

Training on the Folklore *Nasi Menangis* as a Form of Oral Tradition Appreciation, Food Waste Mitigation, and Mindful Eating Habituation for the Parents of Students at SD Negeri 01 Ngijo, Semarang

Muzakki Bashori, Wasino, Meddiati Fajri Putri, Inez Kaliyana Azmi, Abdul Rozaq, Herlina Putri Khawismaya, Rahma Danisa Eka Safitri

Universitas Negeri Semarang, Indonesia

Abstract

This community service program aims to conduct storytelling training on the folklore "*Nasi Menangis*" as a means to enhance appreciation for oral traditions, reduce food waste, and foster the habit of mindful eating among students of SD Negeri 01 Ngijo, Semarang. The *Nasi Menangis* folklore conveys moral messages about respecting food and the importance of minimizing food waste. Through a series of training activities, parents of the students are encouraged to understand and appreciate the rich local culture embedded in the folklore. Additionally, they gain insights into the significance of mitigating food waste to support environmental sustainability. This program also introduces the concept of mindful eating practicing full awareness while eating to help students develop healthier and more sustainable eating habits. The implementation of the program involves collaboration between the school, educators, parents, and students. An evaluation process measures the program's impact on the parents' efforts to improve students' understanding of oral traditions, food waste mitigation, and mindful eating habits. It is hoped that this program will not only provide educational benefits to the students but also encourage the preservation of local culture, reduce food waste, and shape a generation more conscious of the importance of environmental sustainability and health through wise eating practices.

Keywords: *Storytelling, Folklore, Nasi Menangis, Oral Tradition, Food Waste, Mindful Eating*

INTRODUCTION

Environmental issues, including the problem of food waste, have become a global concern. Food waste refers to discarded waste generated from production processes, whether industrial or domestic (household). It can also be understood as food wastage, where food produced for consumers ends up uneaten, including leftovers still fit for consumption. Such food wastage leads to significant economic losses, especially in developing countries like Indonesia (Kennard, 2019). This issue is further highlighted in a report published by the World Resources Institute, which states that Indonesia generates approximately 23 million tons of food waste annually.

One of the causes of food waste in Indonesia directly linked to consumers is the lack of information or education about food wastage (Utami, 2023). This is supported by data published by the Barilla Center for Food and Nutrition, which states that household food waste accounts for the largest portion of food waste in Indonesia, reaching 63.64%, or equivalent to 77 kg per person over a certain period (Raras, 2022). Furthermore, research by Tonini et al. (2023) has identified that families with children are the primary contributors to food waste within households. Therefore, educating the public, particularly elementary school students, about food and fostering the habit of mindful eating as an effort to mitigate food waste is crucial.

Mindful eating is a conscious eating habit, where individuals take food in moderation, avoiding excess and ensuring no food is left uneaten (Mantzios et al., 2023). Elementary schools are an essential focus for fostering mindful eating habits and mitigating food waste among students. By instilling these habits, students can contribute to reducing food waste. Various methods can be employed to educate children about food, one of which is using a storytelling approach through folklore narratives familiar

within their communities.

Romadhan (2021) explains that folklore is a story that develops within a community and is passed down orally from generation to generation. Folklore encompasses various values that can serve as guidelines for daily life, such as moral, ethical, educational, social, and especially environmental wisdom (Hestiyana, 2021). The oral folklore *Nasi Menangis* is a traditional narrative from the Malay community, typically recited by mothers to remind their children to finish their meals, particularly rice (Amin, 2023). Mothers encourage their children to empathize with and treat leftover rice on their plates with respect.

The integration of technology in this community service program involves developing media such as storybooks. The innovation of the storybook *Ketika Nasi Menangis* is expected to serve as a tool for parents to appreciate oral traditions, mitigate food waste, and foster mindful eating habits among students at SD Negeri Ngijo 01 Semarang. Based on this background, the following issues can be formulated:

1. How is the implementation of storytelling training using the storybook *Ketika Nasi Menangis* conducted for the parents of students at SD Negeri Ngijo 01 Semarang?
2. What are the effects of storytelling training using the storybook *Ketika Nasi Menangis* on the parents of students at SD Negeri Ngijo 01 Semarang?

