

The benefits of educational tales in teacher and student perspective

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ABSTRACT: This study aims to analyze teacher and student perspectives on educational fairy tales as instructional learning materials. The research was a survey study which involved 20 teachers and 400 students of grade IV in an elementary school in Yogyakarta Province. The data collection techniques used were questionnaires and interviews. In data processing, researchers used descriptive statistical data analysis techniques. This technique was used because the data collection was done by spreading questionnaires and the way of processing with percentage calculation. The results show that teachers and students have a high positive perspective on the presence of educational fairy tales as learning support teaching materials. It is known that the teacher gives a percentage of 91.50% and students 98.00% in terms of attractiveness of educational fairy tales. While on the aspect of the utilization of educational fairytale books as teaching materials, teachers and students provide a percentage of 92.50% and 93.00% respectively. In its usefulness for building character value, the teacher gives the percentage of 97,75% and the student equal to 86.00% with the category of Very Good, then on the utilization aspect of educational fairy tale to the development of cognitive ability of the child, the teacher gives the percentage of 92.00% and the student 88.75% included in the category of Very Good. This means that both teachers and students have a high perspective that a fairy tale containing educational elements can generate a sense of interest, be useful in learning, be a medium of character values in children and can stimulate the development of cognitive abilities of children.

1 INTRODUCTION

Science and mathematics as subjects which are taught in elementary school have an important role in cognitive development of students such as increasing curiosity, the ability to observe the environment, developing intellectual abilities and building basic experience to understand broader concepts of science and mathematics. The ideal science and mathematics learning needs to be supported by teaching materials, especially in primary school. A number of theories explain that teaching materials need to have the ability to explain theories to students in an easy way.

Teaching materials are a systematically arranged component that presents some of the competencies that will be mastered by students Based on the opinion, the teaching materials are arranged by both teachers and academics having a goal to facilitate students to master a competence. Teaching materials consist of 3 (three) types of printed material, visual and audio. Most schools in Yogyakarta Province use printed materials developed by academics within the Ministry of Education. The thematic textbooks are the main print materials used in all the elementary

schools of the 2013 curriculum organizers, including elementary schools in Yogyakarta Province. Indonesian Government Regulation Number 19 Year 2005 Article 43 paragraph (5) states that "The content worthiness, language, presentation and subject textbook graphic that are assessed by National Education Standards Agency and stipulated by Ministerial Regulation." The criteria of eligibility standards include content, language, presentation, and graphic aspects. Nevertheless, a number of questions arise in our minds about how the thematic role of the teacher is viewed as practitioners and students as readers. Aspects such as legibility, attractiveness, and ease of understanding need to be examined to reveal whether there is a need for complementary teaching materials and what the shape should look like.

A preliminary study conducted to find out the responses of teachers and students in thematic books used in schools found a number of facts that have implications on the conclusions of several aspects of unfilled teaching materials. The study involved subjects spread across 5 (five) public primary schools in Yogyakarta Province including teachers and students. In an effort to focus on response

analysis, preliminary studies are limited to teachers and students in the fourth grade of the Curriculum 2013 at Yogyakarta Province. This study reveals 4 (four) aspects of the teaching material's 'worthiness in the teacher and students' perspective, covering content, language, presentation, and graphic aspects. The results can be seen in the following diagram.

