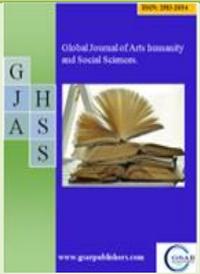


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DESIGNING ENGLISH SYLLABUS AND INTRUCTIONAL MATERIAL BASED ON LOCAL STORY AT SMK NEGERI 4 BONE

By

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Abstract

The purpose of this study is to describe the development of local wisdom-based folklore text teaching materials for students and to determine the feasibility of local wisdom-based folklore text teaching materials for grade X students. This research method uses steps, namely research and development (R&D), research and development is a research method that produces a product in a particular field of expertise, which is followed by certain by-products and has effectiveness and a product. The design used in this study is ADDIE (Analysis-Design-Develop-Implement-Evaluate). The Analysis stage identifies problems and conducts task analysis, the Design stage formulates specific, measurable, applicable, and realistic learning objectives. This Develop stage focuses on activities to produce and refine teaching materials and activities to select the best teaching materials in an effort to achieve the learning objectives that have been formulated. At this Implement stage, everything that has been developed is arranged in such a way that it is in accordance with its role and function so that it can be implemented properly. and the Evaluate stage is the process of seeing whether the learning system being built is successful, in accordance with the initial stage or not. The subject of the research is students in grade X students of SMK Negeri 4 Bone. The data collection techniques used in this study were Needs Questionnaire, observation, and tests. The data analysis techniques used were feasibility tests and validation tests of teaching materials obtained from material expert validators, language expert validators. Based on the percentage results of the material expert validation, a score of 65% was obtained with a percentage criterion of good. Then based on the percentage results of the language expert, a score of 62.5% was obtained with a percentage criterion of good. Furthermore, the feasibility test of teaching materials in small groups obtained a score of 80% with a percentage criterion of very feasible, and based on the percentage results of the feasibility test in large groups, a score of 90.3% was obtained with a percentage criterion of very feasible. With the existence of these teaching materials, the learning process becomes fun, then the module can be used as one of the learning resources that can facilitate students in learning English on folklore text material for class X of SMK Negeri 4 Bone.

Keywords: Teaching Materials, Folklore

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A. Introduction

English as one of the compulsory subjects in schools, for example in vocational high schools, with various materials offered to train students' English language skills. One of the methods used is based on the English curriculum included in the syllabus for grade X of vocational high schools, specifically discussing narrative texts.

Folklore is a story that was born, lived and developed in several generations in traditional societies, both those who have known letters or not, spread orally containing anonymous survival and spread collectively over a long period of time. Folklore has many benefits and functions for readers, one of which is as a means of education that contains personality. One of the topics related to narrative text is legend, but the phenomenon in teacher training



schools is limited and only focuses on legends outside South Sulawesi. In fact, South Sulawesi also has interesting folklore full of the meaning of the noble values of the Indonesian nation.

Several relevant studies conducted by students and lecturers, for example, research by Vaziria et al. (2022) Development of Folklore Teaching Materials Containing Local Wisdom of Blitar for Class X with the results of the study, namely the development of this product is based on five aspects, namely the appearance of teaching materials, the content of teaching materials, the presentation of teaching materials, the language aspect of teaching materials, and the benefits of teaching materials. Mu'Minin and Siti Maisaroh (2022) Strategy for Developing Narrative Text Teaching Materials for Folklore as a Model for Learning Indonesian Language and Literature at MI Sunan Giri Perak Jombang, the results of their research are in the form of characteristics of narrative text teaching materials for folklore that are already popular among the community and contain educational moral messages with a focus on forming a Judicial character. The results of the development of teaching materials in the form of teaching material devices which were then tested for the Sunan Giri Perak Jombang Elementary School. Research by Febriany et al. (2024), Development of Teaching Materials Based on Local Wisdom Folk Tales to Increase Students' Interest in Learning in the Subject of Riau Malay Culture, Class III, SDN 36 Bathin Solapan based on the results of presentations from material experts, language experts language, design experts and teacher responses, then the average is calculated and obtained 88.75 percentages were converted into a table of qualifications and eligibility included in the category as very worthy/very valid for use in learning process, with the existence of these teaching materials, the process becomes learning becomes more conducive and enjoyable. Then it can makes it easier for educators to create interesting and creative teaching materials. Helping in conveying the legends of Riau Malay cultural folklore.

