



## Effectiveness of Oral Literature as a Local Cultural Approach in Teaching Indonesian Language and Literature in Junior High School

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<http://dx.doi.org/10.18415/ijmmu.v11i12.6320>

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### **Abstract**

Responsive pedagogy can increase students' understanding of beliefs, customs, and family. This study focuses on learning the Indonesian language and literature based on local culture to implement responsive pedagogy. This study aims to (1) apply oral literature as teaching materials that have a local cultural approach to Indonesian language learning in junior high schools and (2) describe the effectiveness of the application of oral literature containing local culture on increasing students' interest in Indonesian language subjects. The method in this study is quantitative descriptive. Data were collected through online questionnaires, interviews, and direct observation, then analyzed descriptively. The object of this study is oral literature entitled "Raden Sawunggaling". This research was conducted at SMPN 29 Surabaya. The results of the study showed that (1) the application of oral literature as teaching materials that have a local cultural approach makes students more enthusiastic about learning about fictional texts and (2) students' interest in learning Indonesian increased by 2,3%.

**Keywords:** *Oral Literature; Local Culture; Learning*

### **Introduction**

Indonesia as a country rich in cultural diversity has its challenges and opportunities in Indonesian language and literature education, especially at the Junior High School (SMP) level. This cultural diversity not only includes languages and dialects, but also the diverse values, traditions, and perspectives of various ethnic groups in Indonesia. Modernism, with all its new technologies and values, has infiltrated Indonesian society. This causes society to be trapped in new patterns that often ignore the uniqueness and creativity of local indigenous cultures. The influence of globalization and modernism makes society tend to imitate and adopt foreign cultures, which results in a decrease in the value of originality in local culture. Therefore, educational efforts for students can be carried out through arts and culture (Ruastiti, 2021:335). This statement is supported by Danoebroto that learning in educational institutions should be in accordance with the cultural background of students (Danoebroto, 2016:286).

Thus, a pedagogical approach that is responsive to local culture is very important in teaching Indonesian language and literature at the junior high school level. Responsive pedagogy has been proven

effective in developing self-confidence for students, being able to elevate culture and socialization of society (Rahman, 2021:92). Responsive pedagogy can increase students' understanding of beliefs, customs, and family (Rahman, 2021:92). Local cultural responsive pedagogy can be interpreted as an approach to education that integrates local culture into the curriculum and educational methods. This approach aims to make the teaching and learning process more appropriate and meaningful for students by appreciating and utilizing the cultural wealth they have. This statement is supported by the opinion (Pitaloka, 2024:326) that the combination of education and culture makes the learning process more meaningful. In this case, the local culture raised in this study is local wisdom in the form of oral literature native to the region (Surabaya).

Language is closely related to oral, and the development of literature is also inseparable from this oral language so that oral literature emerges (Ahmadi, 2020). In line with that, language learning is closely related to literary works. Literary works reflect life-related to the formation of human character. In character education, literature plays a role as a cognitive, affective, and psychomotor aspect (Mirayanti, 2022:393-396). The quality of learning is closely related to the learning process carried out by educators in the classroom. Optimal results will be seen if educators and students can build enthusiasm and work together as well as possible. Therefore, educators need variation in the teaching and learning process so that students do not get bored and the material is conveyed optimally.

Currently, responsive pedagogy is widely used, but very rarely does it involve local culture as a form of art. This opinion is supported by Cooper in (Dinham, 2024:2) who states that art is still marginalized from the school curriculum even though it has many benefits. According to (Chapman & Yates, 2023:2) expressing a similar statement, although art has great potential for student involvement in learning, only a few educators can apply it. The use of local culturally responsive pedagogy through literary media is expected to overcome various challenges in Indonesian language and literature education. Because, through literary media, learning can be used to reflect on the noble socio-cultural values that occur in society (Junyanti, 2024-134-135).

Some of these challenges include the lack of relevance of teaching materials to the daily lives of students, minimal use of learning resources that reflect local culture, and limited innovation in educational methods. Responsive pedagogy has a multi-sensory educational modality. Through it, students will be introduced and then involved in it (Henley, 2024:5). By adopting this approach, the learning process becomes more interactive, contextual, and inspiring.

This study focuses on learning the Indonesian language and literature based on local culture to implement responsive pedagogy. The local culture that is integrated is Wayang as a learning medium. Wayang is a cultural heritage typical of East Java that is rarely performed, so this study raises the local culture of wayang so that it remains sustainable among students. The Indonesian language material used is in the literature category, namely short stories which are certainly relevant to the material studied by junior high school students, especially grade 8.

Oral literature entitled "The Legend of Raden Sawunggaling" as a typical story of Surabaya, East Java, is the play presented in the wayang epic. Through the appreciation of the characters, students learn about conflicts in society and their resolutions, both conflicts between humans and humans, humans and nature or the environment, humans and rulers, and other moral messages (Mirayanti, 2022:393-396). Through the literary works presented, students can identify the intrinsic and extrinsic elements that exist, this is following Indonesian language learning at the junior high school level. This is in line with the opinion of (Ahmadi, 2023) that literature cannot be separated into two elements, intrinsic and extrinsic. Intense interactions that are packaged in such a way in the classroom's teaching and learning process can also hone students' language skills, namely listening and speaking skills.

