are educational. The scientific approach is also applied because it is a mandatory approach in learning the 2013 Curriculum, especially learning to write fairy tale texts. The distinctive feature of the scientific approach is the existence of 5M activities, namely Observing, Asking, Analyzing, Reasoning, and Communicating. To support learning, teachers use learning resources and media in learning. The source of student learning is in the form of a fairy tale text based on local wisdom entitled "Si Kancil". The story is a local fairy tale from West Java. In addition, the learning media used by the teacher is in the form of images that support fairy tales. That the core activities in learning are the main activities in the learning process or in the process of mastering student learning experiences. Shaping learning experiences and student abilities needs to be pursued through a learning process planned by the teacher.

In class learning, the teacher also involves students in learning activities. The teacher encourages students to be active in asking questions. The use of correct and appropriate language, such as the use of straightforward sentences and giving concrete examples to students, is also used by the teacher so that students can understand the subject matter of fairy tales well. After giving an explanation by the teacher, students listen to a fairy tale entitled "Si Kancil" carefully.

The assessment carried out by the teacher in rewriting the text of fairy tales based on local wisdom is in the form of an attitude assessment by making direct observations of students. Assessment of knowledge is carried out by the teacher orally and in writing. The assessment is carried out on the sidelines when the teacher explains the fairy tale material. Skills assessment is carried out by the teacher when students get the task of rewriting fairy tale texts by conducting group discussions.

DISCUSSION

In this study, there are three findings that can be related to learning to write fairy tale texts based on local wisdom. The three findings are in the form of planning, implementation, and learning assessment.

The teacher has designed lesson plans for K13 based on the components of the K-13 curriculum. However, the development of the RPP components has not been maximized. There are several components that need to be improved, namely the theme has not been specified into sub-themes, there has been no division of time allocation into several stages, and the incomplete explanation of the theory of fairy tales and how to write fairy tale texts in the lesson plan is incomplete.

The RPP, which should aim to expedite and facilitate learning in class, still seems not optimal because it seems only as a matter of school administration (formality). Therefore, the teacher should complete several components that have not been completed completely so that in the future it will make it easier for the teacher to carry out learning practices. RPP is a teacher's activity plan that contains step-by-step learning scenarios regarding activities that will be carried out by students and teachers related to the material that students will learn to achieve the basic competencies that have been determined. This lesson plan was prepared by the teacher before carrying out the lesson. The form and components of lesson plans can vary according to the character of the field of study. Examples of RPP are in the attachment to this text. The preparation of this lesson plan aims to make it easier for teachers to carry out learning activities. This RPP functions as a control tool and reminder for the teacher regarding things that must be prepared, media to be used, learning strategies chosen, assessment systems used, and other technical matters.

Implementation of learning is the application of lesson plans made by the teacher, namely lesson plans. So, its implementation depends on teaching planning. However, in reality, in the lesson plan that the teacher has made, it is quite difficult to equate it with practice in class.

Learning activities are the process of student activity in developing their potential. Thus, students will have knowledge and be skilled in text writing activities. This is supported by Muslich (2008: 75) that in classroom learning the teacher uses the lecture method only, students only remember 20% of what they hear. Conversely, if the teacher carries out learning with students given assignments and presenting the results, students can remember up to 90% of something done in the form of oral or written reports.

Many methods and learning models are recommended according to the principles of the learning curriculum. Lecture methods, discussions, demonstrations, experiments that can be applied by teachers in teaching. It can be done in elaboration or done separately. In addition to learning methods, teachers can choose a variety of learning models. Of course the learning model chosen is in accordance with the characteristics of the teaching material. In addition to the characteristics of teaching materials, what needs to be considered by the teacher in terms of choosing a learning model is class characteristics.

Class characteristics are related to the dynamics and complexity of the problems faced by students. For example, if the character of everyday classes has a low level of activity, then it is very suitable to use cooperative or collaborative learning models. The goal is to be able to increase student activity in the learning process. One of the classical learning methods that is often used by teachers is the lecture method. The lecture learning method is a form of presenting teaching material through explanations and oral narratives by the teacher to students about a material topic.

The conditions faced by the teacher in carrying out learning to rewrite the text of fairy tales have a considerable influence on the smooth running of the learning process. Teachers should be aware of the situation in the learning process. That is, the teacher is able to condition students and create a learning atmosphere that can make students succeed in achieving the learning objectives that have been planned in RPP K13. This is in line with the opinion of Bower and Hilgard (2008: 45) explaining that learning has a relationship with certain behaviors and situations or conditions caused by repeated experiences in these situations. Changes in behavior cannot be explained because of innate response tendencies, human maturity, or a momentary human condition.

Evaluation is one of the aspects that must be possessed by the teacher in order to be able to know a level of understanding in students towards the material studied previously. The purpose of the evaluation is to determine students' abilities, both from affective, cognitive, and psychomotor aspects during learning processes.

