



Folklore As Educational Entertainment Materials In Kadazandusun Learning

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Abstract

Folklore is an ancient story that has become a special characteristic for every nation with diversity of cultures that embraces the cultural and historical richness of the nation. Usually the characters that appear in the folklore are in the form of animals, humans or gods. Generally, these folktales tell about an incident or the origin of a place. In this study, it focuses on the use of folklore as an educational entertainment in the classroom. The main method used to collect information is through a literature review by doing research from outside and within a country that is restricted to the educational entertainment of teaching and learning only. The finding of this study is that the use of folklore as a teaching material of educational entertainment can help students in increasing their interest and focus in the classroom. In fact, according to Rosliah Kiting, (2011), the use of storybook as a medium in Kadazandusun Language teaching and learning is able to enrich the vocabulary as well as inculcating of noble values that are very effective through adapting to the activities in the classroom. The use of folklore and the humorous elements encompassed in educational entertainment in the classroom will create excitement in learning sessions and the learning will be more interactive and focused.

Keywords: Folklore; Educational Entertainment; Kadazandusun; Teaching and Learning; and Student-focused

INTRODUCTION

The Kadazandusun language is one of the subjects taught in Sabah schools. According to Rosliah Kiting (2011), the teaching and learning of Kadazandusun Language has begun to be implemented in primary schools in 1997 and in secondary schools in 2006. This subject is one of the ethnical subjects in Malaysia as provided for the interpretation of the Malaysia Education Act in 1996. Nevertheless, in the literature review, studies related to the teaching and learning practices in the classroom are still lacking. The data obtained from the Education Department related to the increase in the number of students taking this subject is still less encouraging. Therefore, this study is one of the research efforts to recognize and understand the folklore as one of the practices in the teaching and learning of the Kadazandusun language, especially as a medium for conveying noble values and

as ways of preserving the traditions of the Kadazandusun community. Presentation of teaching using the educational entertainment method through the use of folklore is one of the methods used by the researcher to obtain data for completion of this study.

The main goal of Kadazandusun Language in secondary school is to equip students with language and communication skills to meet their own needs in education, employment, and daily affairs (Rosliah Kiting, 2011). This clearly demonstrates how important for the student to master the language correctly to help them in various aspects of life. Therefore, teachers need to be sensitive to the planning of teaching and learning activities in order to produce students who possess knowledge, values and practices in accordance with the well-being and the community as well as the nation. According to Mahzan Bin Bakar

(2005), in Rosliah Kiting (2011), in conducting teaching and learning activities, teachers are expected to be able to emphasize value-added elements that are considered appropriate in pedagogical aspects.

STATEMENT OF PROBLEM

The Malaysian Examination Council (1992), in the report states that the factors that influence pupil's academic achievement are the methods of teaching used by teachers in the classroom is inappropriate. This can be seen in Ramlah Jantan (2002), arguing that the overdependent educational system for teachers, chalkboards, and textbooks is less suitable in the application of today's educational system that has already undergone a vigorous modernization lately.

Meanwhile, according to a study by Rosneh Wasli (2013), regarding the students' interest in Kadazandusun subject among Tambunan District students in Sabah found that since the BKD subject was introduced in 2006, students' acceptance of this subject was less favorable than the number of Kadazan-Dusun students especially in the Tambunan area, Sabah. The study also found that students were less interested in BKD subjects and did not take BKD subject at Sijil Pelajaran Malaysia (SPM) level. Among the factors that have been identified are affecting students' interest in these subjects including family background factors, first language acquisition, environment, globalization, teaching and learning sources (dialect differences) and curriculum policies on BKD subjects.

Nowadays, the main challenge of teachers is how to attract students to fully participate in Kadazandusun Language subject learning sessions. One of them is through the incalculation of educational entertainment in teaching in the classroom. By applying the educational entertainment technique, it will make the learning process more interactive even more focused on students. According to Abdul Rasid Jamian and Hasmah Ismail (2013), among the learning habits in teaching is a fun learning session because of the human element.

Apart from that, the school atmosphere and classrooms that are too strict with various rules and the way the 'cruel' teacher's approach will cause students to feel stressed. This scenario will somehow influence their academic achievement and motivation to learn. The impact of the pressure faced by

the students will cause many students to commit other unhealthy activities like truancy, bullying, and vandalism. Therefore, according to Abdul Rasid Jamian and Hasmah Ismail (2013), teachers in the school are no longer relevant to using autocratic and firm set of rules by force, harassing, raising voices, or using abusive language to discipline students. Teachers should look for other alternatives by creating a more intimate relationship with students. Hence, educational entertainment is one of the ways to get their attention to getting involved and comfortable in a fun learning environment.

These weaknesses can actually be overcome by making changes in the education system by introducing learning and teaching methods that are more focused on students according to Mohd. Razak Mohd. Nordin, Masitah Ahmad (2015). Through the approach of educational entertainment, the researcher believes that this method is an effective measure to absorb into teaching and learning to make the learning more meaningful and to give a sense of happiness among the students.

RESEARCH OBJECTIVE

The objective of this study is to identify the extent to which the use of folklore as a teaching aid in the teaching and learning of the Kadazandusun Language subject. In particular, the objective of this study is to:

1. Identify the values found in the folklore.
2. Recognize the importance of folklore as one of the learning materials of educational entertainment in the classroom.