METHOD

There are five main steps in the realization of this community service activity:

1. Identification of Local Folklore
Conducting selection and analysis of folklore or oral traditions to be used in the storytelling training
2. Storybook Development
Creating the *Ketika Nasi Menangis* storybook in three languages (Javanese, Indonesian, and English) and Javanese script, in collaboration with a national children's book author, professional illustrator, Javanese language and script translator, and proofreader (native speaker).
3. Storytelling Training at School
Organizing storytelling training for the parents of students led by expert speakers/lecturers.
Practicing storytelling with an emphasis on expressions and intonation to captivate children's attention (*read aloud*).
4. Home Implementation
Assigning parents to read the *Ketika Nasi Menangis* storybook at home as a bedtime activity. This activity is turned into a competition, with selected winners receiving prizes.
5. Monitoring dan Evaluation
Collecting data through observation, questionnaires, and interviews to measure the impact of training and implementation at school and at home.
Analyzing the data to evaluate the project's effectiveness and provide recommendations if needed.

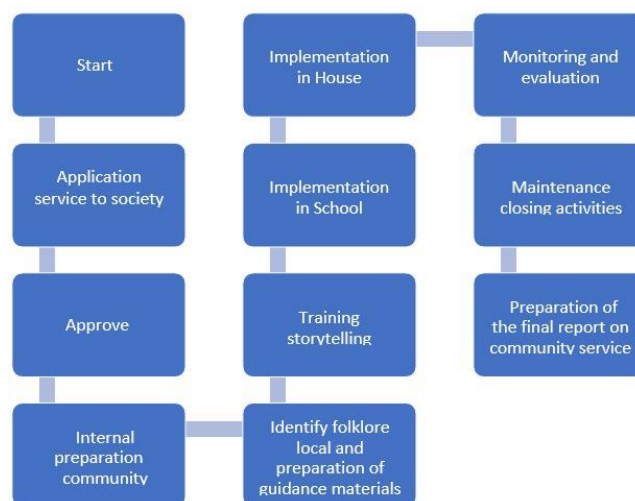
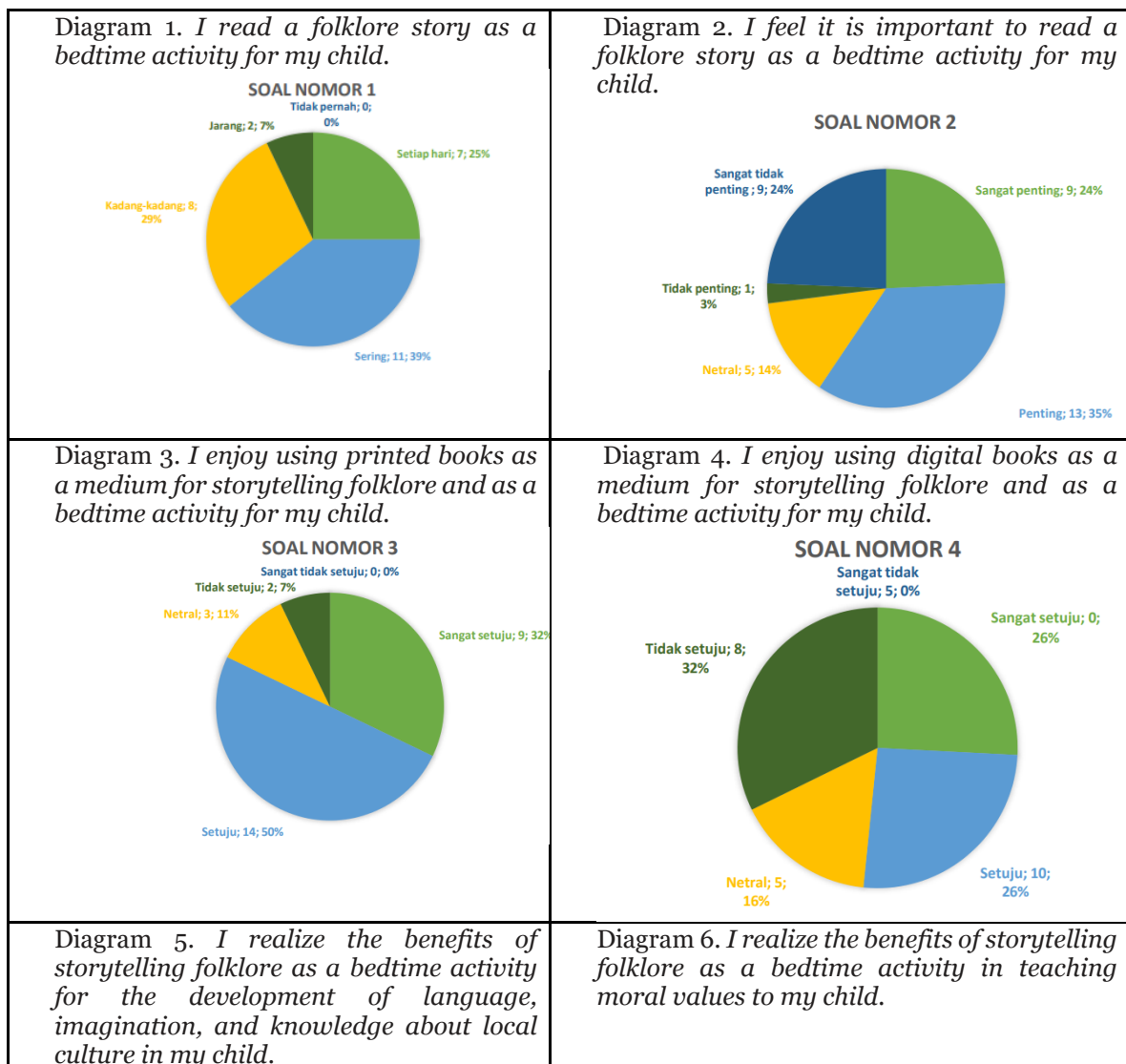


