

SOCIO-CULTURAL VALUES IN SOUTH SUMATRAN FOLKLORE AND THEIR IMPLICATIONS IN SCHOOLS

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ABSTRACT

Folklore is basically a reflection of a value that prevails in a particular society. In addition, folklore also describes the characteristic potential of society in different times and times. This paper aims to explore further the socio-cultural value in South Sumatran folklore. In addition, this paper also explores the implications of instilling these social and cultural values in educational institutions. This research began with a literature review of folklore in South Sumatra in terms of Ian Watt's theory of Literary Sociology. The results of this literature review then become the basis for observing the implementation and implications of instilling social and cultural values in SD Negeri 1 Palembang. The results of the study show that folklore in South Sumatra is closely related to the theme of the kingdom. In the view of Social Sociology, folklore in South Sumatra is a reflection of truth and moral values. This moral value contains in it the social and cultural values of a society. Meanwhile, the implementation of instilling social and cultural values through stories at SD Negeri 1 Palembang was carried out on students in grades I and II, using storytelling methods, and providing open questions to learn from each other in understanding social and cultural values. The implications of providing folklore are in line with the fulfillment of learning outputs that give birth to the profile of Pancasila students.

Keywords: *Social Values, Cultural Values, Literature, Sociology*

ABSTRAK

Cerita rakyat pada dasarnya merupakan cerminan dari suatu nilai yang berlaku di masyarakat tertentu. Selain itu cerita rakyat juga menggambarkan potensi karakteristik masyarakat di masa dan waktu yang berbeda. Tulisan ini bertujuan untuk menggali lebih jauh nilai sosial budaya dalam cerita rakyat Sumatera Selatan. Selain itu tulisan ini juga mengupas implikasi penanaman nilai sosial dan budaya tersebut di instansi pendidikan. Penelitian ini dimulai dari kajian pustaka tentang cerita rakyat di Sumatera Selatan yang ditinjau dari teori Sosiologi Sastra dari Ian Watt. Hasil kajian pustaka ini kemudian menjadi dasar untuk mengobservasi implementasi dan implikasi penanaman nilai sosial dan budaya di SD Negeri 1 Palembang. Hasil penelitian menunjukkan bahwa cerita rakyat di Sumatera Selatan erat kaitan jalan ceritanya dengan tema kerajaan. Dalam pandangan Sosiologi Sosial cerita rakyat di Sumatera Selatan merupakan cerminan dari nilai kebenaran dan nilai moral. Nilai moral ini memuat di dalamnya nilai sosial dan budaya sebuah masyarakat. Sementara itu pelaksanaan penanaman nilai sosial dan budaya melalui cerita di SD Negeri 1 Palembang dilakukan pada anak didik di kelas I dan II, menggunakan metode mendongeng, serta memberikan pertanyaan terbuka untuk saling belajar dalam memahami nilai sosial dan budaya. Implikasi pemberian cerita rakyat sejalan dengan pemenuhan output pembelajaran yang melahirkan profil pelajar pancasila.

Kata kunci: Nilai Sosial, Nilai Budaya, Sastra, Sosiologi

INTRODUCTION

A literary work is born on the author's creative path. In the process there is an individualist principle, where the author has his own characteristics and characteristics in cleaning works that distinguish him from other authors, ranging from methods, delivery of storylines (dramatization), to the language used (Chowdhury, 2016). Often a literature also contains the expectation of the ideal conditions of a society according to the description of the author. In this case, the problem that arises is described as a fictional story (Sharma, 2021).

Learning based on literary works allows students to have the ability to appreciate, understand, and respect a work. In addition, students are also expected to be able to benefit from a story, one of which is to take a stand in responding to the values contained in it (Ummah et al., 2020).

Ian Watt is one of the figures who popularized the theory of Literary Sociology, in which it asserts that a literary work is a reciprocal relationship between the author and his work with the environmental conditions in which the author lives. This theory also confirms that in literary works there are certain values, including social values, as part of the author's expression of certain conditions of a society (Surastina & Yuricki, 2021).