This is in line with the opinions expressed by (Saputri, 2022:55-56) and (Sternfeld, 2024:2) that a real and creative plan is needed in the implementation of education. Learning is interactive and fun.

Previous research was conducted by (Rahman, Malek, & Mansor, 2021:92) examining responsive storytelling pedagogy for children's literacy. The study showed good results through responsive storytelling pedagogy with puppet media for the development of children's literacy. Then a similar study was conducted by (Hiryanto, 2017:65:66) showing that the concept of responsive pedagogy has an important role in the development and implementation of children's language. Then, research (Ma'ruf, 2014:1-20) states that responsive pedagogy can be connected to traditional culture through visual arts that provide new experiences in the teaching and learning process, so that students in secondary schools are more focused and impressed with learning.

Based on the three previous studies, culturally responsive pedagogy emphasizes the activeness of educators. This study has novelty in the learning system and media. Both parties, namely educators and students, are involved and play an active role in learning in the classroom through puppetry art teaching media. In this case, active participation is more focused or emphasized on students, not on educators. With this novelty, the collaboration of researchers as a team of educators is very crucial. This is following the opinion (Cempellin, 2024:2) that the role of teamwork in overcoming complexity in the workplace is very much needed. It must be ensured that every aspect of the learning process is designed to facilitate student activity, starting from the preparation of materials to the implementation and evaluation of learning.

Through this approach, it is hoped that teaching innovations will be created that not only strengthen language skills, but also foster deeper cultural awareness among students, so that they can appreciate Indonesian cultural heritage in everyday life sustainably. This research aims to (1) apply oral literature as teaching materials that have a local cultural approach to Indonesian language learning in junior high schools and (2) describe the effectiveness of the application of oral literature containing local culture on increasing students' interest in Indonesian language subjects.

## **Method**

This study uses a quantitative descriptive method. Quantitative research is based on positivism and involves the collection and statistical analysis of certain samples (Djollong, 2014:1). Quantitative research is a process of finding knowledge that analyzes data with numerical data. Since the beginning, quantitative research has been carried out systematically and structured with data in the form of definite numbers and collected using certain instruments, the focus of the research is statistical analysis. Each data is described with statistical figures that can be measured and tested empirically (Waruwu, 2023:2896-2910). Data were collected through online questionnaires, interviews, and direct observation and analyzed descriptively. Online questionnaires were filled out before and after learning to determine the effectiveness of the application of oral literature in Indonesian language learning.

The object of this study is oral literature entitled "Raden Sawunggaling." This research was conducted at SMPN 29 Surabaya. The number of subjects in this study was 17 8th-grade students. Researchers will triangulate sources by comparing data from various sources, such as documentation, teachers, and students, triangulating methods (comparing the results of interviews, observations, and learning outcome tests (pre- and post-tests), and confirming the interview results with relevant sources to ensure the validity of the data. After the analysis is complete, researchers will conclude how effective the oral literature approach is in improving students' understanding of the Indonesian language and literature. They will also discuss practical implications that can be applied in other schools.

## ***Results And Discussion***

After implementing local culturally responsive pedagogy using oral literature in Indonesian language learning at junior high school level, several results were found that showed a positive response.

### **Implementation of Oral Literature with a Local Cultural Approach in Indonesian Language Learning at Junior High School Level**

Indonesian language learning at junior high school level usually has a lot of literature-related materials. Fiction text materials are usually oriented towards short stories, poetry, and novels. The use of oral literature as learning material with a local cultural approach has not been done much. This has several causal factors, one of which is that fictional text materials often refer to textbooks because they are easier to apply. In fact, the use of oral literature materials that have a local cultural approach is welcomed by students. The following are forms of application of oral literature in Indonesian language learning at junior high school level.



Figure 1. Application of Oral Literature Based on Local Culture in Indonesian Language Learning at Junior High School Level

Learning the Indonesian language and literature at the junior high school level with a local culture-based approach, especially through oral literature, is very effective in improving students' understanding and involvement. This oral literature entitled "Raden Sawunggaling" not only enriches students' learning experiences but also increases their emotional closeness to cultural heritage. Local culture in the form of oral literature plays an important role in students' lives to better understand the identity of their surroundings and to be able to connect it with the socio-cultural context around them. Students are enthusiastic and eager to participate in learning because the oral literature that is the teaching material has a similar geographical background to them.

The use of oral literature in learning the Indonesian language and literature also helps develop language skills such as listening, speaking, reading, and writing. Listening to and retelling the oral literature "Raden Sawunggaling" makes students actively participate in the communication process and improves their language skills. In addition, this oral literature allows for the transmission of ethical and social values contained in the stories through the dissection of intrinsic and extrinsic elements, so that it not only improves students' literacy skills but also enriches their understanding of ethics and social norms.