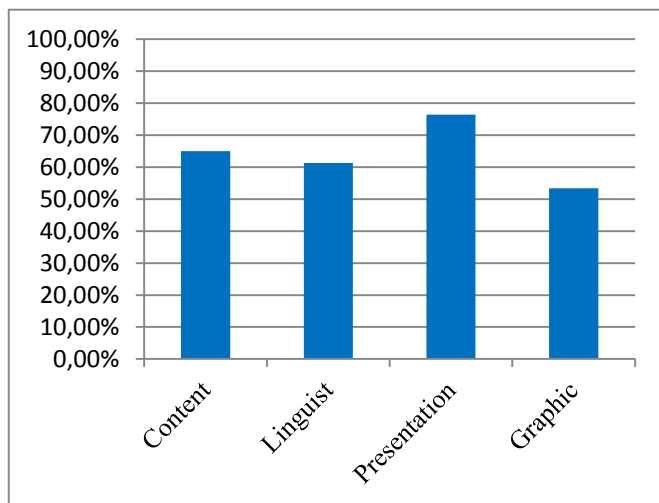


Figure 1. Teacher & Student Response Charts on Thematic Books

Based on the preliminary study results are shown in Chart 1.1. It is known that from the expected standard (100%) of the four aspects, the highest percentage of 76% was reached in the presentation of the book. Of the rest, the ease of the material to be understood was only 65%, readability 61% and design attractiveness only 53%. The meaning is that, in the view of teachers and students, thematic books still do not fill the needs of teachers and students as practitioners and readers. The results of this preliminary study finally answer the first question that there is still a need for complementary teaching materials to support the learning process in primary schools.

There are 13 criteria of ideal textbooks which were: (1) Having a clearly used concept, (2) Relevant to the curriculum, (3) Attracting the reader's attention (4) Able to motivate the reader, (5) Stimulating learners activities, (6) Having attract illustration, (7) Understanding must be preceded by appropriate communication, (8) Content to support other subjects, (9) Respecting individual differences, (10) Trying to establish the values prevailing in society, (11) Considering linguistic aspects according to the ability of learners using, (12) Not using mistify concept, (13) Having a clear point of view. According to Tarigan's point of view on the ideal textbook criterion, it can be assumed that the ideal textbook needs to give the reader the benefit of experiencing a new experience that adds knowledge and is interesting to read.

The Foundation for the Atlantic Canada English Language Arts Curriculum (ELA) (1996) explained the literacy criteria for children are: (1) the ability to

provide motivating and challenging experiences appropriate to the age, social and social development of the learner, (2) Evoke sensitivity of critical responses, (3) Well structured, (4) Have reading qualities, (5) Use effective and responsive language and use the daily language, (6) The way for students to understand social, historical, geographic and cultural diversity, and (7) Develop sensitivity and understanding that reflect individual differences. This criterion refers to how textbooks that should be read by children have a wide range of not only material but also stimulate reflection, the formation of self-concept and sensitivity to the surrounding environment. This particular criterion has actually been presented in the thematic book but due to the unfulfilled eligibility (readability, attractiveness and ease of matter) in the reader's view, the character education material becomes blurred.

Both in the view of Tarigan and the Foundation for Atlantic Canada of ELA, reading that is able to continually stimulate the reader' to read while the content (material & character education) in the book gives a new experience to the reader, that it is not only interesting but also easy to understand, so that the content in the book is well conveyed only by reading the book either independently or structured in the learning activities.

In future classes, textbooks will contain assignments covering problem solving, research and analysis, and the learning uses various proponent literature (Pahl et al. 2012). It is not possible if the complementary materials are fiction, science books or adventure tales that students are interested in.

A survey conducted by Mitchell in 1998 found that elementary school aged children liked fictional adventure reading, both boys and girls. Adventure fiction books are always interesting to read not only for children but also for adults. Another question arises about how useful this is.

Fictional stories have a deep reaching power to command emotions, force engagement and endless reading. This is one of the ways to think, basically in organizing information and ideas, understanding a culture and stimulating human consciousness (Livo 2003). Stories are a way for people to know, remember and understand something. By understanding a story, the reader can understand a phenomenon presented in the story. If the story is about war, then the reader will also be invited to know the strategy of war, living the nuances in war, and taking wisdom in the story. Stories of any kind give readers the opportunity to gain new experiences and new knowledge simultaneously.