Figure 1. Flowchart of Community Service Activities

RESULTS AND DISCUSSION

The storytelling training on the folklore “Nasi Menangis” held at SD Negeri 01 Ngijo Semarang on Thursday, August 22, 2024, aimed to explore the important role of storytelling in shaping mindful eating habits, mitigating food waste, and appreciating oral traditions in the daily lives of children. The training conducted at SD Negeri 01 Ngijo aimed to understand the perspectives and habits of students and parents related to various aspects of education and culture. Through surveys and data analysis presented in the form of diagrams, this training provided a clear overview of participants' perceptions on important topics such as storytelling, literacy, and appreciation of oral traditions. The results of this community service activity serve as a basis for developing recommendations to improve the quality of education and the preservation of local culture among elementary school students. Two types of questionnaires were given to participants: (1) The first questionnaire focused on participants' perceptions of the storytelling training and was filled out immediately after the training, and (2) The second questionnaire was specifically for the parents who implemented the storytelling activity with their children at home after the training was completed. Below are the results of the first questionnaire involving 28 respondents (parents/guardians of the students):



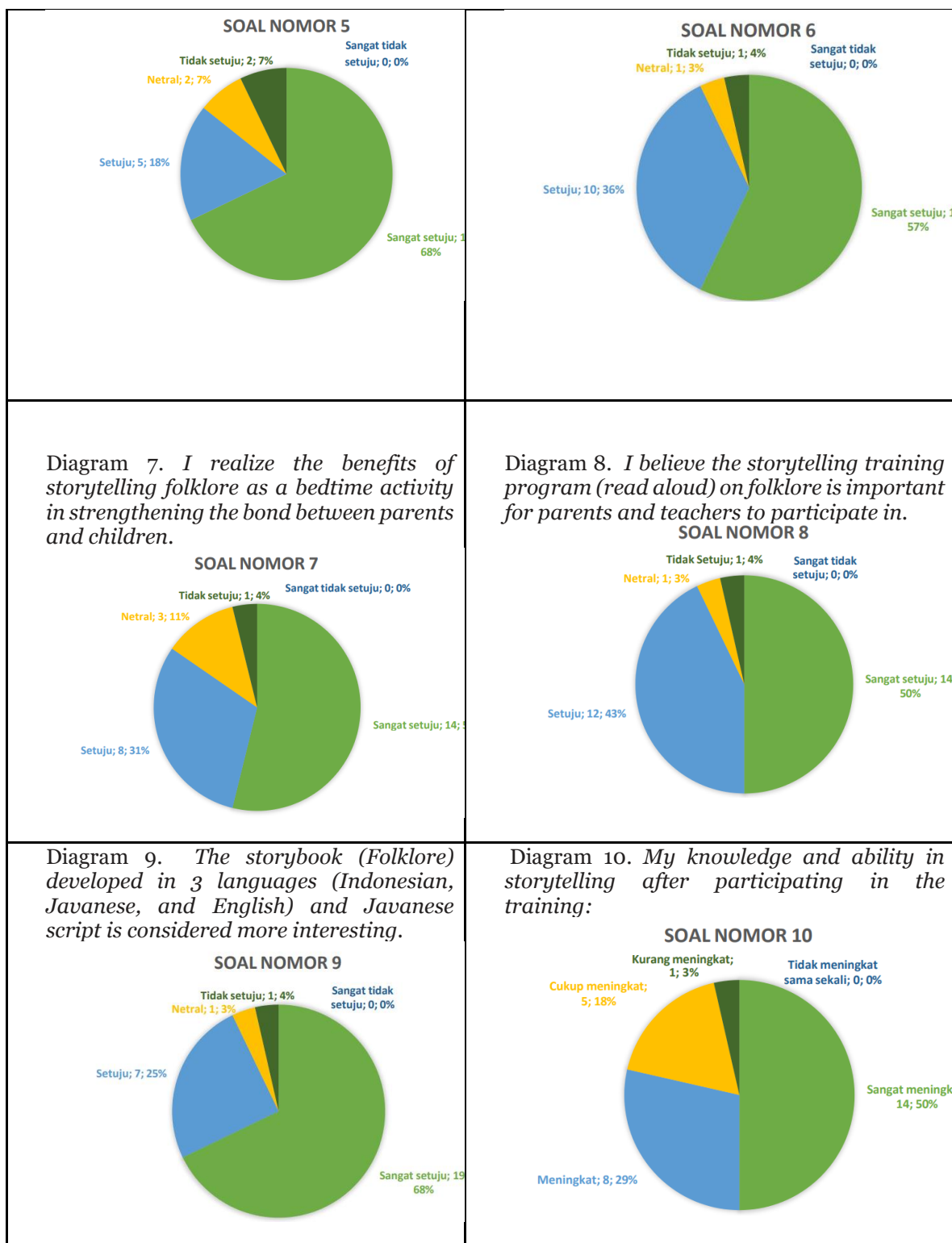


Figure 2. The results of the first questionnaire

Through a series of surveys and observations, this training revealed the perspectives and habits of parents in reading folklore stories as a bedtime activity, as well as the effectiveness of the storytelling training in enhancing their knowledge and skills. The results of this study not only highlight the importance of storytelling as an educational tool, but also demonstrate how folklore media can be an effective instrument in preserving local culture and strengthening the bond between parents and children. Below are the results of the second questionnaire, which reflects the experiences and perceptions of the parents/guardians after practicing storytelling at home with their children.

Diagram 11. *I read the story Ketika Nasi Menangis in the following language(s):*



Diagram 12. *Storytelling Ketika Nasi Menangis has a positive effect on children's character, helping them appreciate food more.*

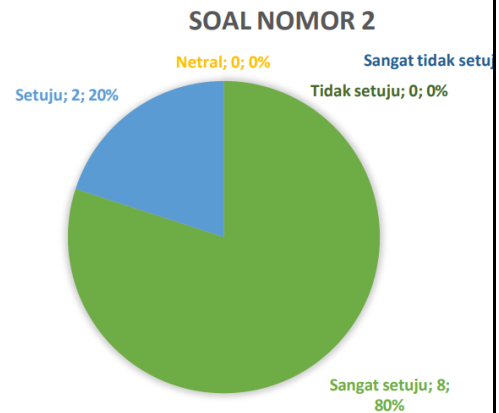


Diagram 13. *Storytelling Ketika Nasi Menangis has a positive effect on increasing children's interest in reading.*



Diagram 14. *Storytelling Ketika Nasi Menangis is beneficial in enhancing children's language skills (Indonesian, Javanese, and English).*

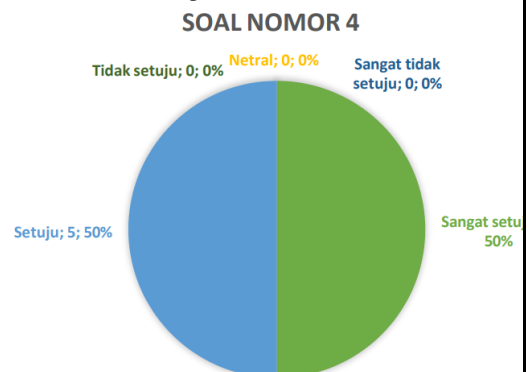


Diagram 15. *Storytelling Ketika Nasi Menangis is beneficial in developing children's imagination, creativity, and critical thinking skills.*