## The Effectiveness of Using Local Culture-Based Oral Literature in Increasing Students' Interest in Learning Bahasa Indonesia Subject

According to the research results, students of class 8C of SMPN 29 Surabaya City experienced an increase in interest in learning the Indonesian language and literature. In addition, they also became curious in oral literature, and more familiar with the origins of Surabaya and other local cultures. In addition, the use of oral literature "Raden Sawunggaling" as an approach to local culture has been proven to create a more interactive learning environment. The increase in student interest in learning Indonesian can be seen through the survey results at the beginning and end of learning which are presented in the following graph.

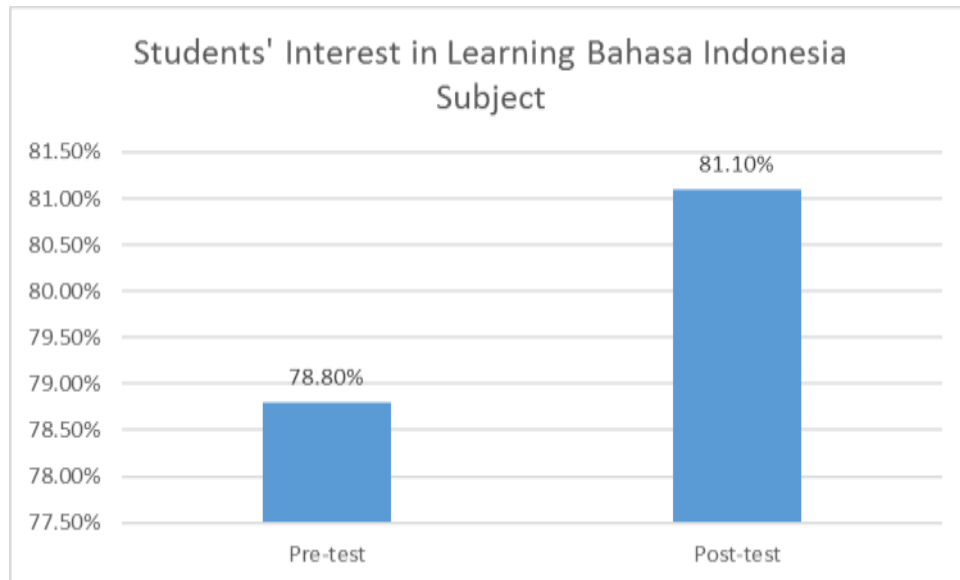


Figure 2. Results of learning Indonesian language subjects using oral literature

Based on Figure 2, it can be seen that students' interest in learning the Indonesian language subject has increased. Although the increase that occurred was not too large, the use of a local cultural approach in learning fictional text material greatly helped students grow their interest in learning Indonesian. The pre-test results showed that the average student interest in learning Indonesian was at 78.80%. After students learned about fictional text material with oral literature material based on local culture, student interest increased to 81.10%. There was an increase of 2.3% in student interest in learning Indonesian.

These results can define that creative Indonesian language learning with interesting approaches and media will help students understand the material better. The use of oral literature assisted by Wayang media makes students more enthusiastic and enthusiastic about learning. Although there are several inhibiting factors in the form of less conducive classroom conditions because learning is carried out simultaneously with activities outside the classroom and makes some students not follow the learning until the end, it can be seen that students' interest in local culture in learning Indonesian is very large. Therefore, this potential can be utilized by educators to make local culture a learning approach in the future.

The bar graph convincingly shows the effectiveness of integrating local oral literature into Indonesian language teaching. The significant increase in student interest after implementing this approach indicates a positive relationship between the use of culturally relevant materials and student learning motivation. There are several factors that can contribute to increasing student participation. First,

the relevance of local oral literature to students' everyday lives creates a meaningful connection between the subject matter and their personal experiences.

This importance strengthens implicit motivation and allows students to actively discover and understand the material. Second, the reinforcement of cultural identity is a powerful motivator. By studying local oral literature, it fosters a sense of pride and belonging. Additionally, the often engaging and entertaining nature of oral narratives makes the learning process more enjoyable and less tedious.

In addition to learning language and literature theory, students are also asked to participate in creative activities such as story dramatization, puppet shows, and discussions about the cultural meaning contained in the story. This encourages active student participation, increases enthusiasm for learning, and ultimately if done consistently will have an impact on improving academic achievement in Indonesian language and literature.

### **Conclusion**

Based on the results of the research obtained by data analysis and hypothesis testing, it can be concluded that students' interest in learning Indonesian language increased with the use of local culture-based oral literature in fictional text materials. There was a 2.3% increase in students' interest in learning Indonesian language subjects. Although there were several external obstacles, Indonesian language learning that utilized local culture-based oral literature for junior high school students could be implemented well. Further research is recommended to develop creative media oriented towards local culture-based oral literature in Indonesian language learning to find out the benefits and effectiveness of oral literature more broadly.

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