

**Research Article**

# Preservation of The People's Story Of Mandailing Natal as a Learning Source for Developing Character Values of Students

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**Abstract.**

This study aims to determine how the use of Mandailing Natal folklore as a learning resource for fostering the character values of students at SMP Muhammadiyah 29 Padangsidempuan while preserving regional Mandailing Natal literature in the form of folklore. The research method used in this research is descriptive analytical method, which is a method that describes clearly the object under study, and describes the data as a whole, systematically, and accurately. Data collection in this study was carried out using observation, interviews, and documentation. Based on the results of this study, it can be concluded that the Mandailing Natal folklore can be used as a learning resource in developing students' character values. After the use of the Mandailing Natal folklore as a source of learning Indonesian, it was evident that the students' attitudes changed for the better. This can be seen from the percentage change in student attitudes after the use of the Mandailing Natal folklore to foster student character values in Indonesian language learning, namely good attitudes to very good, increased by 21% of the research sample, good attitudes remained good as much as 41%, attitude 24% good enough to be good, and 14% good enough attitude.

**Keywords:** Character; student attitudes; mandailing Natal; Muhammadiyah

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## 1. Introduction

Education is one of the government's conscious efforts to carry out the mandate of the 1945 Constitution V, namely to educate the nation's life. It is hoped that establishing schools throughout Indonesia will produce superior generations who can advance the nation. Schools are formal institutions that become places for students to gain knowledge. Not only science, but character values are also inserted in every lesson taught. This is an effort to form a positive character which is expected to be implemented in the daily lives of students.

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Efforts to share knowledge and instill character values are carried out by the teacher, so that the teacher is a model that is imitated by students. The process of providing knowledge is carried out during the learning process so that to achieve an effective learning process, it must meet the success factors of the learning process. Tansliova (2018) states that the success of the learning process is determined by several factors, namely the level of participation and the types of learning activities that students live in, the role of educators, and an effective learning atmosphere to achieve predetermined learning goals.

As explained above, in addition to providing knowledge to students, building positive character in students must be carried out by the teacher. The cultivation of positive character is carried out as an effort to form superior generations who are not only superior in the scientific field but also have superior character or morals.

We can see that character cultivation carried out in schools, whether by teachers or the school environment, is less effective. Where the learning process only focuses on developing the knowledge and skills of students by ignoring the insertion of character values in every learning that is carried out. The lack of inculcating the character values of students results in the rampant negative behavior of students at this time. This is evident from the phenomenon of rampant brawls between students, narcotics abuse, promiscuity, corruption, truancy during the course of the course, not having the enthusiasm for learning, fighting against the teacher, and still a lot of negative behavior of students which indicate a decline in the character of students. This is very concerning, so the government has launched character development through the world of education. This phenomenon also attracted the attention of many parties, especially among academics.

C. Arumsari, et all (2019) In fact, the most successful people in the world can succeed because they are supported by soft skills rather than hard skills. This explains that the education quality to teach students' character is very important to be improved. Character development carried out through education by the government is an effective step taken to instill character values in students. Halomoan (2012) explains that national character development can only be done in a contextual educational process that is not detached the context of students from the family environment, socio-economic, community culture and national culture and even the universal culture. So that in reducing student negative behavior, all components, be it school, community, environment, and parents must play an active role and coordinate with each other.

Komara (Handayani et all, 2020) Character education is a deliberate, proactive, and done by schools and government to instill core values in ethics, such as caring, honesty, fairness, responsibility, and respect for others. Schools, therefore, should be able to

develop character education through learning, habituation, extra-curricular activities, and should also work with families and communities in developing character education. Character education will be successful if it is carried out simultaneously starting from oneself, family, community, nation and the universe. Cultivating and fostering the values of this national character can be done through the use of various varied, innovative and effective learning sources. One of the learning resources that can be used to instill these noble values is literature, one of which is in the form of regional folklore.