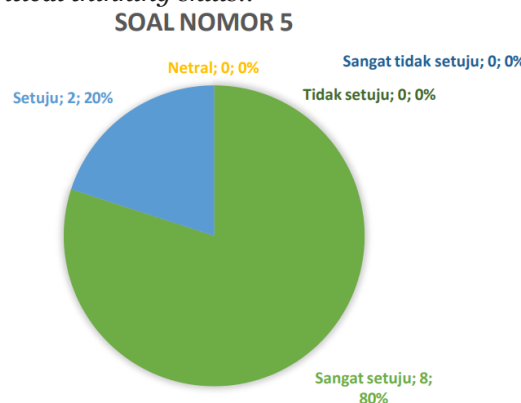


Diagram 16. *Storytelling Ketika Nasi Menangis is beneficial in fostering environmental awareness in children.*

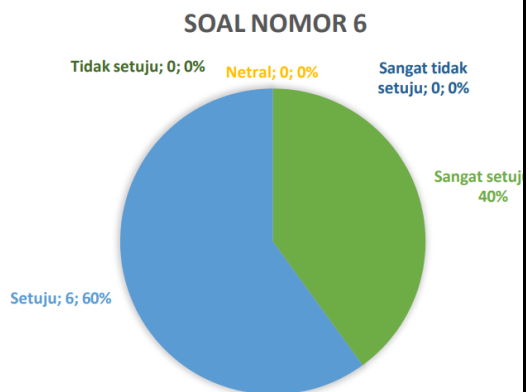


Diagram 17. *Storytelling Ketika Nasi Menangis is beneficial in enhancing appreciation for Indonesia's oral traditions.*

Diagram 18. *I recommend the storybook Ketika Nasi Menangis to parents and teachers who wish to instill the value of appreciating food.*