The Ministry of National Education in 2009 once released a popular folklore book in South Sumatra. There are at least 23 stories that are used as learning materials in schools in the study of moral, social, and cultural values (Kemendiknas, 2009). The results of initial observations made by the author at SD Negeri 1 Palembang, there are 5 (five) stories that are often used as learning materials by teachers, namely the story entitled: "Raden Keling"; "Sweet do not swallow easily"; "Hikayat Pak Siti dan Mak Siti"; "The Fool Is Right"; and "Bob Pengene".

There have been many studies that mention that literature or folklore is always synonymous with moral, social, and cultural values that are inherent in line with the characteristics of each region. This value must be appreciated, respected, and upheld in a positive perspective so that society is not separated from the cultural roots that gave birth to it (Aisyah et al., 2020).

The birth of literature is a picture of the condition of society at that time with all the values that prevailed in it. In this case, research carried out on literary works must be carried out by inserting themselves into the conditions of society at that time by imagining the situation and conditions in the time and place where the literary work was made

(Bernadtua & Gloria, 2020). Research conducted on literature also describes the influence of literature itself on a society (Meiryasa & Wardarita, 2021). Based on this description, this paper seeks to explore further the socio-cultural value in South Sumatran folklore. In addition, this paper also explores the implications of instilling these social and cultural values in schools.

METHOD REASEARCH

This research is a field research based on literature research. This research began with a literature review of folklore in South Sumatra in terms of Ian Watt's theory of Literary Sociology. The results of this literature review then became the basis for observing the implementation of social and cultural value cultivation in SD Negeri 1 Palembang. The interviewees and observations related to the cultivation of social and cultural values in SD Negeri 1 Palembang are: Teachers at SD Negeri 1 Palembang who are involved in instilling social and cultural values in the school. In addition, students at SD Negeri 1 Palembang are also the object of instilling social and cultural values in the school. Of course, parents of students at SD Negeri 1 Palembang can provide views regarding the cultivation of social and cultural values in the school. Data collection in this study used interview, observation and documentation methods. Triangulation data analysis is used in collecting data; data reduction process; Serving; as well as drawing conclusions.

RESULTS AND DISCUSSION

The study of the intrism of literary works is the study of an autonomous world, where a literature can only be seen in the perspective of the work itself, cannot be compared with other works (Williams et al., 2022). Intratrism is the element that builds a story. Intragraphic elements include: theme; flow; characters and characterizations; Background; viewpoint; and style. All of these elements are differentiators between literary works where this reflects the characteristics of the author (Handayani et al., 2019).

Although it is fictional, literary works refer to the world of reality (Ismawati, 2018). Literature in relation to authors and society, it can be said that literary works can be used as documents on socioculture and influence each other in a society. That's why literature is referred to as a social institution that is automatically tied to prevailing social values (Sulaeman & Hun, 2023).

Every literary work must contain value in it. Value itself is essentially a measure or standard of how an individual in society acts or builds an ideal (Lumbantoruan, 2021). Value is a mental formation concept that shapes human behavior and is upheld by the perpetrator (Beurden, 2008). Value indicates the existence of independent qualities that do not change over a certain period of time in a society (Hanim et al., 2021). It is further said that through values a society maintains its existence and develops itself in line with human life. For this reason, study in literature is not subjective, considering that the discussion is not based on a priori attitudes. The positive impact that can arise is an appreciation of literary works which will indirectly increase the quantity and quality of literary works themselves (Nowack & Schoderer, 2020).

Ian Watt's Theory of Literary Sociology explains that there are 3 (three) kinds of classifications of folklore, namely: *first*, the social context of the author concerns the social position of society and readers. In this case, factors, values, traditions, etc. in a society determine the attractive elements of a literary work for its author. *Second*, literature as part of the reflection of society is a picture of the extent to which a work is able to describe social conditions. *Third*, *the social function of* a literature emphasizes aspects of the function of literature in entertaining, influencing, and educating readers (Foenna, 2019).

The results of initial observations are known that there are 5 (five) folklore titles used by Master in instilling social and cultural values, which are as follows: *First*, "Raden Keling" tells about a person's struggle in achieving a goal. In the view of social sociological theory, it can be said that this folklore shows the existence of certain individual or group attitudes and does not reflect the overall social and cultural attitudes of a society (ZALA, 2013). This can be seen from the existence of wars which in fact are often only triggered by personal things, and not on the basis of a common decision of a society. What Raden Keling did was purely his determination towards a desire.

