

# Experiences and Perceptions of Indonesian Language Education Study Program Students in Writing Folktales

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## Abstract

**Background** – The background of this study aims to understand how Indonesian Language Program students contribute to Indonesian literature through the Nusantara Literature curriculum. This research focuses on students' experiences, motivations, knowledge, and skills in influencing literature through Nusantara Literature.

**Purpose** – This study aims to understand how Indonesian Language Program students contribute to Indonesian literature through the Nusantara Literature curriculum. This research focuses on students' experiences, motivations, knowledge, and skills in influencing literature through Nusantara Literature. This research also reveals that the majority of students have a strong interest in literature, despite not having a strong background in literature.

**Method/Approach** – This research is descriptive qualitative research; this research uses questionnaire data analysis which aims to describe students' experiences and perceptions in writing folklore. The subjects of this research were students of the Indonesian Language Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Malang. Students who became research subjects amounted to 28 people. The data collection techniques in this study are divided into two, namely primary data collection and secondary data. The data analysis technique in this research is thematic analysis to identify patterns from the questionnaire responses.

**Findings** – This knowledge helps students understand local culture, improve their writing skills, and motivate them to be actively involved in literature through the Nusantara Literature curriculum. This research also highlights the importance of knowledge about literature, including its development, structure, and differences with modern literature. Students understand that literature is a unique component of the country's culture and history and serves as a medium to teach moral and traditional values.

**Conclusions** – The research also highlights the importance of creativity and motivation in literature, as it helps students develop ideas, understand the challenges of writing, develop their own genres, and motivate themselves to engage in literature.

**Novelty/Originality/Value** – This leads to improved quality and creativity in writing, which ultimately contributes to the development of the Indonesian language.

**Keywords:** folklore; writing; university students; experience; perception

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## INTRODUCTION

Indonesia has many cultural heritages left by the ancestors. (Danandjaja, 2002) explains that Indonesia has a variety of traditions spread throughout the archipelago, ranging from oral, partially oral, and non-oral traditions. The three traditions are categorized as *foklor* and live in the midst of society. Thus, these traditions are deeply embedded in the lives of Indonesian people.

One of Indonesia's cultural heritages is folklore. Folklore is the nation's cultural heritage that has values that can be taken and applied in the present and future, as well as the spread of folklore by word of mouth (Ahmadi et al., 2021). Folklore is a form of oral literature that develops in society and is passed down from generation to generation. These stories usually contain cultural values, morals, and local wisdom that reflect the life, beliefs, and traditions of the community where the story originated.

Folklore is an important part of the nation's cultural wealth. Through folklore, noble values, history, and local wisdom can be passed on to the younger generation. Folklore is a multidimensional cultural phenomenon that is studied through various lenses. Folklore can be used as a source to trace the culture and worldview of traditional societies (Mustikawati, 2019). The functions of folklore include (a) as entertainment to refresh and entertain the audience, (b) education to teach moral values, ethics and knowledge of the natural environment, (c) socialization as a strengthening of cultural identity and strengthening of social relations, and (d) preservation used to maintain the continuity of social and cultural traditions.

Folklore is part of the cultural heritage that needs to be preserved. One of the activities that can be done to preserve folklore is writing. Writing is one type of language skill used to convey the author's ideas and thoughts in the form of a series of words, phrases, sentences, paragraphs, and even meaningful discourse (Mahmur, 2020). Writing ability is a language skill that includes aspects of language use and content processing. The problem that arises in writing activities is the basic knowledge of writing ability or ability. In addition, writing activities are the last form of language skills that students have after listening, speaking, and reading skills (Budi Qur'ani et al., 2024). So far, folklore writing activities carried out by students have been carried out. However, it has not been maximized by students. This is because students still need to improve their understanding in writing, especially folklore. In addition, students also need to increase their motivation in writing folklore.