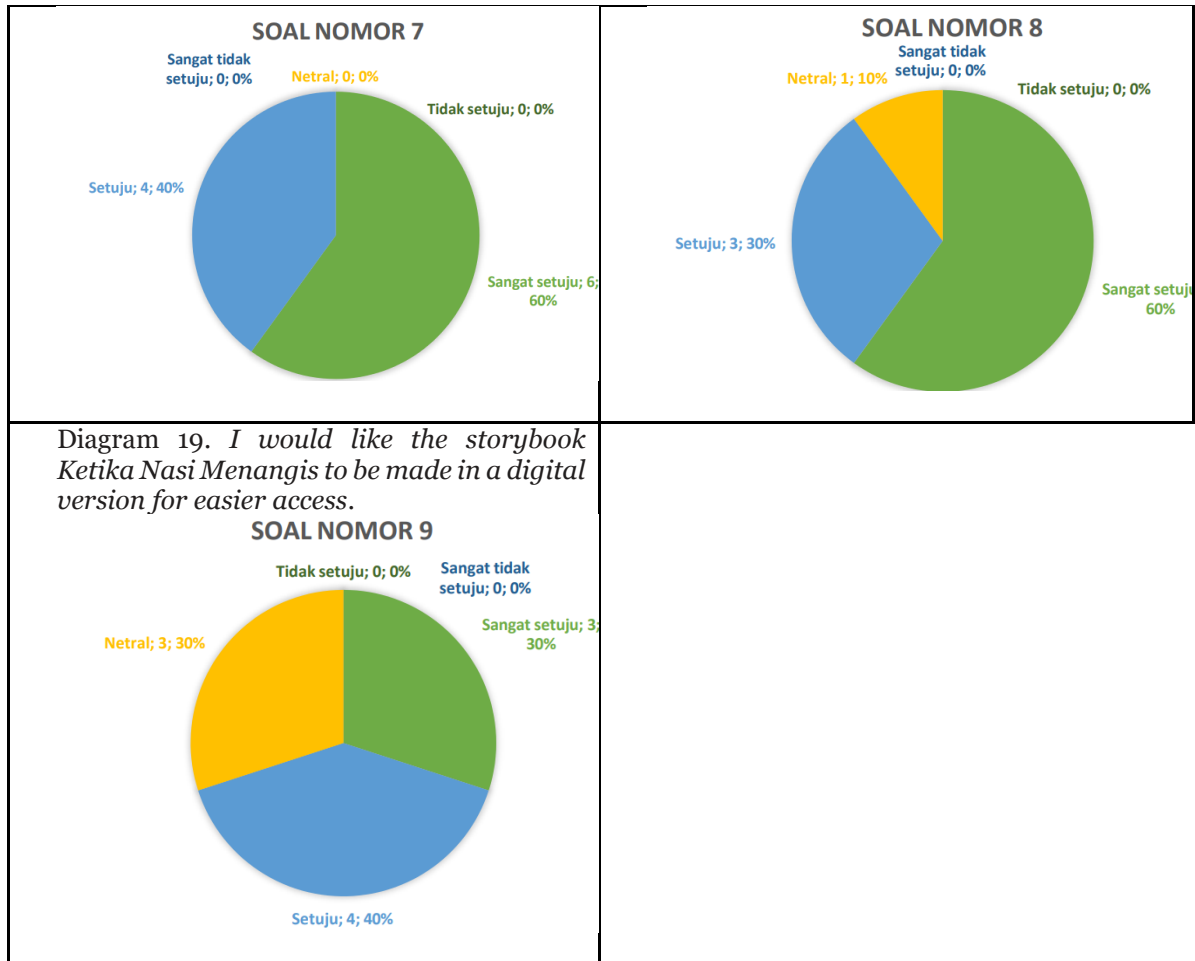


Figure 3. The results of the second questionnaire

Table 2. Experience of parents/guardians when reading the story *Ketika Nasi Menangis* to their children and challenges faced during the storytelling activity

Experience	Challenges
1. Strengthening the bond between participants and their children.	1. The child does not fully understand when told stories in Javanese.
2. Teaching children values of goodness.	2. The challenge of storytelling in English is the pronunciation of vocabulary in English.
3. Instilling the movement of "appreciating rice."	3. There are new vocabulary words, so parents need to explain more.
4. Teaching children to appreciate others and accept whatever is given, whether food or any other item.	
5. Teaching children to understand the importance of gratitude.	
6. Children become enthusiastic about reading stories from books.	
7. Children become interested in and enjoy expressive picture storybooks.	
8. Children come to understand the process that rice goes through before becoming rice, and as a result, they learn to appreciate and be thankful for the food they have. This helps prevent food wastage.	
9. Expanding children's vocabulary and teaching them through stories.	

Discussion

Based on the results of the storytelling training of the "Nasi Menangis" Folklore conducted at SD Negeri 01 Ngijo Semarang, it can be seen that this training has a positive impact in terms of appreciating oral traditions, mitigating food waste, and fostering mindful eating habits.

1. Frequency of Storytelling as a Bedtime Ritual

The survey results show that most respondents (7 to 11 people) often tell folktales as a bedtime story for their children. Only a few do it rarely or never. This indicates that the tradition of storytelling remains strong among the respondents, although there is variation in the frequency of its practice. It also reflects the parents' awareness of the importance of oral traditions as a bedtime tool, which can strengthen the emotional bond between parents and children

2. Importance of Storytelling Folktales

A total of 22 out of 28 respondents consider storytelling as a bedtime activity to be important or very important. Only one person feels it is not important. This shows that the majority of parents understand the value of storytelling in shaping their children's character and knowledge. Additionally, most respondents rate this activity as important or very important, indicating that parents are aware of the psychological and educational benefits of storytelling, including the development of imagination and cultural understanding.

3. Preference for Storytelling Media

The results of the training also show a strong preference for the use of printed books as a storytelling medium (23 people agree or strongly agree). In contrast, digital books are less favored, with 10 people disagreeing and only 5 people strongly agreeing. This suggests that despite the growing trend of digitalization, printed books remain the preferred choice for storytelling among most respondents. The existence of print media may be seen as more traditional and have a stronger sentimental value in the context of storytelling.

4. Awareness of the Benefits of Storytelling

The majority of respondents are very aware of the benefits of storytelling folktales as a bedtime ritual, both in terms of language development, children's imagination, knowledge of local culture, and teaching moral values. A total of 24 people strongly agree that storytelling can strengthen the relationship between parents and children. This high level of awareness reinforces the importance of storytelling in early character and cultural education. It shows that this activity is not only entertainment but also valuable education.