Although previous studies have explained a lot about the development of local wisdom-based folklore teaching materials, they have not been applied to English lessons in secondary schools, especially vocational schools. In general, previous studies have been applied to local content lessons, Malay cultural learning, and Indonesian language lessons.

The focus of this research study is on how to develop teaching materials for folklore texts based on local wisdom for class X students of SMK Negeri 4 Bone and how feasible teaching materials for folklore texts based on local wisdom are for class X students of SMK Negeri 4 Bone. The model used in this study uses steps, namely *research and development* (R&D). The reason for using this model is because the model is simple, more detailed and widely used for educational purposes, thus facilitating the implementation of research on the development of teaching materials for folklore texts based on local wisdom. The model used in this study is ADDIE (analysis-Design-Develop-Implement-Evaluate). This research contributes to development in the field of education, especially the development of teaching materials based on local wisdom.

B. Literature Review

English as one of the compulsory subjects in schools, for example in vocational high schools, with various materials offered to train students' English language skills. One of the methods used is based on the English curriculum included in the syllabus for grade X of vocational high schools, specifically discussing narrative texts. In the syllabus, KD 3.8 Distinguishes social functions, text structures, and linguistic elements of several oral and written narrative texts by giving and asking for information related to simple folk legends, according to the context of their use and KD 4.8 Captures contextual meaning related to social functions, text structures, and linguistic elements of simple oral and written narrative texts related to folk legends. Through these basic competencies, students are expected to understand social functions (Getting entertained, entertaining, teaching noble values, taking examples), understanding text structures (Orientation, Complication, Resolution, Re-orientation), and linguistic elements.

One of the topics related to narrative text is legend, but the phenomenon in teacher training schools is limited and only focuses on legends outside South Sulawesi. In fact, South Sulawesi also has interesting folklore full of the meaning of the noble values of the Indonesian nation.

In the learning of the topics chosen by the teacher, the dominant theme is legends, not developed with other forms of folklore such as fairy tales, myths, fables and others. Folklore from South Sulawesi is full of meaning that besides being entertaining, it also introduces South Sulawesi folklore to students. Folklore contains many moral values that can be used as a way to instill the character of the Indonesian nation.

Anggara's research (2019), Development of Comic-Based Folklore Teaching Materials for Instilling Literacy Skills in Elementary School Students in Rajang Lebong Regency, the results of his research can be concluded that (1) the development of comic-based folklore teaching materials begins with a preliminary study through student and teacher interviews. Then the interview results are adjusted to the theory and observation results into a draft model that will be validated by experts. The revised draft model will be tested on a small and large scale. After that, a trial of the final product was carried out using pretest and posttest techniques and the scores were re-analyzed. (2) comic-based folklore teaching materials are effective for instilling student literacy. The experimental class g-score was 0.63 for the cognitive aspect and 0.57 for the psychomotor aspect, while the control class g-score was 0.16 for the cognitive and psychomotor aspects. Agiustora et al.'s research (2022),

Development of Comic-Based Folklore Teaching Materials in Elementary Schools in Bengkulu City. The research results used are descriptive statistical analysis of the results of expert validation assessments and teacher responses, and qualitative descriptive analysis of comments and suggestions from expert validation and teacher responses. From the results of the material expert

validation, a value of 89.3% was obtained with a very valid category, the design expert validation obtained a value of 96% with a very valid category. The recapitulation of the values from the validation of material experts and design experts obtained an average of 92.95%. Teacher I's response obtained a value of 86.15% and teacher II's response obtained a value of 89.23% with a very valid category. The recapitulation of teacher response values obtained an average of 87.69%, so that the Comic Teaching Materials product Based on Folklore is very valid and very suitable for use. Research by Albert et al. (2023), Development of Teaching Materials for Writing Narrative Texts Based on Local Wisdom for Middle School Students Research results and discussion concluded that development teaching materials for writing text narrative based on *local wisdom* for student school intermediate can used in learning write text narrative with very valid criteria . This is can seen from an average of three validator expert namely language validator with an average percentage of 88%, material validator 89%, and media validator 88.3%. Based on data collection from third expert mentioned obtained the average percentage is 88.4% with a very valid interval.