Previous research related to students' writing ability with research subjects of Indonesian Language Education students in various universities has been conducted. As for previous research, research related to student writing skills focuses on writing scientific papers, writing descriptions, story texts, scientific writing, thesis proposals, short stories, argumentation texts, procedure texts, travel stories, and rhymes (Juniyati, n.d.; Kartika, n.d.; Mansyur, 2018; Syafika, n.d.). Previous research that examines writing folklore has been conducted and focuses on the research subject, namely students (Bazergan et al., 2022; Sulastriana et al., n.d.). Furthermore, previous studies that utilized folklore as a medium to improve writing skills in students and college students in order to see the extent of the ability of students and college students in producing literary texts that have character value in learning (Dwiastuty & Miranti, n.d.; Hastuti, n.d.; Maharany, 2017; Syahab et al., 2023; Syukur et al., 2022). There was one previous study that focused on the ability to write folklore in college students (Ndapa Lawa et al., 2023), but there are differences between this study and this study, namely in the focus of the study. This study focuses on finding the concept of writing ability of Indonesian Language Education Study Program students by looking at the intrinsic elements in folklore, while the previous study focused on the effect of PBL (Problem Based Learning) model on the ability to write folklore narrative texts of English Education Study Program students. Thus, the formulation of the problem and the objectives of this study are (1) to describe the experience of writing folklore, (2) to describe the understanding of folklore, and (3) to describe writing skills and motivation.

Therefore, this research was conducted to fill the void in previous studies that have not comprehensively explained the experiences and perceptions of Indonesian Language Education Study Program students in writing folklore. This research is important to do because it aims to see the extent of the experiences and perceptions of students as prospective teachers in writing folklore so as to improve competence. This research is also unique in that through the writing

done by students, it can provide an overview of the extent of students' experiences and perceptions in writing folklore. So far, research related to students' experiences and perceptions in writing folklore has also never been done. Therefore, this research is very important to do so that students have provisions in writing folklore and also contribute to literacy.

## METHODS

The approach of this research is qualitative using descriptive methods that emphasize the ability to write folklore in students of the Indonesian Language Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Malang. Qualitative research focuses on the meaning, social construction, and complexity of social phenomena studied through the interpretation of the context, experiences, and perspectives of the individuals involved (Creswell, 2014). The location of this research is on the campus of Muhammadiyah University of Malang, Jalan Raya Tlogomas No. 246. The subjects of this research were 28 students of Indonesian Language Education Study Program class 1A. The selection of this research subject is on the grounds that these students are currently taking the archipelago literature course with the output of the folklore inventory report in the odd semester of 2024/2025. So, it is very relevant if used as a research subject.

Data collection techniques in this study include using questionnaires and interviews. In quantitative research, questionnaires are also used. This instrument collects data from participants through a series of questions. Questions can be closed-ended questions with predetermined answer options or open-ended questions that allow participants to provide free responses. Survey studies use questionnaires, which consist of a series of questions given to respondents to answer. Survey questionnaires are intended to collect numerical data that can be statistically analyzed to gain a better understanding of population characteristics (Creswell, 2014).

Interview is a data collection technique in which the interviewer and interviewee interact with each other directly. The interviewer asks the interviewee a series of questions, either orally or in writing, to obtain their information or opinions. Interviews are usually conducted for a specific purpose, such as research, investigation, evaluation, or obtaining empirical data. This method allows the interviewer to adjust questions, clarify answers, or explore further based on what they say about the person they are interviewing. It is a great way to get in-depth information.

Then, at the data analysis stage using data reduction (data reduction), data presentation (*data display*), and *conclusion drawing and verification* (Miles, 1992). Data reduction is the process of summarizing, selecting, focusing, and simplifying the raw data collected from the field to make it easier to understand and analyze. Significant data was prioritized while irrelevant or less important data was filtered out. Throughout the research process, data was reduced. *Data presentation (data display)* is the process of organizing data so that it is easy to read, understand, and analyze. Data can be presented in the form of tables, graphs, matrices, concept maps, or narratives. The aim is to identify trends, patterns, or correlations that exist. Drawing conclusions and verification (*inference drawing and verification*) is the last stage involves studying the data to find meaning, patterns, or relationships. Conclusions should be tested or verified to ensure that they are accurate and valid. Triangulation, discussions with fellow researchers, or preliminary data can be used to verify.

## RESULTS AND DISCUSSION

The results and discussion section presents the results of research on the experiences and perceptions of students in the Indonesian Language Education Study Program regarding folklore writing. The data were collected through a questionnaire method that aimed to gather information about the background, motivation, difficulties, and tactics used by students during the writing process. The results of the analysis of this questionnaire provide an overview of the extent to which students understand the elements of folklore, how they apply the theories they

have learned, and how they perceive this learning in relation to science and daily life.