5. Importance of Storytelling Training

A total of 26 respondents feel that storytelling training is very important for parents and teachers to attend. This indicates a strong enthusiasm for storytelling training, which is seen as important not only for children but also as part of the development of parents' and teachers' skills in educating. This training can also help parents and teachers improve their storytelling skills, enriching the children's storytelling experience.

6. Attraction of the Three-Language Book

The storybook developed in three languages (Indonesian, Javanese, and English), and using Javanese script, was considered more interesting by 26 respondents. This shows a high appreciation for local and international cultural richness and the importance of introducing traditional languages and scripts to children. It indicates a strong interest in preserving local culture while also providing broader educational access for children.

7. Increase in Knowledge and Storytelling Ability

Most respondents felt that their knowledge and ability to tell stories improved after attending the training, with 14 people stating it improved significantly and 8 people stating it improved. Only one person felt there was no improvement. This indicates that the storytelling training had a positive and effective impact on improving the storytelling skills of the participants. It shows the effectiveness of the training in enhancing the quality of storytelling among parents and teachers

The data analysis from 10 respondents who completed the second questionnaire (storytelling practices at home with students) provides a clear picture of the effectiveness of the training and the experiences parents have had in applying the storytelling techniques.

1. Use of Language in Storytelling

The majority of respondents chose to tell stories in two languages, namely Indonesian and Javanese (7 people), indicating a preference for a bilingual approach. This reflects an effort to preserve the local language while ensuring broader understanding among children. The use of only Indonesian (1 person) and a combination of Indonesian and English (1 person) shows flexibility in the teaching method, although the simultaneous use of Javanese and English has not yet been accepted. The willingness to use multiple languages in storytelling enriches children's linguistic abilities and supports the preservation of local languages. Moreover, this story has a positive impact on increasing interest in reading and language proficiency, as all respondents acknowledged the benefits to language skills. This

demonstrates the importance of a bilingual approach in storytelling, which not only preserves oral traditions but also facilitates children's understanding of the values being conveyed.

2. Positive Effects on Children's Character

All respondents (10 people) agreed or strongly agreed that the story "When the Rice Cries" has a positive effect on improving children's character to appreciate food. This aligns with the training's goal of mitigating food waste and promoting mindful eating habits. By instilling values of food appreciation through storytelling, children are taught not to waste food and understand the importance of the food production process, which directly supports sustainable consumption behavior. This proves that well-crafted folktales can be an effective tool in raising children's awareness about the importance of valuing food and avoiding waste.

3. Increased Reading Interest

Respondents strongly agreed (50%) and agreed (50%) that storytelling this way increases children's interest in reading. Increased reading interest is an important indicator of children's literacy development. Engaging and expressive stories can stimulate children's curiosity, encouraging them to read more frequently and explore different types of reading materials, which in turn supports their academic and cognitive development.

4. Language Skills Training

Similar to the increase in reading interest, all respondents (10 people) agreed or strongly agreed that storytelling is beneficial in training children's language skills. This indicates that storytelling training not only enriches children's vocabulary but also enhances their communication skills in multiple languages, which is essential in Indonesia's multilingual context.

5. Development of Imagination and Creativity

The majority of respondents strongly agreed (80%) that the story "When the Rice Cries" helps develop children's imagination, creativity, and critical thinking. Stories rich in cultural and moral elements provide mental stimuli that encourage children to think creatively and critically, as well as develop their problem-solving abilities.

6. Environmental Awareness

Respondents agreed (60%) or strongly agreed (40%) that storytelling helps foster environmental awareness in children. Stories teaching about the rice production process and the importance of appreciating every meal help children understand the connection between humans and the environment. This awareness is crucial in shaping environmentally friendly behavior from an early age.

7. Appreciation for the Nusantara Oral Tradition

Respondents agreed (40%) or strongly agreed (60%) that storytelling increases appreciation for the Nusantara oral tradition. The use of folktales as a medium for storytelling introduces children to local cultural wealth, strengthens their cultural identity, and preserves the invaluable oral tradition.

8. Recommendation of the Storybook to Parents and Teachers

The majority of respondents (9 people) agreed or strongly agreed to recommend the storybook "When the Rice Cries" to parents and teachers. This shows that the book is seen as an effective tool to instill the value of food appreciation in children, as well as an educational resource for teachers to teach moral and cultural values.