Muktadir et al (2021), Development of Comic Teaching Materials Based on Bengkulu Folklore in Elementary Schools The results of the study are comics based on folklore in elementary schools in Bengkulu City. Folklore material is taught only at the competency stage. Teachers' competency regarding folklore is inadequate, meaning that one story is not fully understood, the number of stories known to teachers is no more than five stories. Anggraini et al.'s research (2022), Development of Indonesian Folklore Literature Teaching Materials Based on Reader Response The results of the study showed that 1) the need for teaching materials according to teachers and students, paying attention to: (a) language context for various purposes, (b) following the times, (c) in accordance with the applicable curriculum by raising themes that exist around students, (d) the relevance of teachers and students in learning, (f) assignments/practices can activate students, (g) the material interests students, is clear, and easy to understand, and (h) is relatively 2) describes the role of teachers in learning to appreciate Indonesian folklore through the reader response model, obtaining a picture of student activities in responding to Indonesian folklore through the reader response model, 3) Product quality based on the results of expert validation of material based on the percentage of assessment scores obtained an average score of 93.75%, media expert validation of the percentage of assessment scores obtained an average score of 81.66%, 3 educator assessments obtained an average score of 88.59%. Based on the overall validation results with an average score that falls into the category of very suitable for use. Research by Setiyawati et al. (2022), Development of Illustrated Folk Story Book Teaching Materials Based on the Canva Application to Improve Learning Outcomes of Grade IV Elementary School Students , the results of the study concluded that the teaching materials that had been developed were suitable for use as teaching materials for grade IV Indonesian language material on finding characters in fictional stories. The percentage of expert validation

results was 82% from material validation and 91% from design expert validation. The user response was very good because the analysis of the class teacher questionnaire showed the percentage of the attractiveness aspect of 94%, the material aspect of 75%, the language aspect of 88% and the story selection aspect of 94%. As for student responses, the attractiveness aspect was 83%, the material aspect of 86%, the language aspect of 82% and the story selection aspect of 82%. The teaching materials developed were effective in improving the learning outcomes of grade IV students of Elementary School 111 North Bengkulu. This is based on the results of the t-test with $t_{count} = 2.1 > t_{table} = 2.0$ then H_0 is rejected and H_a is accepted.

Research by Romadhan et al. (2021), Development of Literacy Culture Teaching Materials Through Folk Tales in Forming Nationalistic Attitudes in Elementary School Students results study obtained as following : validation test results The teaching materials are very valid, the average value obtained is >0.80 with A little revision . Analysis results effectiveness through t-test for group pretest control and experiment $t_{count} = 5.767 > t_{table} = 1.668$. There is difference to ability attitude nationalism student Class IV of West Nyabakan Elementary School I. Research Febriany et al (2024) Development of Teaching Materials Based on Local Wisdom Folk Tales to Increase Students' Interest in Learning in the Subject of Riau Malay Culture, Class III, SDN 36 Bathin Solapan based on presentation results from material experts, language experts language, design experts and teacher responses, then the average is calculated and obtained 88.75 percentages were converted into a table of eligibility qualifications and included in the category as very worthy/very valid for use in learning process, with the existence of these teaching materials, the process becomes learning becomes more conducive and enjoyable. Then it can make it easier for educators to create interesting and creative teaching materials. Helping in conveying the legends of Riau Malay cultural folklore.

Research by Wahyuni et al. (2024), Development of Integrated Character Education for Luwu Folklore Teaching Materials in Elementary Schools The results of the study indicate that the development of folklore-based teaching materials can improve the quality of education and students' critical thinking skills. The validity and practicality of the teaching materials developed have been confirmed by experts, teachers, and students, with very positive feedback. The implications of this study emphasize the importance of integrating folklore into education as a strategy to preserve culture and increase the appeal of learning. This study also encourages the development and implementation of folklore-based teaching materials in the school curriculum, which can assist teachers in creating more interactive and meaningful learning experiences for students. Overall, this study makes a significant contribution to improving the quality of education in Indonesia by promoting a more contextual and innovative learning approach. Research by Taufik Hidayat et al. (2019), Development of Acehese Folklore Teaching Materials Based on Local Wisdom to Form the Character of Junior High School Students in Langsa City

The results of the study show that (1) validation expert material at each school, namely SMPN 1 Langsa with an average of 88.76%, SMPN 4 Langsa 87.16%, and SMPN 9 Langsa 82.01% in the "very good" criteria, (2) validation expert design with an average of 83.71% on the "very good" criteria, (3) trials individual with an average value of 85.33%, 84.24%, and 81.65% with "very good" criteria, (4) trial group small with an average of 89.19%, 86.50%, 86.01% and with "very good" criteria, and (5) group test field limited with an average of 92.40%, 90.01%, 84.01% with "very good" criteria, (6) results average student learning before use teaching materials are 66.53, 63.00, 62.26 and results average student learning after use teaching materials are 79.66 77.33, 73.00, and the effectiveness teaching materials with percentage 79.12%, 77.05%, 73.78% with "good" criteria. With Thus, it can be concluded that teaching materials for writing Acehese folklore based on wisdom local that has developed at SMPN Kota Langsa is feasible For used in the learning process as source Study.