Then, there is a fairy tale which is a form of a fictional story close to the children, thus a fairy tale which has educational value can be a reference form of development of teaching materials. However, it is important to know how important the book of fairy tales is in the student's perceptions, and the teacher

as a subject close to the student. Therefore, this study was conducted to reveal how educational fairy tales as teaching materials are in the views of teachers and students. The purpose of this study is to know the perspective of teachers and students about the attractiveness of educational fairy tales as teaching materials, the use of educational fairy tales as learning materials, the effectiveness of educational fairy tales in the formation of children's character values, and the usefulness of educational fairy tales in cognitive development of children.

2 RESEARCH METHOD

The research was a survey study, using cross-sectional survey design. The purpose of using this design was to collect teacher and student perspectives about the benefits of educational tales.

2.1 Research sampling

The population of the research was teachers and students of grade IV of an elementary school in Yogyakarta Province. The research involved 20 teachers and 400 students as sampling respondents. The respondents were chosen by purposive sampling technique only involving students and teachers in an Indonesian curriculum pilot project school.

2.2 Data collecting

The research was carried out from July to September 2016 and collected data using two basic forms: questionnaire and interview. The data was completed in two ways with respondents (teachers and students) answering paper based questionnaires and the researcher doing individual interviews (only for teachers).

2.3 Data analyze

The data collecting was in quantitative type and categorized in 3 (three) categories: Very Good, Good, Poor. In data processing, the researcher used the technique of statistical analysis of descriptive data. This technique was used because the data collection was done by spreading questionnaires and the way of processing with percentage calculation.

3 RESULT AND DISCUSSION

Based on the results of questionnaires and interviews conducted by 20 teachers and 400 students, a large positive perspective from teachers and students to the presence of a book of fairy tales as a supporting

material in learning emerged. The results shown are as follows in Table 1.

Table 1. Teacher and Student Perspective

Aspect	Perspective			
	Teacher	Category	Student	Category
The attractiveness of the educational tales	91.50%	Very Good	98.00%	Very Good
The use of educational tale as a teaching material	92.50%	Very Good	93.00%	Very Good
The use of educational tale towards the values of child character	97.75%	Very Good	86.00%	Very Good
The benefits of educational tale towards child's cognitive ability	92.00%	Very Good	88.75%	Very Good

Based on Table 1 it can be seen that teachers and students have a positive perspective on the presence of fairytale books that are educative as a supporting material in learning. Some perspectives are among others: The teacher gives a percentage of attractiveness of educational fairy tale of 91.50% and students 98.00%, with both of the categories as Very Good, while the utilization of educational fairy tales in the learning of the teacher gives a percentage of 92.50% and students 93.00%, both included in the Very Good category. Teachers and students also have a high perspective on the usefulness of educational fairy tales to inculcate the values of the characters in children that is equal to 97.75% and 86.00% in the category of Very Good. Furthermore, the aspects of educational fairy tale on the cognitive abilities of children also gets a positive response both from teachers and students, the teacher gives a percentage of 92.00% and 88.75% for students, so both are included in the Very Good category.

The results of the survey above show that when viewed from the point of view of teachers and students, fairy tales have several benefits. In terms of attractiveness, fairy tales that are essentially literary works are considered very interesting, especially if it contains elements of education.

A clear description of the survey results can be seen in the following Figure 2:

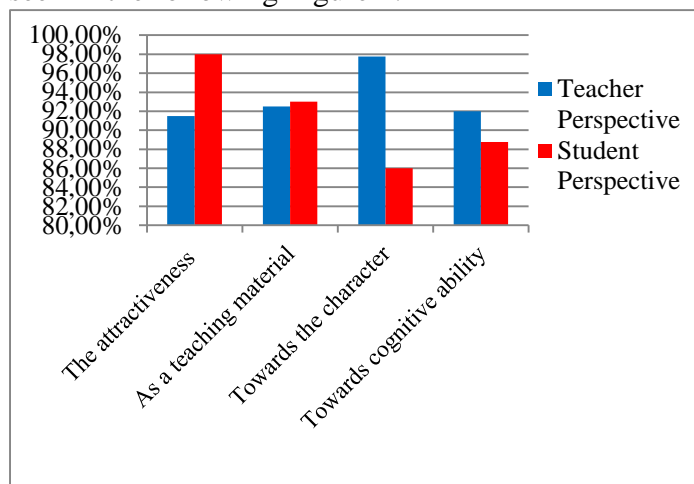


Figure 2. Teacher and Student Perspective

The attractiveness of educational fairy tales in this case are: (1) display and illustration of books, (2) stories and figures presented, (3) communicative language presentation. Saxby (1991) states that “a good book will make the reader hear, feel, and see.” Referring to this idea, it is well known that a good book will make the reader able to hear, feel, and see. Books of fairy tales, according to teacher and student perspectives, are good books because they can bring their readers to hear, feel, and see, especially if they contain an educational element that is more interesting. Students can not only be entertained and imagined with the fantasy elements presented in fairy tales, but also get the educational values reflected in them. The emergence of a high sense of interest from students to educational fairy tales can be a trigger of meaningfulness of student learning when using a book of fairy tales. A fairytale book containing educational elements will also be very useful as a supporting book of learning, especially if the material presented in it is a subject matter that is being studied by the students. Lesson material brought through the fairy tale can provide a sense of interest to students, providing convenience to students to understand the material, and generate meaningfulness of students in learning. Therefore, based on the results of the survey, it is known that teachers and students have a great perspective on the presence of fairy tales that also present the subject matter so that it can be used as a learning support book. Not only can they entertain students but also facilitate and generate meaningful learning to students.

The presence of the fairy tale book as the delivery of the subject matter has been researched earlier by Andersone (2009). He states that "Fairy-tales include a number of notions which help children get mathematical notions about the surrounding world, its variety and glory. Fairytales not only develop children's imagination but also develop their skills to use mathematical connections and basic notions in a

simple understandable language in primary and preschools mathematics education, at the same time putting stress on these connections and so on. Of the systemic course of mathematics." The tale includes a number of ideas that help children gain math knowledge about the world around them. The tale not only develops children's imagination but also develops their skills to use these math connections. Fairy tales as a medium for conferring subject matter has also been studied previously by Ipriansyah (2011), he proved that fairy tales can be used as a means of entertainment and education. Through fairy tales, children will get entertainment as well as the educational values contained in it including as a medium of conveyance of subject matter.

In the perspective of teachers and students, it is also known that fairy tales containing educational elements can have a positive impact on students' cognitive abilities. Tales that contain adventure elements can bring children new experiences in the process of imagination. In the stage of development, elementary school age children need more imaginative books that have a story line, so when reading the child feels to have an experience and find knowledge through the process of a fun imagination. “Fairy tales strengthen the power of emotion, develop the power of imagination, train the memory, and exercise the reason” (Kready 2004 p.11). A fairy tale strengthens the emotional power, develops the power of the imagination, retains the mind, and trains the students to be able to construct a reason. This means that the children's fairy tales are able to develop their thinking skills including imagination, recall, to reason, thus directing the child to have critical thinking skills.

Through a fairy tale, the child's critical thinking ability can be stimulated when the fairy tale provides opportunities for the child to help solve problems and take decisions from the results of their series of analysis of the story in the fairy tale, in this case. A goal of using fairy tales as creative case examples is to deepen students' understanding of the often complex nature of ethical decision making. Case examples can be used as a vehicle to assist students in developing problem-solving skills (Henderson & Malone 2012). Through their experiences in the fairy tale, the critical case presented can make it easier for children to understand a complex problem and become a consideration in making decisions, so the story in the fairy tale can be used as a child's vehicle to develop problem-solving skills. Therefore, fairy tales can make children's mental processes develop, as they will be facilitated to make judgment in making decisions on the issue. Being skilled in making rational, relevant, and logical decisions is part of the critical thinking aspect, so it is implicitly understood that the child's critical thinking ability can be developed through fairy tales.