Folk stories are told through word of mouth and from generation to generation. Wiguna (2018) also states that folklore is an inseparable part of living oral literature and is an important part of society, passed down orally by word of mouth (ora literature) and passed down from one generation to the next. Society always involves folk tales in various circumstances. In everyday life in society, this type of literature is often spoken by a teacher to his students, parents to their children, storytellers to listeners, even among members of the community.

Gusnetti (2015) states that folklore, which is rich in moral values and local wisdom, can be used as a means of communication to teach educational values about life to the community. Wiguna (2018) also states that folklore is a literary work that is full of messages, in which there are role models, philosophical values, educational values, moral values, ethical values, which are beneficial for national development. This opinion proves that folklore is an effective source of learning to develop the character of students. The character values contained in the local folklore of Mandailing Natal will be an example for students to act and think.

This research has similarities with previous studies including Desi (2019) whose research is entitled "Analysis of Intrinsic Elements of the Folklore of Sigindo Kuning, Tuo Merangin Hamlet, Jambi. Second Amin (2013) who examined the folklore of the naming of Kerinci villages: categories and social functions of texts. The third is Transliova (2018), which examines the use of poetry as a source of learning Indonesian for the development of national character values. The fourth is Maulana (2018) whose research title is "Structural Analysis and the Value of Folklore Education and its Relevance as Indonesian Language Teaching Materials. Fifth, Suhartono (2010) who examined folklore on Mandangin Island with a study of Structural Anthropology. The five studies are different from the research of researchers entitled "Preservation of Folklore Mandailing Natal as a Learning Source for Developing Student Character Values".

## 2. Methods

This research was conducted at SMP Muhammadiyah 29 Padangsidempuan. This research uses descriptive analytical method, which is a method that describes clearly the object under study, and describes the data as a whole, systematically, and accurately. Therefore, the data that is generated or recorded is portrait data as it is. This is in accordance with the opinion of Ratna (2006) which states that the analytical descriptive method is carried out by describing the facts which is then followed by analysis. The analysis is carried out using the theoretical basis used, then analyzed and interpreted according to the theoretical study so that the results of the research can later describe the problems studied objectively, systematically based on the theories that the author uses.

