

THE CREATIVE WRITING BASED ON FOLKLORE DIGITALIZATION

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Abstract. This research will explain creative writing learning for students of Indonesian language education program based on folklore. The folklore used in this study is native Indonesian folklore which has the value of local wisdom. Learning with digital folklore media is expected to improve the quality of creative writing learning. The research method used in this research is descriptive qualitative and uses a naturalistic research approach. The data in this study were collected by observation, interviews, and documentation in the field. Sources of data in this study are documents, events, and speakers (lecturers, community leaders, and students). The result is that the folklore digitization program is able to make it easier for students to understand the story plot and its educational value. In addition, the folklore digitization program is also able to increase the intelligence of students to write creatively in the modern era based on local wisdom in Indonesia.

Keywords: learning, creative writing, folklore digitalization, local wisdom

INTRODUCTION

Creative writing learning is an important part for Indonesian Language Education Program students. This learning provides knowledge and experience to students to increase their creativity. Based on the conditions in the field, creative writing learning is still constrained by several factors. One of them is the use of textbooks as a source of reference that still has shortcomings. The books used, apart from being general in nature, do not include certain content in this case based on local wisdom. Condition The textbook used has not specifically discussed the Creative Writing course in detail, the book used still discusses only one material. Creative writing material examines poetry, short stories, novels and dramas. The grammar involved in creative writing is diction (word choice) and language style. The textbooks used have not provided examples and steps for creative writing creatively and innovatively, so that students' creativity in writing has not been fully developed.

A Creative writing is based on the intelligence, innovation, and creativity of students to write various kinds of literature, for example poetry, prose, and novels. Writing activities become interesting and fun for students if they are done with the right writing strategies. One of them is the approach used, such as the experience-based learning approach and the environment, which is a learning that is carried out based on the experiences of students in everyday life in their environment. Experience-based learning and the environment are easier for students to interpret so that creative writing learning competencies can be achieved. One of the findings of research on creative writing in the poetry genre, students who were given the task of making poetry based on local wisdom were still considered unsatisfactory. This is because the condition of the creative poetry textbooks used at the time of learning are considered poor in terms of quality and quantity (Safitri, Suwandi, Waluyo, et al, 2018). Student guides and books prepared for educational programs are not sufficient for the development of students' writing skills (Ulu, 2019).

The Creative writing is an ability that must be mastered by Indonesian Language Education students. This is in accordance with the demands of the curriculum which states that one of the graduation achievement standards that must be met by students is mastering science and being able to implement creative writing skills, both in terms of theoretical and practical. To achieve this well and maximally, learning requires a model in the form of folklore originating from the region. Basically, folklore is the beliefs, legends, and customs of a nation that have existed for a long time. It is also passed down from generation to generation orally and in writing. Folklore can be in the form of songs, stories, proverbs, riddles, and even children's games that are known to the public and passed down from generation to generation. Folklore can come from historical stories or legends (Fatimah, Sulisty, and Saddhono, 2017). Further, Thompson (2019) considers the important role that animals play in folklore such as fairy tales, myths, and poetry in many cultures.

The growing era is also able to improve the quality of creative writing learning for students. The increasingly advanced technology must be used by lecturers and students to make an innovation. The innovation that must be produced is the folklore digitization program as an effort to improve creative writing skills. This innovation and digitization of folklore is also expected to maintain the original heritage of Indonesia. Digitization is carried out as an effort to document various kinds of folklore and the works of young people in the modern era. Therefore, students are expected to become true agents of change because they master the disciplines of local wisdom. The introduction of the peculiarities of various cultures, which are reflected in literary works, allows children to see universal values that are reflected in different cultures (Plaksina, 2020). In this case, the introduction and at the same time cultural knowledge through learning materials will instill cultural values in learners so that socio-cultural competencies can be adapted along with strengthening the culture itself (Ali and Mohideen, 2016).

RESEARCH METHOD

This part The use of technology can have a positive impact on creative writing learning at universities. This provides an opportunity for researchers to use methods in the form of descriptive qualitative and uses a naturalistic research approach because the research is carried out in natural conditions (natural setting). The data in this study were collected by observation, interviews, and documentation in the field. Sources of data in this study are documents, events, and speakers (lecturers, community leaders, and students). In its implementation, this creative writing learning program based on the folklore digitization program will also adopt the System Life Cycle (SLC) method or also known as the "waterfall approach", consisting of four stages, namely: a. Planning Phase (planning); b. The analysis phase is preceded by a feasibility study; c. Stage Design (design); System Design is carried out based on output or output oriented, and d. Implementation phase (implementation); The implementation phase is a process to develop a change plan from a theoretical system to a practical system.