C. Research Methods

The type of research that the author uses in this study is using the type of *research and development* (R&D), or often referred to as development research. The research and development method is a research method used to produce a particular product, and test the effectiveness of the product. In order to produce a particular product, research is used that is of a needs analysis nature to test the effectiveness of the product so that it can function in the wider community, so research is needed to test the effectiveness of the product. The reason for using this model is because the model is simple, more detailed and widely used for educational purposes, thus facilitating the implementation of research on the development of teaching materials for folklore texts based on local wisdom. The model used in this study is ADDIE (*analysis-Design-Develop-Implement-Evaluate*).

This research and development uses the ADDIE model which contains 5 stages of research that are systematically arranged, namely, starting from analysis, design, development, implementation, and evaluation. The data obtained from the results of field observations in each step of research and development after being carried out are as follows:

a) Analysis

Based on the results of the needs analysis questionnaire at SMK Negeri 4 Bone after conducting direct field research, it was found that the learning system in the madrasah only focused on English textbooks, the drawback is that the learning materials presented in the book contain all English learning materials so that they do not focus too much on the material being studied but only discuss the essence, besides that the appearance of the learning package book is less attractive, there is a lack of illustrated illustrations that accompany the learning materials, especially in folklore text materials. If learning only focuses on English textbooks, it will reduce efficiency in the teaching and learning process at the school. Analysis of learning material needs can be calculated using the following formula:

The percentage formula used is as follows:

$$P = \frac{\sum R \times 100\%}{N}$$

Information:

P = Percentage of student responses

$\sum R$ = Total score for each criterion selected by the student (yes or no)

N = Number of ideal scores

b) Design

The stage after conducting a needs analysis at SMK Negeri 4 Bone which is aimed at educators and students to find out whether it is necessary to develop an English learning module for folklore text material at the school, then, the next stage is the product design of the learning module to be created which contains a draft of the module design, namely starting from making the home page, module editorial, foreword, KI and KD, table of contents, all contents contained in the folklore text module, and evaluation questions.

c) Development

The next stage carried out by the author is development, which at this stage determines the creation of a folklore text module that can be used in the teaching and learning process of students at the madrasah. This development stage consists of several steps that need to be taken, namely designing and developing learning modules.

The folklore module that will be created after going through the initial design stage of the module, the next task is to compile the module framework so that it becomes a teaching material that is systematically and in detail accompanied by learning theories in it that are related to folklore texts such as fables and legends which contain local wisdom values. The theory in the folklore module discusses and examines material that is in accordance with the core competencies and basic competencies contained in the syllabus based on the independent curriculum used at SMK Negeri 4 Bone.

d) Implementation

The product of the folklore text learning module has been created by paying attention to the steps and good module design, so the next stage is the validation of the module product to find out whether the module that has been created is suitable for use in the learning process or whether a revision stage is still needed to produce a more interesting, complete, and unique module so that it can increase the learning interest of students at SMK Negeri 4 Bone.

After all the data collected, the next step is to analyze all the data obtained during the study. The data analysis technique in this study is descriptive data to obtain the average percentage. The purpose of data analysis is to answer the research problems that have been formulated. The data obtained through the R&D procedure used in the preparation of this final assignment. The data collected is qualitative and quantitative data through analysis of teaching material products. Qualitative data in the form of suggestions, criticisms, comments, and written answers to questions with experts. Qualitative data will be described by the researcher

himself, while quantitative data is processed with the help of several formulas to make it easier to present to others. Furthermore, the data obtained through data collection instruments using analysis techniques and percentages according to the specified formula. The results of the validation of material experts are measured based on Calculating the average score of each aspect can use the equation.