To thoroughly achieve the research objectives, the discussion will review each finding by relating it to the theoretical framework and previous research. It is hoped that these findings not only contribute academically to the field of Indonesian language and literature education but also become the basis for creating better methods of teaching folklore at the tertiary level. Based on the questionnaire given to students regarding the experiences and perceptions of Indonesian Language Education Study Program students in writing folklore, data were obtained related to (1) experience in writing folklore, (2) understanding of folklore, and (3) writing skills and motivation.

### Folklore Writing Experience

The experience of writing folklore aims to find out the experience of Indonesian Language Education Study Program students in writing folklore. This questionnaire can also provide an overview of whether students have often written folklore or not at all. Therefore, with the description of students in the experience of writing folklore can provide information and understanding of how students understand a folklore writing

As for the experience of writing folklore, it is divided into five questions containing (1) Have you ever written folklore before? (2) What is usually your reason for writing folklore? (3) When writing folklore, what is the first step you usually take? (4) Where do you usually find out about folklore? and (5) Do you feel confident in writing folklore? the answers to these five questions are explained in the table below.

**Table 1.** Folklore Writing Experience

Question	Result Answer
Have you ever written a folktale before?	a. Frequent: 10% (3 students) b. Once: 39% (11 students) c. Never studied: 28.6% (8 students) d. Never: 21.4% (6 students)
What is usually your reason for writing folklore?	a. As an academic assignment: 64.3% (18 students) b. To preserve culture: 21.4% (6 students) c. As personal entertainment: 7.1% (2 students) d. Have never written a folktale: 7.1% (2 students)
When writing a folktale, what is the first step you usually take?	a. Creating a story outline: 3.6% (1 student) b. Determining the theme of the story: 46.4% (13 students) c. Search for references to folklore: 50% (14 students) d. Write directly without preparation: 0% (0 students)
Where do you usually find out about folklore?	a. Books or literature: 7.1% (2 students) b. Stories from parents or teachers: 21.4% (6 students) c. Social media or internet: 3.6% (1 student) d. All answers were correct: 67.9% (19 students)
Do you feel confident in writing folktales?	a. Very confident: 25% (7 students) b. Fairly confident: 71.4% (20 students) c. Lack of confidence: 3.6% (1 student) d. Not confident at all: 0% (0 students)
Total	<b>100% (28 students)</b>

Based on the questionnaires filled out by 28 students, it can be seen that 39% of students have only written folklore once, 10% of students have often written folklore, and the remaining

50% of students have learned about writing folklore but have never written. From the description above, it can be seen that the majority of students do not have experience writing folklore. Then, on questions related to the reasons for writing folklore, it can be seen that as many as 64.3% of students said that writing folklore was done to fulfill college assignments. Therefore, students do not have the habit of writing, especially folktales.

In question number three, related to the first step taken in writing folklore, it can be seen that as many as 46.4% of student respondents determine the theme first. Theme is one of the intrinsic elements in a literary work that can provide an overall picture of the story (Pasande, 2023). In addition, the theme can also give readers an impression of the main problem in a story (Ghulam Ahmad et al., 2023). The importance of theme in giving the "life" of the story makes students choose to determine the theme when writing folklore. Theme is the main idea or main idea that becomes the basis for the development of a literary work, be it a short story, novel, drama, poetry, or folklore. The theme reflects the message or meaning that the author wants to convey to the reader or listener. The theme becomes the center of the whole story, directing the plot, characters, and conflicts developed in the work.

Furthermore, related to question number four which asks about folklore information that students know. From the questionnaire results, it can be seen that a total of 67.9% or 19 student respondents answered that they knew folklore information from books or literature, stories from parents or teachers, and social media or the internet. This shows that the level of curiosity of students to collect folklore information is high. Students showed their interest in collecting information about folklore from various sources. Then, in the last or fifth question which contains confidence in writing folklore, it can be seen that a total of 20 students stated that they were quite confident in writing folklore. It provides provision for students to increase motivation in writing folklore.

Students' interests favor writing folklore, and they are very interested and keen to actively participate in the creative process. Curiosity, desire for expression, or awareness of the importance of preserving local culture are the sources of this interest. The interest motivates students to explore ideas, improve their writing skills, and create high-quality work. Students who show high interest tend to be more passionate and committed in completing the writing process. Writing folklore is a motivation that encourages students to actively participate in cultural preservation through writing. This interest can be developed to produce literary works that are not only of high quality but also have an impact on heritage preservation with support from social, academic, and inspirational environments (Slameto, 2010; Susanto, 2013).