RESULT AND ANALYSIS

Indonesia has inherited countless handwritten manuscripts, in dozens of different languages and scripts, not only texts related to religion, but also culture, customs, literature, economics, philosophy, and other trivial matters of life. As a result, the archipelago's manuscript treasures contain a collective memory of this nation since centuries ago. In addition to European paper which is mostly used, the treasures of Nusantara manuscripts also use other script bases such as daluwang, bamboo, lontar, and others. Folklore is included in literature that has the value of beauty, imagination, and education. This is in line with Fatimah, Sulisty, and Saddhono (2017), the spread

of classical literature is conveyed by word of mouth. In limited numbers, there are also literary works that are distributed through writing. The media used in writing come from bark, bamboo, paper, palm, palm, and others. Second, the development is static, slow, and limited to certain groups. Third, the author is usually unknown (anonymous). Only a few works whose authors are still known.

The understanding of cultural literacy and folklore has been understood by the school community. General knowledge of folklore based on advice, moral messages, and customs. Folklore sources mostly come from reading books that are not optimal (Johan, Rullyana, Hanoum, Fathoni, et al, 2019). The development of a textbook must have several indicators, including it must be able to lead to communication, interaction, and learning to students. In a further sense, representation, interaction, and learning are needed to further explore power dynamics, structural and situational agencies in Canale Language textbook studies (2020).

Text media transfer activities also experienced an important revolution at the beginning of the second millennium, namely with the use of digital technology in making copies of manuscripts, both through digital cameras and scanners. Innovation of learning materials with projects is followed by integration of multimedia into learning packages to meet the requirements of national standards (Simaremare, Situmorang, & Tarigan, 2018). In this digital era, folklore that is conveyed through digital media to the public, especially children, has the aim of preserving the culture of the archipelago, introducing the culture of the archipelago, providing education in terms of strengthening children's character and strengthening emotional intelligence and developing ecotourism (Widhiyanti & Gunanto, 2021). . The transfer of script media into microfilm is also starting to be abandoned, because it is considered inefficient, both in the manufacturing stage and in its use by readers, even though the durability of a video or microfilm will be much better than a digital photo. This is in line with the findings of Kapaniaris & Varvounis (2019) on the design and implementation of e-learning programs in folk culture and local history. The main features of this approach to the creation of e-learning programs in folk culture.

Digital comics as an effective educational material to improve student learning success. Although, comics have different levels, learning uses comics to increase creativity and writing skills of elementary school students in Indonesian subjects (Panteleo, 2013). Digital comics can only be applied in schools with technological facilities such as laptops or computers and gadgets (Istiq'faroh, & Mustadi, 2020). The findings of Febriani, Prasandha, Utami, et al (2021) are in the form of developing Indonesian folklore online comics which contain stories about Ratu Shima. All stages of online comic development are carried out digitally, starting from the digital sketch process to publication on online comic platforms. Indonesian folklore online comics are proven to be suitable for use based on indicators of software, ease of use, visual communication, and story content. Online comics are highly recommended as a new literary medium for millennials.

The role of universities is very important in efforts to digitize manuscripts and folklore that is developing in the community. They are expected to be able to carry out a digitalization program to support learning activities at the university. In order to preserve folklore in order to avoid extinction and disinformation, there are several ways that can be done, namely by making comics to digital books based on regional folklore. Folklore is presented in various types, ranging from comics, picture stories, and narrative descriptions to attract students' interest in reading folklore. In addition, pictures colored with various colors and using a simple language style are also a way to attract students' reading interest (Saddhono & Erwinsyah, 2018). Such is the case with findings (Kurniawati, Wahyuni, and Putra, 2017) who developed comics based on local wisdom of the Jember area. Jember's comics and local wisdom can be used as teaching materials according to the characteristics of students, interesting, and close to the student's learning environment. The use of comics as teaching material has advantages that can be considered and also the use of local wisdom in teaching materials is something that needs to be considered. Based on the above assumptions, the

use of comics and local wisdom of Jember (people's coffee plantation management) as teaching materials that suit the characteristics of students needs to be applied.