The evaluation carried out by the teacher was in the form of oral and written test assessments. The oral test is carried out after the teacher explains the nature of fairy tales and how to rewrite fairy tales correctly. The teacher provides opportunities or opportunities to ask if there is material that is not understood or not understood by students. Learning evaluation is the process of obtaining data and information needed to determine how far and how learning has taken place in order to be able to make the necessary judgments and improvements to maximize results.

The definition above is based on the opinion of Mahrens & Lehmann (1978 in Purwnto, 2013, p. 3) which states that evaluation is a process of planning, obtaining and providing information that is needed to make alternative decisions. The term learning evaluation is often equated with exams. . Although very related, but does not cover the whole meaning of the actual evaluation of learning. Exams or tests are only one way that can be taken to carry out the evaluation process.

The teacher monitors student learning progress by seeing whether students are able to understand and answer questions posed by the teacher. This value is adjusted to the student's assignment in rearranging the text of the fairy tale entitled "Si Kancil". Assessment is carried out by adjusting the scoring guidelines for each instrument in the lesson plan. The results of student work related to learning to write fairy tale texts based on local wisdom have achieved a completeness score with an average score of 80.

The main objective in evaluating the learning process is to gain an understanding of learning strategies, ways or methods of learning, and learning media. Evaluation of learning is

mostly according to the goals to be achieved by the teacher. This is in accordance with the learning objectives related to evaluation. The evaluation tool used is clear, namely in the form of an instrument that reads rearrange a fairy tale text entitled 'The Kancil' which is played by the teacher. The purpose of the assessment of learning outcomes is of course the same as intersecting with the objectives of learning evaluation and the learning carried out. Evaluation is an important factor which is one of the benchmarks for the success of the learning process. Therefore, it is very important to really know the purpose of the evaluation, so that what you want to achieve in the evaluation process can occur.

The importance of evaluation in learning can be seen from the functions or uses it has. According to Arifin (2017, p. 15) the function or use of learning evaluation is a formative function, namely to provide feedback to the teacher as a basis for improving the learning process and holding remedial programs if necessary for students. The summative function is to determine the value of students' progress or learning outcomes in certain subjects, as material for providing reports to various parties, determining grade increases, and determining whether students pass or not. The diagnostic function is to understand the background including the psychological, physical and environmental backgrounds of students who experience learning difficulties, the results of which can be used as a basis for solving these difficulties. The placement function, namely placing students in the right learning situation (for example in determining a specialization program) according to the ability level of students.

CONCLUSION

Learning planning for writing fairy tale texts based on local wisdom conducted by grade IV teachers has been prepared in the form of a syllabus and lesson plans. In preparing the syllabus, teachers have reviewed KI and KD, developed indicators and learning objectives, made learning materials, developed learning activities, assessments, and determined learning resources. After that, the teacher has prepared a lesson plan by describing each activity in more detail from the syllabus that was previously prepared.

When carrying out the evaluation of learning to write fairy tale texts, reports on the results of assessing students' skills should pay attention to the grid in composing fairy tale texts. Compilers of fairy tale texts are also assessed based on the selection of the right words.

Implementation of learning Writing fairy tale texts based on local wisdom carried out by grade IV teachers has been carried out systematically, starting with the introduction, core, and closing. In the implementation of learning, besides the teacher reading a local fairy tale entitled 'Si Kancil', the teacher also displays pictures that support the story to help students find ideas in writing fairy tale texts.

The evaluation of learning to write fairy tale texts based on local wisdom conducted by grade IV teachers has been carried out based on the selection of the right words or diction. Evaluation is done individually, but can be done in discussion. Class IV teachers have a special assessment format so that the assessment takes place effectively and efficiently.

In preparing lesson plans for writing fairy tale texts based on local wisdom, teachers should choose learning methods and learning media according to students' abilities and characters. The goal is that learning to write fairy tales that are taught can be understood by students well. Learning media as a learning resource will help teachers enrich students' insights. Various forms and types of learning media used by teachers are a source of knowledge for students. In the past, in the teaching and learning process, the teacher was the only source of learning.

The use of media in teaching and learning activities, especially for the elementary school level is very important. Because the presence of the media really helps students in understanding a particular concept. Because at this age students still think concretely and are not yet able to think abstractly, especially low grade elementary school students, for this reason the teacher should choose the right media according to the learning objectives. The teacher's inability to explain a material can be represented by the role of the media, so that learning objectives can be achieved as planned. Considering the importance of learning media as a source of learning to achieve learning goals, we as teachers must be able to determine the right learning resources. Fortunately,

currently the Ministry of Education and Culture through the Learning Resources feature on the Rumah Belajar portal has provided thousands of learning media in the form of audio, visual and audio-visual, so that we can use them as learning resources in current learning.

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