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Implementation of Local Folklore *Putri Ayu lan Desa Trunyan* in Learning to Enhance Balinese Cultural Literacy

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Abstract

This study was aimed to analyze the implementation of the local folklore Putri Ayu lan Desa Trunyan in learning process and examine its impact on improving Balinese cultural literacy among elementary school students. This research employed a mixed methods approach with an explanatory sequential design, combining quantitative and qualitative data in a sequential manner. The research subjects were 28 fifth-grade students at SDN 7 Dalung, along with the homeroom teacher as a key informant. Quantitative data were collected through pretests and posttests, while qualitative data were obtained through interviews. The results showed an increase in the students' average score from 82.5 in the pretest to 92.9 in the posttest, with a difference of 10.4 points. These findings indicate that learning based on local folklore can enhance students' cultural literacy, both in terms of knowledge and contextual understanding of Balinese culture. The findings also revealed that the use of role-playing methods and group work increased students' activeness, interest, and participation in the learning process. Therefore, the implementation of local folklore in learning has proven to be effective in improving the cultural literacy of elementary school students.

Keywords: *Cultural literacy, folklore, Balinese culture*

INTRODUCTION

Cultural literacy is an essential competence to master in the 21st century. Indonesia possesses a wide diversity of ethnic groups, languages, customs, traditions, beliefs, and social strata. As an integral part of the global community, Indonesia actively participates in the landscape of global development and change. Consequently, the ability to accept, adapt to, and wisely navigate this diversity is an absolute necessity (Yusnia et al., 2024). However, the implementation in elementary school instruction still tends to focus exclusively on cognitive aspects and inadequately integrates local cultural elements into the learning process. This deficiency leads to low student comprehension of their regional culture, including Balinese culture, which is rich in traditional values and local wisdom.

Based on these considerations, this study aims to analyze the implementation of the folklore *Putri Ayu lan Desa Trunyan* in instruction and evaluate its contribution in enhancing students' cultural literacy. The research questions examine how folklore is implemented within instruction and the extent to which its utilization can enhance students' cultural literacy. This study is expected to provide both theoretical and practical contributions to the development of local culture-based learning in elementary schools.

The implementation of folklore in learning is anticipated not only to improve students' comprehension of instructional material but also to reinforce their cultural literacy (Simanungkalit et al., 2025). By becoming familiar with regional folklore, students can better appreciate and preserve local culture as a component of national identity. Furthermore, culture-based instruction aligns with contextual learning approaches that emphasize the interconnectedness between instructional content and students' real lives.

Folklore encompasses narratives concerning regions, figures, and animals (Merdiyatna, 2019). Folklore holds substantial potential as an educational medium because it contains moral, social, and cultural values that can be conveyed in an engaging and contextual manner. Incorporating folklore into instruction can also heighten learning interest, as it is presented through narrative forms closely tied to students' lives. One local folklore narrative suitable for pedagogical integration is *Putri Ayu lan Desa Trunyan*, which carries Balinese cultural values—such as community beliefs, traditions, and local wisdom—that remain preserved to this day.

RESEARCH METHODS

This study utilized a mixed-methods approach with an explanatory sequential design, combining quantitative and qualitative approaches sequentially to obtain comprehensive findings. In the first phase, quantitative data were collected and analyzed using pretests and posttests to measure the improvement in students' cultural literacy following the application of folklore-based instruction using *Putri Ayu lan Desa Trunyan*. Subsequently, in the second phase, qualitative data were collected through interviews to deepen and elucidate the quantitative results.

The research subjects comprised 28 fifth-grade students at SDN 7 Dalung as the quantitative sample, along with the fifth-grade homeroom teacher as the key informant interview. Data collection techniques included testing and interviews. Test instruments consisted of pretest and posttest items designed to measure students' cultural literacy levels, whereas structured interviews were conducted to explore the teacher's perspectives on instructional implementation.

Quantitative data analysis was performed by comparing pretest and posttest scores to determine the gain in cultural literacy performance, evaluated through mean score variations. Qualitative data from interviews were analyzed through data reduction, data display, and conclusion drawing/verification. These qualitative analytical results were used to support and corroborate the quantitative findings, providing a deeper understanding of the effectiveness of folklore implementation in instruction.

RESULT AND DISCUSSION

The results demonstrated an improvement in students' cultural literacy following the implementation of instruction based on the folklore *Putri Ayu lan Desa Trunyan*. Based on quantitative data, the mean pretest score of the 28 fifth-grade students was 82.5. This baseline score reflected that some students already possessed foundational knowledge regarding general concepts of folklore and culture, such as the definition of folklore, moral values, and the importance of cultural preservation. However, this understanding remained general and was not yet specific to local Balinese culture, particularly regarding the specific folklore introduced in the lesson.

Following the intervention—consisting of instruction utilizing the folklore *Putri Ayu lan Desa Trunyan*—the students' mean posttest score increased to 92.9. This improvement represents a mean score gain of 10.4 points from pretest to posttest. Overall, these findings indicate that local folklore-based learning effectively enhances students' cultural literacy, particularly in recognizing story figures, regional origins, embedded cultural values, and appropriate attitudes toward honoring regional heritage. Furthermore, posttest results showed that students were not only capable of answering

multiple-choice items but could also retell story content, explain cultural values, and articulate real-life applications through open-ended essay questions.