Likert Scale Table

| No. | Score | Information |
|-----|---------|---------------------------|
| 1 | Score 4 | Very Good/ Strongly Agree |
| 2 | Score 3 | Good/Agree |
| 3 | Score 2 | Less Good/Less Agree |
| 4 | Score 1 | Not Good/Disagree |

The expert validation questionnaire test on this teaching material can be done by comparing the number of ideal scores given by the validator (ΣR) with the number of ideal scores that have been set in the teaching material validation questionnaire (N). The formula is as follows:

$$P = \frac{\Sigma R \times 100\%}{N}$$

Information :

P = Percentage of the score sought (the result is rounded to a whole number)

ΣR = Number of answers given by the validator/chosen options

N = Maximum or ideal score

D. Research result

The results of field observations show that in SMK Negeri 4 Bone there is no use of English learning modules for folklore text material. The learning process at school is only focused on English textbooks, which summarize all English lesson materials so that the presentation of lesson materials is not effective and detailed, resulting in students having difficulty understanding the material presented by the teacher due to the limitations of the material presented. In addition, students' learning motivation is reduced because the appearance of the textbook is only black and white, the choice of fonts is not attractive, and the lack of image illustrations makes students bored in the learning activities that take place.

Through the results of the questionnaire on the needs of teachers and students, it can be concluded that the school needs teaching materials other than textbooks as accompanying teaching materials used by students in learning. The results of the questionnaire show that interesting, complete, illustrated teaching materials are needed, using attractive fonts, and can increase students' learning motivation during teaching and learning activities. So the author is interested in conducting research and developing new teaching materials to accompany English textbooks, especially related to local wisdom-based folklore text material, because the subject matter is considered important and interesting to learn because it can increase students' enthusiasm for learning, besides that it can

also support better educational literacy and competitiveness, especially in the current era of globalization. The data analysis technique used is the feasibility test and validation test of teaching materials obtained from material expert validators, language expert validators. Based on the percentage results of the validation of material experts, a score of 65% was obtained with a percentage criterion of good. then based on the percentage results of language experts, a score of 62.5% was obtained with a percentage criterion of good. Furthermore, the feasibility test of teaching materials in small groups obtained a score of 80% with a percentage criterion of very feasible, and based on the results of the percentage in large groups obtained a score of 90.3% with a percentage criterion of very feasible. With the existence of these teaching materials, the learning process becomes fun, then the module can be used as one of the learning resources that can facilitate students in learning English on folklore text material for class X of SMK Negeri 4 Bone.

E. Discussion of Results

Although previous studies have explained a lot about the development of local wisdom-based folklore teaching materials, they have not been applied to English lessons in secondary schools, especially vocational schools. In general, previous studies have been applied to local content lessons, Malay cultural learning, and Indonesian language lessons.

The focus of this research study is on how to develop teaching materials for folklore texts based on local wisdom for class X students of SMK Negeri 4 Bone and how appropriate teaching materials for folklore texts based on local wisdom are for class X students of SMK Negeri 4 Bone.

F. Conclusion

Based on research on the development of local wisdom-based folklore teaching materials to increase students' interest in learning English. It can be concluded:

1. Development of local wisdom-based folklore teaching materials to increase students' interest in learning English subjects using the ADDIE model development theory which consists of 5 stages of research and development procedures, namely *analysis, design, development, implementation, and evaluation*.
 - a. Analysis: The problems found in this study are the lack of teaching materials and the lack of materials used by schools during lessons, therefore, the output that will be produced is in the form of student characteristics or profiles, identification of gaps, identification of needs and detailed task analysis based on needs.
 - b. *Design* : In developing this teaching material, the researcher looked for sources related to the local wisdom-based folklore text material.
 - c. *Development* : compiling teaching material products according to the design, starting from the appearance or design of the teaching material to the content that must

be included in it and collecting all sources so that the contents of the teaching material are complete.

- d. *Implementation:* The designed product is then assessed by experts and English subject teachers. The validator will validate this product using the prepared instrument.
- e. *Evaluation:* the evaluation data obtained are in the form of formative and summative evaluations. Formative evaluation is in the form of trial data, namely pre-test and post-test carried out by class X students of SMK Negeri 4 Bone. While the summative evaluation is in the form of validation data carried out by a material expert and an English subject teacher who is different from the validator.

From the validation results, the development of local wisdom-based folklore teaching materials developed by researchers received a score of 80% from the feasibility test in small groups, and 90.3% from the feasibility test in large groups with the criteria of "very feasible" to be used as additional teaching materials and applied in Class X SMK learning.

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