Second, "Sweet Don't Swallow Easily" in the view of social sociological theory is a concept where a story no longer reflects the characteristics of today's society, but has been of high value in the past (Dutt, 2020). This folklore tells the story of Abdullah the main character who is able to prove himself as a candidate for intelligent and wise leader, and worthy to continue the leadership of the king (the father).

Third, "Hikayat Pak Siti Dan Mak Siti" is a folklore that focuses on instilling social justice values that must be applied by leaders in a country. Sociological Theory of Literature sees this as literature that is influenced a lot by the social factors of the author.

This can occur due to the author's personal concern when writing this literary work, where as an individual he does not feel a condition of social justice in his life (Caldwell et al., 2017).

Fourth, "The Fool Is Right" is a term for someone who seems unable to provide new knowledge and knowledge, but in some cases he is able to solve problems well. Although he was considered stupid, he was right in making decisions. Sociological Theory of Literature sees a literature is often not a picture of a situation at that time, but rather a picture of what has the potential to happen in the future. Although this literature does not describe the condition of a society, it can be used as information for certain communities in different times or places (Aritonang et al., 2021).

Fifth, "Budi Pengene" is a short story of Budi's journey from an orphan who later became the successor to the royal throne. This literature in the view of Social Sociology is a form of hope from a generation to do positive things according to applicable norms in order to achieve certain conditions that are mutually desired (Akyol, 2021). In this case pleasant and happy conditions. This type of literature will always feature a "happy ending" storyline.

From the five folklore above, it can be concluded that intrinsically there are 2 (two) main values, namely: truth values and moral values that can be used as examples in everyday life. The five stories show the need for civilized behavior for humans as social beings. This is in line with the theory of Literary Sociology which asserts that each work contains a certain value in it. This value further shapes and influences each other between the author, the reader, and social conditions (Rahmatillah & Munjiah, 2022).

This is in line with sociological theory which views that literature is a social institution that uses language media. Various intrinsic elements present in literature are the intention of conversion and the value of society. Therefore, literature, social reality and imagination, hope, or subjective world of the author (Smith et al., 2021). Moral values contain legal, social, and cultural aspects in a particular society with certain characteristics (Bump, 2022).

Research conducted at SD Negeri 1 Palembang shows that the five folktales are mandatory stories that teachers must give to students in grades I and II. This is an effort to instill social and cultural values in children to the roots of heterogeneity of community norms in South Sumatra. The subject Indonesian be the main choice in conveying this story. With the storytelling method, the teacher conveys this story to students, and

henceforth provides opportunities for students who want to comment on the story. If there are no students who are willing to give their opinions, the teacher will ask questions about the storyline and values contained in a story through open-ended questions and can be answered by anyone.

SD Negeri 1 Palembang as one of the reference schools prioritizes and implements the Merdeka Curriculum in its learning operations. The implication of providing folklore is the cultivation of positive values in line with the fulfillment of learning outputs that give birth to the profile of Pancasila students, as stated in the Independent Curriculum. Profil Pelajar Pancasila itself contains in it 6 (six) main values, namely: having faith and fearing God Almighty; global diversity; mutual aid; creative; critical reasoning ; and independent. This overall value can be achieved through the giving of folklore. Thus learning outputs, especially Indonesian subjects can be achieved.

CONCLUSION

Folklore in South Sumatra is closely related to the theme of the kingdom. This is inseparable from the history of Indonesia which was once a kingdom, which was spread throughout the archipelago with various social and cultural characteristics and uniqueness in it. South Sumatran folklore entitled: "Raden Keling"; "Sweet do not swallow easily"; "Hikayat Pak Siti dan Mak Siti"; "The Fool Is Right"; and "Budi Pengene" is a story set in the kingdom, which in the view of Literary Sociology is a reflection of truth and moral values. This moral value contains in it the social and cultural values of a society. Meanwhile, the implementation of instilling social and cultural values through stories at SD Negeri 1 Palembang was carried out on students in grades I and II, using storytelling methods, and providing open questions to learn from each other in understanding these social and cultural values. The implications of providing folklore are in line with the fulfillment of the profi output of pancasila students in the Independent Curriculum.

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