LITERATURE REVIEW

Syaiful Hadi (2005) in the result study found that learning by using role-playing strategies which use comic media will make the students feel happy, relaxed, and not stressed in the learning. According to him, the learning method by using comic media can also motivate students to better understand a problem. This is supported by Maria Johana and Ari Widayanti (2007), that a teacher can use the right comics to motivate students in increasing reading interest. The main role of comics in language teaching is to motivate students' interest in learning foreign languages. This can be combined among the use of comics with the use of teaching methods. According to Tay Meng Guat (2015), the use of teaching aids that have fun elements such as cartoons and comics

that have interesting caricature elements. Directly, this creativity can help teachers to make the teaching and learning process in a more fun, cheerful, and effective environment. Consequently, the use of comics and storybooks is one of the methods that teachers can apply in the teaching process in the classroom to attract students to engage in learning. Characters and personalities contained in comics or storybooks can motivate students from the positive side.

In addition, according to Rosliah Kiting (2011), stated that through the learning outcomes found in the Kadazandusun Language Syllabus for Form 3 requires students to acquire knowledge and to develop creative personality to enhance intellect through the activities of reading and exploration of knowledge using various media. Therefore, reading materials available at the resource center room should be utilized and the use of storybook material as a means of obtaining knowledge. The storybooks available at the resource center usually have a variety of genres to fulfill the needs and interests of students for the reading material. But the folklore used by the researcher in his teaching is a folklore entitled “Tagung di Aki”, this story is about the animal that can talk. There are some aspects that make the researcher choose the folklore. One aspect of the researcher’s selection of animal stories is due to the elements of entertainment, teaching and also preserving the tradition that is still abundant in the story. According to Farra Humairah Binti Mohd (2011), the function or purpose of the animal story selection is a goal or direction as well as role that one wants to achieve. In this case, through the function and purpose of the selected animal story, it can be used as a guide in clarifying each argument raised on the matter.

Generally, folk tales on animal stories are entertaining for the people. For example, by listening to beautiful stories, wonders and endless happiness and humorous jokes, listeners will be happy to hear them, Ismail Yusoff, (2008). So with the unusual humor elements in this folklore, it will indirectly attract students’ interest to pay attention during the learning session. According to Tay Meng Guat (2015), the use of humor elements in teaching does not mean make the teacher a comedian. However, the important thing to emphasize is the frequency of its use in teaching and learning. He also pointed out that a creative teacher is either using a humorous element or is spontaneously done when it

comes to recognizing that their students seem less interested or bored with their teaching. The humor elements found in the folklore itself will automatically create a more fun learning atmosphere.

RESEARCH METHODS

In this study, the method used by the researcher is a qualitative research method. According to Crawford and Irving (2009), the design of qualitative studies is in line with more exploratory studies. As this study is exploratory, the researcher has conducted a literature review and made a study of literature to obtain information on the educational entertainment. This qualitative study process begins with the selection of the main topic and then submits the objective of the study to support the chosen topic. The next process is collecting data related to the topic. The results of the data acquisition, the theory or the main concept have been selected. Through established theories and concepts, the next process is to write the findings or conclusions obtained.

FINDINGS

Value is a concept which is the foundation used by the public to see, measure or make choices about things, status, quality and standards of behavior and things about a person or group of people as good, valuable and worthy. The courtesy refers to the word, behavior, manners, courteous, civilized, wisdom and virtue mentioned in noble words. The concept of courtesy includes every movement, word, lifestyle, thought and feeling towards others as personal as well as community interaction is embodied in the concept of courtesy. Other concepts include noble, fair, respectful, wise, courageous, shy, patient, polite and so forth. These values are contained in a storybook entitled “Yontuk Om Gayo Basung” by Rosliah Kiting, this storybook is full with traditional elements. This storybook is one of the proofs that the folklore which has been improvised in scientific form can be utilized and applied in teaching and learning. Hence, the use of storybooks as auxiliary materials in teaching is able to enrich the vocabulary as well as inculcating effectively the noble values. Using materials such as folklore tailored to effective teaching and learning creativity, students can focus on the teaching process carried out in the classroom. In fact, this method is also able to diversify teaching methods so that students are

not easily bored during the learning process.

Furthermore, folklore is traditional-based and has many versions and variations. However, when it is used as one of the materials in the teaching, the folklore must be organized in a more scientific form as a learning material in the class. Since this folklore has many varieties, the effort to documenting this artwork should be further intensified so that it can be made as a material that can attract students to read.

In addition, storybooks with animal characters can be a tool for giving advice to their children to stay away from bad behavior and the character also can be the role models for them. This tradition is so effective that there are literary works that contain elements of teaching and moral education especially for children. This value contains in 'Anak Laut' anthology which is also a quote of the classical prose genre entitled "Stories of Bayan who do not obey his parents". This story tells of a stubborn child and does not want to hear the advice of his parents. Consequently, the son had been hit by a disaster. This story can instill values that one must show respect and listen to parents' advice. The findings of this study show that folklore literature is one of the easiest and most universal ways to educate people. Literature is closely related to the story and at the same time people like to tell stories, so it is easier to educate through literary works such as folklore.

CLOSING

In 2010, Tan Sri Muhyiddin Yassin in his speech on "More Creative Curriculum", stated that the Ministry of Education will implement a curriculum transformation of the school which emphasizes on the aspect of knowledge exploration in depth through fun learning and not solely on exam-oriented. A transformation is more student-focused that will give emphasis on creative and innovative thinking culture in teaching and learning processes that are not dominated by teachers. As such, it turns out that teaching and learning techniques are undergoing transformational phases in today's world of education. In conclusion, educational entertainment is an approach in teaching and learning that is more relaxed, yet still under supervision by emphasizing and implementing the four literary components of singing, acting, storytelling and pioneering

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