These findings align with research by Fitra Hayati and Desi Amelia Sari (2025), which demonstrated that using folklore as an instructional medium enhances student engagement, motivation, and material comprehension. Their findings revealed that students became more active in the learning process, were able to express story content, and grasped embedded values through speaking and writing tasks. Moreover, connecting instruction with local cultural contexts enables students to comprehend subject matter more easily and relate it to daily life. Thus, these parallels reinforce the current study's conclusion that local folklore-based learning—such as *Putri Ayu lan Desa Trunyan*—improves not only quantitative learning outcomes but also deepens students' cultural literacy and their ability to interpret and apply cultural values in real-world contexts (Simanungkalit et al., 2025).

In terms of item characteristics, the pretest focused primarily on foundational conceptual understanding of folklore and general culture, whereas the posttest emphasized contextual understanding of the *Putri Ayu lan Desa Trunyan* narrative. This transition reflects a shift from conceptual knowledge toward applied understanding. In other words, students moved beyond knowing abstract definitions of culture and folklore to actively connecting them with authentic local culture.

These quantitative outcomes were corroborated by qualitative findings derived from the interview with the fifth-grade homeroom teacher. Prior to the intervention, students' familiarity with Balinese folklore was categorized as exceptionally low. This baseline condition indicated that students lacked adequate background knowledge regarding local Balinese cultural narratives. Interview responses confirmed that most fifth-grade students lacked sufficient knowledge regarding regional stories prior to instruction.

Additionally, students were unfamiliar with the specific story used in the study. This further highlighted that students' cultural literacy remained at a basic level without reaching contextual aspects of local culture. Students had no prior familiarity with or awareness of the *Putri Ayu lan Desa Trunyan* narrative.

These conditions demonstrated that although students possessed generic awareness of folklore, their understanding of local Balinese culture remained limited and non-deepened. Even during routine cultural observances such as Balinese Language Month (*Bulan Bahasa Bali*), students exhibited limited grasp of regional language and cultural content. This exposed a gap between general knowledge and specific local cultural understanding, emphasizing the need for more contextual and meaningful pedagogical innovations.

During the instructional implementation, the teacher employed group work paired with a role-playing approach, alongside integrated cultural literacy activities conducted inside and outside the classroom. Instruction extended beyond classroom tasks to include habituation activities that encouraged active student participation. Interview data revealed that students were given opportunities to step forward and retell folklore in front of their peers. This practice reflects systematic efforts to cultivate literacy habits through active, hands-on student involvement.

Inside the classroom, students engaged with the story through group discussions and role-playing activities. This approach facilitated collaborative learning while encouraging deeper narrative comprehension. Interview results detailed that students were divided into small groups and asked to enact roles directly from the folklore narrative.

Furthermore, instruction was supported by various educational media, including books, LCD projectors, and Interactive Flat Panels (IFP), which made content delivery more engaging and digestible. Using these media created an interactive

learning atmosphere, shifting students from passive recipients to active participants in the learning process.

Student responses throughout instruction demonstrated significant increases in interest and participation. Students exhibited greater enthusiasm during active learning sessions compared to conventional teaching methods. Interview accounts confirmed that student responses were enthusiastic, with higher interest observed during active tasks such as role-playing or performing in front of the class.

Conversely, teacher-centered instructional methods yielded less optimal student engagement. Interview data indicated that when instruction relied solely on lectures or storytelling delivered from the front of the class, student responses remained sub-optimal.

By directly involving students in varied activities—such as reading synopses, group discussions, role distribution, and story performances—students became more active and motivated throughout lessons. This demonstrates that active student engagement exerts a substantial impact on instructional efficacy (Anwar, 2024). Interview findings underscored that students appeared visibly more active and enthusiastic than during conventional instruction. This engagement was evident not only in physical participation but also in cognitive involvement as students processed story elements and core values.

Learning tasks such as reading synopsis texts, participating in group discussions, and retelling narrative arcs provided meaningful learning experiences. Through this process, students grasped the narrative flow while identifying characters, moral lessons, and cultural messages applicable to daily life. Additionally, role-playing provided avenues for developing communication skills, peer collaboration, and self-confidence (Vita & Dalimunthe, 2025). Nonetheless, operational challenges persisted, particularly regarding individual fluency in the Balinese language. Interview data noted that numerous students experienced linguistic difficulty, which temporarily affected their expressive confidence.

Consequently, group-based learning approaches were evaluated as more effective, allowing peers to support one another collaboratively (Sarifah & Hanif, 2025). Peer interaction within groups fostered dynamic and collaborative learning, leading to optimized student comprehension.

These qualitative insights strongly reinforce the quantitative gains observed in cultural literacy. Implementing folklore-based instruction enhanced cognitive understanding, fostered active involvement, boosted learning interest, and cultivated an appreciative attitude toward local culture. This demonstrates that using local folklore as an instructional medium serves as an effective strategy for advancing cultural literacy among elementary school students.

CONCLUSION

Based on the research findings, it can be concluded that implementing the local folklore *Putri Ayu lan Desa Trunyan* in instruction exerts a positive effect on enhancing students' cultural literacy. This is demonstrated by the increase in students' mean scores from 82.5 on the pretest to 92.9 on the posttest. This improvement indicates that students not only understood basic cultural concepts but were also able to connect that knowledge to local culture in a deeper manner.

Furthermore, interview results revealed that prior to instruction, student understanding of Balinese folklore was very low. However, following the application of folklore-based instruction utilizing group work and role-playing methods, students became more active, enthusiastic, and developed a better understanding of cultural values. Learning that directly engages students proved more effective than conventional teacher-centered methods. Accordingly, utilizing folklore as an instructional medium represents an effective alternative strategy for improving cultural literacy in elementary school students. Local culture-based learning enhances cognitive domains while simultaneously fostering an

appreciative attitude toward regional culture as a vital component of national identity.

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