In addition to using questionnaires, interviews were also conducted to find out the experience of writing folklore. Interviews were conducted with 28 students in depth to get the answers needed. Based on the results of the interview, it can be seen that students conveyed that the experience of writing folklore was the first time they felt when taking Nusantara Literature courses. Thus, the experience of writing folklore provides an opportunity for students to know folklore more deeply and by writing it can introduce culture and values in the story, and help hone writing skills. In addition, the experience of writing folklore can also provide opportunities for students to be more sensitive in exploring oral stories in their area. Students also have the experience to collect data on the story before pouring it into a writing. Students also feel that they have the opportunity to pour out story ideas and as a place to practice writing so that it is increasingly honed.

### **Folklore Comprehension**

In this section, the results of research on students' level of understanding of folklore as one type of Indonesian cultural wealth are discussed. Students' ability to understand folklore in this context includes an understanding of its characteristics, its moral values, and its



relevance for literary and cultural learning. Data were collected through a questionnaire that aimed to determine students' understanding of the structure, themes, and moral messages in folktales, as well as their capacity to analyze folktales according to the theories they learned. In addition, the study examined students' cultural background, experience of reading folktales, and the quality of learning in the classroom. It is hoped that the results presented in this section can provide a comprehensive picture of students' ability to understand folktales and challenges.

The questions related to students' understanding of folklore include (1) What are the main characteristics of folklore compared to other types of stories? (2) What are the most important elements in folklore? (3) What is the main purpose of folklore? (4) The structure of folklore usually consists of? And (5) What distinguishes folklore from modern fairy tales? The five questions are outlined in the table below.

**Table 2.** Comprehension of folklore

Question	Result Answer
What are the main characteristics of folklore compared to other types of stories?	<ul style="list-style-type: none"> <li>a. Using mythical or legendary figures: 78.6% (22 students)</li> <li>b. Always contains comedy elements: 0% (0 students)</li> <li>c. Based on accurate facts: 17.9% (5 students)</li> <li>d. Written for formal educational purposes: 3.6% (1 student)</li> </ul>
What is the most important element in folklore?	<ul style="list-style-type: none"> <li>a. Figures and characters: 0% (0 students)</li> <li>b. Place and time setting: 7.1% (2 students)</li> <li>c. Moral message: 10.7% (3 students)</li> <li>d. All answers were correct: 82.1% (23 students)</li> </ul>
What is the main purpose of folklore?	<ul style="list-style-type: none"> <li>a. Entertainment only: 0% (0 students)</li> <li>b. Preserving cultural values and traditions: 96.4% (27 students)</li> <li>c. Teaching writing techniques: 0% (0 students)</li> <li>d. Developing imagination: 3.6% (1 student)</li> </ul>
The structure of a folktale usually consists of?	<ul style="list-style-type: none"> <li>a. Introduction, conflict, resolution: 7.1% (2 students)</li> <li>b. Beginning, middle, end: ,1% (2 students)</li> <li>c. Prologue, body, epilogue: 10.7% (3 students)</li> <li>d. All answers were correct: 53.6% (15 students)</li> </ul>
What makes folklore different from modern fairy tales?	<ul style="list-style-type: none"> <li>a. Folklore is passed down orally: 55.6% (15 students)</li> <li>b. Modern fairy tales are always written: 3.7% (1 student)</li> <li>c. Folklore is longer: 3.7% (1 student)</li> <li>d. All answers were correct: 37% (10 students)</li> </ul>
Total	<b>100% (28 students)</b>

From the table above, it can be seen that from question number one about the characteristics of folklore, 78.6% of student respondents answered that folklore is characterized by using mythical or legendary characters. This proves that students already understand the characteristics of folklore so that it can be a provision for writing folklore. This statement is corroborated by the opinion (Danandjaja, 2002) which states that the characteristics of folklore include the distribution and inheritance are usually carried out orally, namely through speech

from generation to generation, folklore is traditional, which is spread in a relatively fixed or standard form. The spread lasts long enough, at least two generations, each folklore has a different version, or even variations, folklore has benefits in the collective life of a collective, for example functioning as an educational tool, solace, social protest, and projection of pent-up desires. Then, folklore is pre-logical, that is, it has its own logic that is not in accordance with general logic. Furthermore, folklore belongs to a collective. This is because its first creation is no longer known, so that every member of the collective concerned feels ownership, and folklore usually has a formulaic form. For example, it always uses clichés such as 'fourteen-day month' to describe a girl's beauty, or uses standard opening and closing sentences or words, such as 'sahibul hikayat... and they lived happily ever after'.