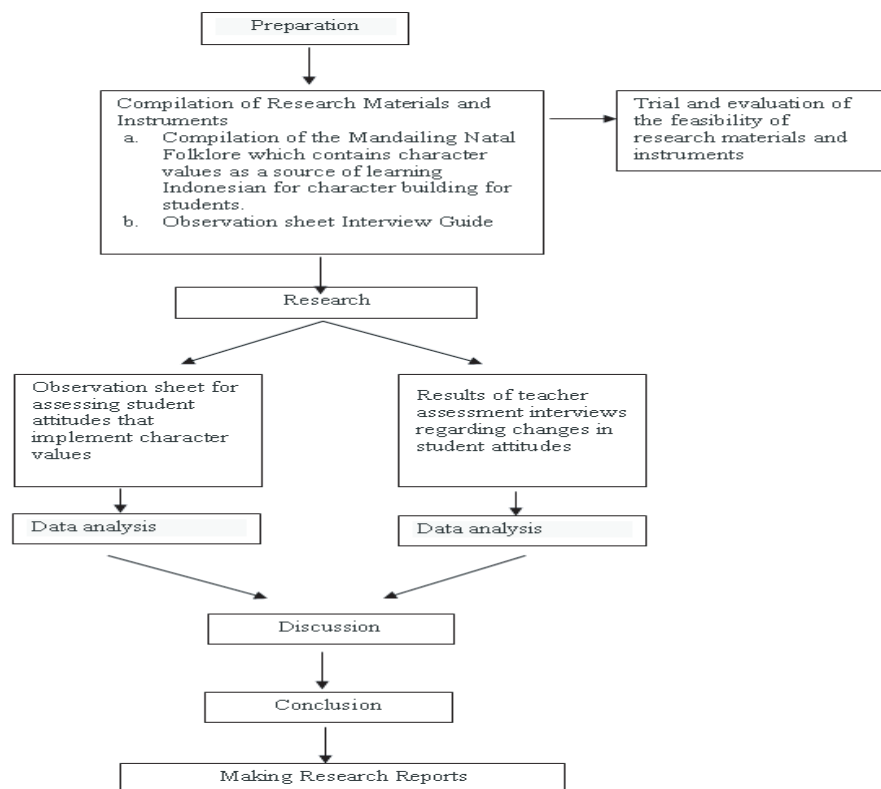


Figure 1: Research Plan

## 3. Results and Discussion

Based on data collection from 47 research samples, several research results were obtained, namely the assessment of attitudes before and after the use of the Mandailing Natal folklore in learning to foster character values in students. The samples of this study

were 2 classes from 2 classes in SMP Muhammadiyah 29 Padangsidempuan. Sampling is done by taking the entire population into a sample, namely:

TABLE 1: Data Population.

No	Class	Number of Students
1	VIII 1	27 Students
2	VIII 2	20 Students
Amount		47 Students

The data from the assessment of the attitudes of students who implement character values before the use of the Mandailing Natal folklore in Indonesian language learning.

The data from the assessment of students' attitudes implementing the character values of students after the use of the Mandailing Natal folklore in Indonesian language learning.

Based on the research data above, it is found that the observation results of students' attitudes implementing character values before the use of Mandailing folklore in Indonesian language learning, there were 29 students from 47 research samples categorized as being good with a percentage of 62%. The remaining 38% were categorized as being quite good, namely 18 students. After the researcher conducted a trial using the Mandailing folklore which contained character values for character building for students, the researcher again distributed the observation sheet for student attitude assessment to see the changes in attitudes that occurred after the study was conducted. Then the research data obtained is that 10 students have a very good attitude category. 30 students have good attitude category, 7 students have good attitude category. If presented, 21% of students have a very good attitude, 64% are good and 15% of students have a fairly good attitude category. So it can be concluded that there has been a change in student attitudes after a trial of the use of Mandailing folklore in the Indonesian language learning process at SMP Muhammadiyah 29 Padangsidempuan. There were 11 people who experienced changes from good enough to good categories. Furthermore, 10 people experienced a change in attitude from good to very good. Meanwhile, 19 people remained in the good category and 7 people were in the good enough category. The percentage change in student attitudes after the use of folklore in Indonesian language learning to foster national character values can be seen in the following table.

TABLE 2: Implement Character Values Before.

No	Sample Initials	Total Value of Attitudes	Mean Value of Attitude	Category	No	Sample Initials	Total Value of Attitudes	Mean Value of Attitude	Category
1	D	52	2.9	Good	25	ML	49	2.7	Good
2	S	53	2.9	Good	26	MM	47	2.6	Good
3	AB	49	2.9	Good	27	MR	44	2.4	Pretty Good
4	AD	49	2.7	Good	28	MS1	46	2.6	Good
5	AE	47	2.6	Good	29	NA	48	2.7	Good
6	AM	41	2.3	Pretty Good	30	NH	44	2.4	Pretty Good
7	AM1	34	1.9	Pretty Good	31	PA	42	2.3	Pretty Good
8	AR	39	2.3	Pretty Good	32	PE	44	2.4	Pretty Good
9	AS1	43	2.5	Pretty Good	33	RH	48	2.7	Good
10	DS	45	2.6	Good	34	RN	45	2.5	Pretty Good
11	DW	63	3.5	Good	35	RW	47	2.6	Good
12	FA	45	2.6	Good	36	SM	34	1.9	Pretty Good
13	FN	46	2.7	Good	37	SS	49	2.7	Good
14	FR1	39	2.2	Pretty Good	38	UN	36	2	Pretty Good
15	HA	41	2.3	Pretty Good	39	WN	39	2.2	Pretty Good
16	HF	49	2.7	Good	40	WS	47	2.6	Good
17	HR	48	2.6	Good	41	ZM	47	2.6	Good
18	HS	49	2.7	Good	42	ZR	44	2.4	Pretty Good
19	IL	42	2.3	Pretty Good	43	AS2	49	2.7	Good
20	IS	36	2	Pretty Good	44	AM2	49	2.7	Good
21	LF	47	2.6	Good	45	FR2	47	2.6	Good
22	MA	48	2.7	Good	46	MS2	50	2.8	Good
23	MF	48	2.7	Good	47	AM3	48	2.7	Good
24	MK	37	2.2	Pretty Good					