In addition, the fairy tale is also an action or a wise and intelligent way to educate and advise the child (Utomo 2013). Fairy tales can provide a satisfying effect on the need for imagination and child fantasies. Children will be more fun in listening to fairy tales containing advice and teachings or upbringing. These positive desires and attitudes will certainly have an impact on the child's personal development. Therefore, fairy tales can be a medium to instill the values of characters in students, as shown in the perceptive of teachers and students. The meaning is that, in addition to providing a strength, the fairy tale also gives pleasure to the child, fairy tales bring joy into child life. The mission of joy has not been fully preached, but we know that joy works toward physical health, mental brightness, and moral virtue (Kready 2004). It appears that fairy tales can bring pleasure in a child's life. The pleasure is not only to be felt, but to have an effect on the physical health, mental development, and moral of the child. Thus, fairy tales provide an opportunity for children to build their personality from the experiences they experience through reading.

Students will understand the values or messages conveyed in fairy tales through their emotional experiences. "A critical consideration of the messages that fairy tales and stories may carry" (Tesar et al. 2016 p.1). The exemplary message contained in fairy tales is usually hidden or implied, for example in the form of images or persuasive stories.

Thus, a fairy tale provides an opportunity for the child to reflect on himself, making it seem to be part of the fairy tale so as to stimulate the emotion to live the example of the experience in the fairy tale. Referring to this, it can be understood that as a literary work, fairy tales are an effective medium for inculcating various moral values, characters, social norms, and ethics to children. Through the fairy tale of empathy, an exemplary character can be grown and hopefully, the value and the message can be applied by the child in his daily life. Fairy tales provide the context where the relationships between people are very simple and depicted in a comprehensible manner for young readers. The children get the right and wrong poles clear and since evil is always punished, it serves as a distracting example for them

Almost every fairy tale carries moral messages. It is a proof that fairy tales are not mere entertainment but also educate (Mikešová 2006). Reflecting on that opinion, fairy tales provide a context for the relationships between figures that are described simply to be understood by the child. The child will gain an understanding that the guilty person will get a result or punishment, while the good will get happiness. This serves to give examples to the child about positioning himself a good character. This

illustrates that almost all fairy tales carry a moral message, and this is proof that the fairy tale is not only entertainment but also educational.

The fairy tale as a medium to instill the child's character values has been proven earlier that the fairy tale has a good impact on the spiritual and cognitive development of children, the fairy tales provide opportunities for children to understand the conflicts in the story that can enhance the spiritual and intellectual experience they have. Based on the results of this research, the next step that needs to be done is to develop a book of fairy tales that can empirically facilitate the cognitive, psychomotoric, and affective aspects of children in an integrated way through a science-based book that provides opportunities for children to develop the three aspects through various learning activities.

4 CONCLUSIONS

Based on the survey results, it can be seen that teachers and students have a very positive perspective on the presence of educational fairytale books to be used as a supporting book in learning. It is known that the teacher gives a percentage of 91.50% and students 98.00% in terms of attractiveness of educational fairy tales. Teachers and students also have the point of view that educational fairy tales have enormous usefulness in learning, one of which can be used as a supporting book, so the teacher in this case provides a percentage of 92.50% and students 93.00%. In addition, teachers and students also have the view that fairy tales can also be used as media to instill the values of the characters, the teacher gives a percentage of 97.75% and students 86.00% in the category of Very Good, then on the usefulness of the fairy tale of education to the childrens cognitive abilities also got positive responses from both teachers and students, the teacher gives a percentage of 92.00% and students 88.75% included in the category of Very Good. This means that teachers and students have a high perspective that a fairy tale containing educational elements can create a sense of interest, usefulness in learning, can be a medium of character values in children and can stimulate children's cognitive abilities.

Teachers can present fairytale books that contain educational values in learning as instructional learning materials to help students understand the subject matter being studied, to give meaningfulness to students, as a medium to instill character values and to stimulate the development of students cognitive abilities.

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