In addition, according to (Anafiah, 2015) folklore that has historical value is certainly a legend, while the most imaginary is a fairy tale; and in the middle is a mite. In addition, mites can be used as a source for compiling very early local history, namely ancient history, while legends can be used as a source of local history from a not so distant past. Folklore is a form of oral literature that is passed down from generation to generation. This story not only serves as entertainment, but also as a means of learning cultural and moral values.

In question number two related to important elements in folklore, it can be seen through the results of the questionnaire that as many as 82.1% of students answered that characters and characters, setting of place and time, and moral messages have an important role in building a folklore. Thus, it can be concluded that students have been able to understand the elements that build folklore. Folktales are built by elements that are interrelated to create meaningful and interesting narratives. These building blocks consist of intrinsic and extrinsic elements that give shape and meaning to the story.

Students' understanding of the elements of folklore is also in line with the opinion of (Endraswara, 2006; Mualif, 2023) which states that the elements of folklore include (1) theme. Folktales are usually related to moral messages, teachings, or wisdom to be conveyed. Kindness, honesty, and justice are some examples of themes, characters are characters in the story, while characterization is the way the author describes the character, (2) characters. The characters in folktales are usually described conventionally, such as brave heroes or cunning villains, (3) besides that, there is also a setting which contains the place and time of events in the story is the setting. The setting of folktales usually describes the geographical, social, cultural, or historical conditions of a region or country. Then, (4) plot. The plot of a story is a collection of events arranged logically and chronologically. The plot of folklore is usually simple and easily understood by readers or listeners, the mandate is a moral instruction or lesson to be conveyed through the story. The actions and fates of the characters in folktales often show the mandate indirectly. Finally, (5) language style. Language style is the way the author uses language to convey the story. The language style in folktales is usually simple, clear, and easy to understand.

Furthermore, in question number three related to the purpose of writing folklore, it can be seen that as many as 96.4% of students answered that writing folklore is used as a means to preserve cultural values and traditions. One of the most important intangible cultural heritages for Indonesian society is folklore. Folktales contain moral messages, beliefs, and ways of life that are passed down from generation to generation, and are part of local wisdom. However, over time, globalization and the dominance of popular culture have made folklore increasingly marginalized. Thus, efforts to preserve folklore are needed (Windyani et al., 2024). Students' understanding of the purpose of writing folklore as an effort to preserve traditions and culture can be concluded that students already understand that folklore is part of the culture of Indonesian society that needs to be preserved. Folklore is a story found in each region and then disseminated from ancestors to the next generation (Nugraheni & Haryadi, 2021).

Based on the questionnaire on question number four which asks about understanding the structure of folklore, it can be seen that as many as 53.6% of student respondents answered the folklore structure including introduction, conflict, resolution, beginning, and middle, end (prologue, content, epilogue). The structure of a folktale is an arrangement or framework that usually forms the storyline in a folktale. The folklore structure contains (1) introduction, which introduces the background of the story, such as place, time, and main character, (2) complication

of events, which is the beginning of conflict or problems faced by the main character, (3) climax or peak of the story where the conflict reaches its hottest point, (4) resolution of conflict or problems faced by the main character, and (5) closing or the final part of the story which often describes the situation after the conflict is over and provides moral messages or lessons from the story.

In question number five which discusses the difference between folklore and modern fairy tales, it can be seen that 55.6% of student respondents answered that folklore is passed down orally. Folklore is a story that comes from oral tradition and is passed down from generation to generation in a particular community or culture. Folklore reflects the values, beliefs, and social norms of the local community. Its dissemination occurs through direct interaction, such as storytelling in a family or community environment (Dwi, 2013). Meanwhile, modern fairy tales can be defined as literary works written by individual authors, often with a more complex style and themes relevant to contemporary life. Modern fairy tales are usually published through print or digital media (Nurgiyantoro, 2010).