## 4. Conclusions

Based on the results of data analysis and discussion of the results of this study that have been previously described, the researchers concluded that the use of Mandailing folklore as a learning resource for fostering character values has a positive impact on changes in the attitudes of students at SMP Muhammadiyah 29 Padangsidempuan. In addition, the character values that can be fostered through the use of Mandailing folklore

TABLE 3: Implement Character Values After.

No	Sample Initials	Total Value of Attitudes	Mean Value of Attitude	Category	No	Sample Initials	Total Value of Attitudes	Mean Value of Attitude	Category
1	D	57	3.2	Good	25	ML	52	2.9	Good
2	S	65	3.6	Very good	26	MM	49	2.7	Good
3	AB	66	3.7	Very good	27	MR	50	2.7	Good
4	AD	51	2.8	Good	28	MS1	48	2.7	Good
5	AE	48	2.7	Good	29	NA	48	2.7	Good
6	AM	47	2.6	Good	30	NH	50	2.8	Good
7	AM1	38	2.1	Pretty Good	31	PA	44	2.4	Pretty Good
8	AR	39	2.3	Pretty Good	32	PE	51	2.8	Good
9	AS1	48	2.8	Good	33	RH	52	2.9	Good
10	DS	49	2.9	Good	34	RN	49	2.7	Good
11	DW	63	3.5	Good	35	RW	66	3.7	Very good
12	FA	65	3.6	Very good	36	SM	34	1.9	Pretty Good
13	FN	54	3	Good	37	SS	66	3.7	Very good
14	FR1	42	2.3	Pretty Good	38	UN	51	2.8	Good
15	HA	48	2.6	Good	39	WN	51	2.9	Good
16	HF	49	2.7	Good	40	WS	47	2.6	Good
17	HR	65	3.6	Very good	41	ZM	47	2.6	Good
18	HS	68	3.8	Very good	42	ZR	56	3.1	Good
19	IL	50	2.7	Good	43	AS2	49	2.7	Good
20	IS	42	2.3	Pretty Good	44	AM2	49	2.7	Good
21	LF	47	2.6	Good	45	FR2	68	3.8	Very good
22	MA	65	3.6	Very good	46	MS2	66	3.7	Very good
23	MF	58	3.2	Good	47	AM3	57	3.2	Good
24	MK	43	2.5	Pretty Good					

TABLE 4: The percentage.

No	Attitude category	change	Amount	Percentage
1	Good becomes very good		10 people	21 %
2	Pretty good becomes good		11 people	24 %
3	Good remains good		19 people	41 %
4	Pretty good remains pretty good		7 people	14 %
		Amount	47 people	100%

in Indonesian language learning are quite diverse, including religious, honest, tolerant, independent, democratic, national spirit, love for the country, friendship, love peace, care for the environment, likes reading, social care and responsibility. In addition, based on the research results after the use of poetry as a learning resource for Indonesian, there were 10 students who had a very good attitude category. 30 students have a good attitude category, and 7 students have a good attitude category from a total sample of 47 students. If presented, 21% of students have a very good attitude, 64% are good and 15% of students have a fairly good attitude category.

Based on the explanation above, it can be concluded that there was a change in students' attitudes after a trial of the use of Mandailing folklore in the Indonesian language learning process at SMP Muhammadiyah 29 Padangsidempuan. There were 11 people who experienced changes from good enough to good categories. Furthermore, 10 people experienced a change in attitude from good to very good. Meanwhile, 19 people remained in the good category and 7 people were in the good enough category.

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