Comics as a medium have a very important role in learning. The important thing in making comics lies in the language of images and stories (Darmawan, 2012). Comics can be used as a learning support tool that motivates students to better understand the material because comics stimulate students to read and understand what they have read. However, the use of comics as a medium of learning must also look at the characteristics that exist in students. Adjustments in learning comics are focused on the use of language, images, and content or materials that are adapted to the learning materials and student characteristics. This is because comics are readings that are not only intended for students or children, but also for adults so that making comics as a learning medium must be adjusted to the age level and characteristics of users or those who will use the comics (Widyastuti, Slamet, and Kurniawan, 2020). The development of comic-based knowledge is suitable to be developed and is a natural source in Mexico, and comics are a suitable tool to be applied to the illiterate community (Negrete, 2013). Teaching materials based on local wisdom will be more useful if they not only contain local cultural values but are also able to improve the survival skills needed in the 21st century. One of the skills needed is creativity that can be applied in writing (Santosa, Basuki, and Puspita, 2019). Computing folkloristics, rooted in the movement to make the study of folklore more scientific, has changed the way humanities researchers detect patterns of cultural transmission in large folklore collections (Vuong, Ho, Nguyen, et al, 2020).

Creative writing skills based on local wisdom can affect the success rate of learning. In this case, it is necessary to consider the materials, models, and media used by lecturers as educators. This study utilizes folklore in the Central Java area which is presented using digital comics. There are several folk tales that can be used in the form of traditions, customs, legends, and food which are of course based on local wisdom. The forms of culture that are still carried out and have become the habits of the people of the Central Java region until now, namely the nyadran tradition, larungan sea, sawalan ceremony, ruwat dreadlocks ceremony in Wonosobo, the lumban custom of the Jepara Kudus community, and others. Meanwhile, folk tales are also used, namely the legend of Dewi Sri (Karanganyar), the legend of Mbah Meyek's spring, the magic story of Sunan, and so on. The presentation of digital comics is designed with colorful pictures accompanied by a series of words with letter sizes not too big or small. This digital comic contains a collection of material from several genres such as poetry, short stories, and novels which contain examples and steps for creative writing in each genre.

Comics based on local wisdom contain cultural values, educational values, character education values, morals, and social values. Every habit and tradition that is passed down to the younger generation must always be maintained. Learning to write creatively by utilizing folklore and local wisdom, besides being able to improve knowledge and writing skills, students also know and recognize the culture found in the regions of the archipelago. Like the legend of Dewi Sri who came from Karanganyar, students who came from outside the city could recognize it. The larungan sea tradition carried out by the community in several regions of the archipelago and living around the sea will also be recognized by students who live in the mountains. The introduction of the culture, traditions, and habits of the people of an area is very beneficial for the cultural knowledge of the younger generation. This kind of thing needs to be instilled from an early age so that the culture of the archipelago is maintained. Basically, recognizing ancestral culture has its own impression for students. They will be amazed by the various stories that develop in the community and follow traditions that have never been done before. The implementation of local culture in lectures is very useful to be applied in everyday life as part of the community.

Creative writing means practicing writing skills by involving imaginative elements in it. Creative writing practices based on local wisdom will make it easier for students to produce more

structured writing. In addition, students can describe stories based on personal experiences when involved and following certain traditions and rituals. In fact, students can make direct observations in the local environment. Another method that can be used is to conduct interviews with caretakers and local people who know folklore, myths, and legends in their area. In this case, although the goal is writing skills for college purposes, students directly have broader knowledge than before writing practice. This is in line with the findings of Hayati, Rasyid, and Nelisa (2020) who researched that digital comics of Minangkabau folklore were able to inspire students and have local cultural values. Digital comics from Minangkabau are also believed to support the character learning process in schools. It is also believed to help understand and produce text.

CONCLUSION

The online comics based on local wisdom can be a medium in preserving culture. In addition, it can also hone creativity in creating an innovation, especially the world of literature. The existence of stories based on local wisdom packaged into online comics as a form of novelty will certainly attract more readers' interest. The comic is also reinforced with cultural, character, and social values that can be used as learning for readers as a way of life.

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