9. Development of a Digital Version of the Storybook

Seven respondents agreed or strongly agreed with the idea of developing a digital version of the storybook. This request reflects the need for easier and more flexible access to storytelling material, as well as adaptation to the technological developments that are increasingly dominant among children. A digital version could expand the reach of the learning material and facilitate its use in various interactive formats.

10. Parents' Experience with Storytelling

The positive experiences reported by parents, such as increased closeness with their children, teaching values of goodness, and instilling gratitude, show that storytelling has deep emotional and educational impacts. Additionally, children's involvement in reading and understanding the food production process reinforces the goals of mitigating food waste and promoting mindful eating.

11. Challenges Encountered

The main challenge faced was children's difficulty in understanding stories in Javanese and English, as well as the need for parents to explain new vocabulary. This suggests a need for adjustments in the material and teaching methods to better align with children's understanding levels. The use of simpler language or the provision of a glossary of new vocabulary could help overcome this challenge.

Interview Findings Discussion

The interviews conducted during the "When the Rice Cries" storytelling training at SD Negeri 01 Ngijo Semarang revealed a deep understanding of the challenges and strategies in teaching Javanese, Indonesian, and English to students. Based on interviews with teachers, it was revealed that classroom learning generally uses Javanese and Indonesian (Kennard, 2019), while English is rarely used,

integrated only in extracurricular activities. Teachers face challenges with English pronunciation and writing, sometimes causing errors that can be mimicked by students. However, for Javanese, teachers are generally more fluent, although there is collaboration with colleagues to overcome potential difficulties. Strategies such as using songs to ease understanding of English and Javanese in the classroom, and utilizing additional media such as YouTube and props, show innovative efforts to improve students' language skills.

Interviews with parents highlighted the importance of teaching Javanese at home. Most parents consider Javanese an essential language to learn, given its status as the mother tongue in the area and its role in teaching social norms. Parents also recognize the importance of mastering Javanese, as it relates to manners and cultural identity but acknowledge that modernization and the dominance of Indonesian in daily life make teaching Javanese more challenging. The difficulty in teaching Javanese stems from the habit of speaking Indonesian at home and children's interest in technology, which usually uses Indonesian or English. Parents also highlighted the importance of English as an international language, though they felt less capable of teaching it well at home.

The storytelling activity using the book "When the Rice Cries" was seen positively by parents as a means of teaching Javanese, Indonesian, and English to children. Overall, the interviews showed that despite the challenges in multilingual education at school and home, both teachers and parents are committed to ensuring that their children master Javanese, Indonesian, and English. The storybook "When the Rice Cries" is considered an effective tool in teaching these languages, especially when accompanied by visuals and translations to facilitate understanding. The storytelling activity not only contributes to language teaching but also to instilling cultural values, manners, environmental awareness, and reducing food waste among students. This shows the great potential of storytelling activities to support cultural preservation and language education among children.

CONCLUSION

Overall, the "When the Rice Cries" storytelling training at SD Negeri 01 Ngijo Semarang has successfully achieved its main goals, having a positive impact on appreciating oral traditions, mitigating food waste, and promoting mindful eating. The bilingual approach in storytelling enriches children's language skills, while the meaningful story helps instill moral and cultural values. The challenges encountered suggest there is room for improvement in teaching methods, especially in language use. The story also proved beneficial in developing imagination, creativity, and critical thinking in children, as well as fostering environmental awareness. Nearly all respondents strongly agreed that storytelling with such stories has a positive impact on building appreciation for the Nusantara oral tradition. Parents' experiences with storytelling show that this activity strengthens bonds with children and instills values of goodness and gratitude.

However, there were some challenges in implementation, particularly regarding children's understanding of Javanese and English. These challenges indicate a need for language adjustments to make it easier for children to understand and a need for additional guidance for parents in explaining unfamiliar vocabulary. A digital version of the storybook was also suggested by several respondents to make access to the material easier and reach a wider audience. Overall, this training has succeeded in instilling the value of food appreciation and strengthening oral traditions among students, providing tangible benefits in the development of children's character and language skills (Baiti & Nuryani, 2021). Recommendations for developing a digital version and broader distribution of the storybook could be a strategic step to expand the training's impact and ensure the program's sustainability in the future.

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