Apart from the questionnaire results, students' experiences and perceptions related to understanding folklore were also obtained from in-depth interviews. Interviews were conducted with 28 students in depth. The results of the interviews stated that according to students' understanding and perceptions, folklore is a story that is passed down from generation to generation in society, usually through oral stories. These stories reflect the culture, values, and beliefs of the local community, and can be legends, myths, fairy tales, or fables. Students also said that folklore is a collection of stories circulating in the community that have been passed down from generation to generation by oral or written ancestors. Folklore is a tale or story of the past that is spiritual in nature, born from the daily experiences of ancient people and then passed down to present generations. Folklore is part of traditional literature that has many functions, including as a means of education, entertainment, and raising a sense of solidarity.

### Writing Skills and Motivation

Writing skills and motivation are two important interrelated aspects of writing activities. Writing skills focus on a person's technical and cognitive abilities in producing effective writing, while writing motivation relates to the internal or external drive that encourages a person to write. Writing skills and motivation are two inseparable elements in the writing process. To become a successful writer, one needs to develop technical writing skills while cultivating the motivation to keep writing. The synergy between these two aspects will result in quality and meaningful written works.

As for the writing skills and motivation section, it is further divided into five questions containing (1) How do you usually develop ideas for folklore? (2) In writing folklore, what challenges do you face most often? (3) If asked to write folklore, what type of story is most interesting to you? (4) What is your main motivation in writing folktales? And (5) How important do you think folklore writing skills are?

**Table 3.** Writing Skills and Motivation

Question	Result Answer
How do you usually develop ideas for folklore?	a. Reading other folktales: 6.9% (2 students) b. Discuss with friends or family: 10.3% (3 students) c. Using personal imagination: 31% (9 students) d. All answers were correct: 51.7% (15 students)
In writing folklore, what challenges do you face most often?	a. Creating an interesting plot: 31% (9 students) b. Determine the main character: 0% (0 students) c. Write an appropriate dialog: 13.8% (4 students)



	d. All answers were correct: 55.2% (16 students)
If asked to write a folktale, what type of story would appeal to you the most?	a. Legend: 82.8% (24 students) b. Mite: 3.4% (1 student) c. Fables: 13.8% (4 students) d. Expos: 0% (0 students)
What is your main motivation for writing folklore?	a. To fulfill college assignments: 17.2% (5 students) b. To preserve culture: 3.4% (1 student) c. To entertain readers: 0% (0 students) d. All answers were correct: 79.3% (23 students)
How important do you think folklore writing skills are?	a. It is very important to preserve culture: 82.8% (24 students) b. Important, but not urgent: 17.2% (5 students) c. Not too important: 0% (0 students)
Total	<b>100% (28 students)</b>

The table above shows the extent of students' writing skills and motivation. In question number one related to developing ideas for folklore, it can be seen that 51.7% of student respondents answered that developing story ideas for writing folklore through reading other stories, discussing with friends or family, and using imagination. Developing a story requires a deep understanding of narrative elements such as character, plot, theme, and setting. This process requires creativity, planning, and careful editing to create a meaningful and interesting work.

How to develop a story in writing is a creative process that involves various techniques and strategies to organize ideas, build plot, enrich characters, and create an interesting setting so that the story becomes coherent, dynamic, and captivates readers. (Egri, 2004; Nurgiyantoro, 2010) explains that to write a story, you can take steps including (1) determining the main idea from personal experiences, experiences, or experiences, (2) developing characters including personality, motivation, and character conflicts, (3) creating a setting to support the story, (4) writing the theme you want to convey, (5) using dialogue that accentuates characters, explains conflicts, and summarizes the story, (6) developing conflicts and resolutions to resolve conflicts in the story, and (7) revising the story to improve its logic, character consistency, and technical skills.

In the second question, related to the challenges often faced by students when writing folklore. Based on the questionnaire, it can be seen that as many as 55.2% of student respondents answered that the challenges faced included making an interesting plot and creating story dialog. Thus, sometimes students experience stagnation in writing. Writing folklore is an activity that requires not only writing skills, but also cultural understanding, imagination, and narrative ability. Challenges in writing folktales include cultural aspects, technical skills, and personal motivation. With the right approach, students can produce folktales that are not only interesting but also able to preserve cultural values.

Furthermore, question number three asked about the type of folklore that students are interested in when they want to write. Based on the results of the questionnaire, 82.8% of student respondents wanted to write legendary stories. Legends are a form of folklore that people consider to have a relationship with historical events, although it cannot be proven factually. Legends usually tell the origin of a particular place, object, character, or tradition and have elements of magic or extraordinary events (Bascom, 1965). Legend (Rahyono, 2010; Sibarani, 2010; Siregar et al., 2022) is a type of folklore related to figures and things in people's lives, and local wisdom is also important because it is the original knowledge of the community.

In question number four related to the motivation to write folklore, it can be seen that

79.3% of student respondents answered that the motivation to write folklore is to preserve culture and as a college assignment. Students already have the motivation and awareness to write folklore as an effort to preserve it. Writing folklore is an activity that requires not only technical skills, but also a strong drive from internal and external motivation. Motivation in writing folklore is related to the reasons that encourage a person to create or reproduce folklore as part of the creative process and cultural preservation. Motivation, attitude, and interest (Zainuddin et al., 2023) play an important role in achieving goals and demonstrating the success of a task. Therefore, everyone who wants to succeed in life, including students who want to achieve higher goals, must work hard, persevere, and show motivation, attitude, and interest so that the previously set goals remain stable.

Motivation is the spirit that drives people to achieve their goals; if a person has lost his fighting spirit, then he has lost all his goals. Motivation in writing folklore can come from both internal and external drives. With the aim of cultural preservation, dissemination of moral values, and reinterpretation of traditions, writing folklore becomes an activity that not only benefits the writer but also the wider community. Efforts to increase motivation can be made through cultural exploration, skills enrichment, and appreciation of folklore.

Furthermore, in question number five related to how important it is to write folklore, it can be seen that as many as 82.8% of student respondents answered that writing folklore is very important to preserve culture. Students' awareness in preserving culture through writing is important as a foundation for improving student experience. Through the Nusantara Literature course, students are able to help preserve culture through writing folklore. Therefore, students' interest and motivation need to be maintained and increased so that students can write folklore optimally.

The experiences and perceptions of Indonesian Language Education Study Program students in writing folklore, especially about aspects of writing skills and abilities, were also obtained from interviews. Based on interviews with students, it can be seen that according to students, language skills, as well as the need to preserve culture and tradition, are very important. This can be done through writing folklore activities, one of which is by making an interesting plot, describing characters, and conveying cultural values. Students are also motivated to write stories with the desire to preserve culture, convey moral messages, and introduce stories to the next generation.

In addition, students also want to see how others perceive the stories they write. The desire to share stories, preserve culture, and spread moral messages that can inspire others, as well as achieve personal success and advancement through the creative process. Students hope to understand and bring culture and tradition to life, create interesting characters and atmosphere, incorporate moral values, use beautiful language, preserve culture, connect generations, and teach life values. By writing, students can put content or concepts into a structure. Readers can understand and imagine the events told. Writing folklore can increase creativity in writing literary works because it can allow students to read as the basis or beginning of what is written later. With the folklore writing activity, students become more motivated to write stories, and the skill and motivation to write strengthen each other. The ability to write is the ability to convey ideas well.

## CONCLUSION

This study examines the contribution of students of the Indonesian Language Education Study Program in preserving culture through writing folktales. Data were obtained through questionnaires and interviews that describe students' experiences, motivations, writing steps, sources of information, and levels of confidence in writing folktales. The results show that most

students have limited experience, generally due to assignments in the Nusantara Literature course. Students usually start writing by determining a theme, using sources of information such as books, stories from parents/teachers, and social media. Although the majority of students feel quite confident, most do not yet have the habit of writing independently. Writing folktales enriches writing skills as well as understanding of local cultural values. Students demonstrate a good understanding of the elements that build folktales, such as mythological figures, themes, settings, and moral messages, and are able to distinguish between folktales and modern fairy tales. They realize that folktales are not just entertainment, but also a means of education and preservation of moral values and traditions. The ability to develop ideas is supported by the habit of reading, discussing, and imagining, although the main challenge is to create an interesting plot and relevant dialogue. Legends are the most popular form of story because they contain elements of history and local wisdom. The main motivation for writing folktales is to preserve culture and fulfill academic tasks. Students view this activity as a means to convey moral messages, connect generations, and preserve cultural heritage. The synergy between technical skills and strong motivation has been shown to improve the quality and creativity of their writing. These findings indicate the great potential of students in supporting literary learning while playing an active role in preserving the nation's culture through literary works.

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