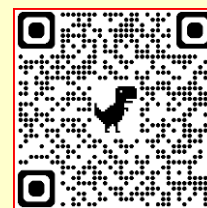


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STRATEGY FOR STRENGTHENING READING LITERACY UNDERSTANDING THROUGH FOLKLORE STORIES BASED ON AN ETHNOPEDAGOGICAL APPROACH AT STATE ELEMENTARY SCHOOL 4 RANTEBUA

Novianto Pasoloran^{1*}, Rita Tanduk², Berthin Simega³

^{1, 2, 3} Master's Program in Indonesian Language Education, Graduate School, Indonesian Christian University Of Toraja

Corresponding Author: Novianto Pasoloran

ABSTRACT

This study aims to describe the strategy for strengthening reading comprehension literacy through folklore based on an ethnopedagogical approach at SD Negeri 4 Rantebua. The main problem underlying this study is the low ability of students to capture the deep meaning (inferential) of reading texts due to the lack of relevance of the teaching materials to the students' cultural backgrounds. The research method used is Mixed Methods with an action research design. The research instruments include reading comprehension ability tests (pre-test and post-test), observation sheets, and interview guidelines. The results of the study indicate that the implementation of the strategy through three main stages: exploration, internalization of values, and reconstruction/reflection, significantly improves students' reading comprehension abilities. The average class score increased from 59.21 (poor category) in the pre-test to 84.21 (good category) in the post-test. These findings prove that the ethnopedagogical approach through the folklore "Uleleanna Tulang Didiq" is effective in activating students' cognitive schemas and internalizing local character values such as Sipakainga' and Longko'.

KEY WORDS: Folklore, Ethnopedagogy, Reading Literacy, Reading Comprehension, Toraja.

1. INTRODUCTION

Elementary education is a crucial phase in developing literacy, a key pillar of future academic success. In the context of modern education, literacy is no longer viewed simply as the technical skills of reading and writing, but rather as a high-level cognitive ability to understand, analyze, and critically evaluate information (UNESCO, 2004). However, the reality on the ground shows that reading comprehension among elementary school students in Indonesia, particularly in rural areas like Rantebua, still faces serious obstacles.

At Rantebua 4th Elementary School, a phenomenon was discovered where students had good mechanistic reading skills (able to recite

texts fluently), but failed in the aspects of literal, inferential, and reflective comprehension. This was caused by the use of reading materials in national textbooks that often had cultural contexts unfamiliar to students. According to Snow, Burns, and Griffin (1998), the process of reading comprehension was greatly influenced by the interaction between the reader, the text, and the socio-cultural context. If the text being read had a cultural background far from the students' life experiences, the students' cognitive load would increase because they had to "imagine" the unfamiliar context.

To address this gap, an ethnopedagogical approach is offered as a strategic solution. Ethnopedagogy views local wisdom not merely as

a legacy of the past, but as a source of knowledge and creativity that can be integrated into the curriculum (Sutopo & Darmadi, 2020). Through the use of local Torajan folktales, such as "Uleeanna Tulang Didiq," it is hoped that students will build emotional and intellectual connections with the text.

This study focuses on literacy strengthening strategies through folktales rich in Torajan noble values, such as Sipakainga' (reminding each other), Kaboro' (compassion), and Longko' (self-esteem/shame). Thus, the purpose of this study is to formulate and test the effectiveness of a literacy learning model that not only improves cognitive competence but also strengthens the cultural identity of students at SD Negeri 4 Rantebua.

2. LITERATURE REVIEW

2.1 Basic Concepts of Strategy

The word strategy etymologically comes from the Latin *strategia* which refers to the art of using plans to achieve certain goals effectively. Wahyuni Nasution (2017) emphasized that learning strategies are an integration of methods, techniques, and procedures that ensure students can achieve the promised competencies, including in mastering reading literacy. Strategies function as a roadmap for teachers in understanding the complexity of reading texts so that they become simpler and easier to understand by elementary school students. According to Hamzah B. Uno and Nina Lamatenggo (2016), strategies are ways that teachers choose to provide meaningful learning experiences by considering available learning resources and students' specific needs.

2.2 Reading Comprehension

Reading comprehension is the process of constructing meaning from written text through complex interactions involving language knowledge, world knowledge (schemas), and cognitive strategies. Anderson and Pearson (1984) explain that text comprehension relies heavily on activating relevant schemas in the reader's mind. When students read texts with their own environmental setting, the cognitive load of imagining the story's background is significantly reduced, thus creating an efficient learning environment. Tarigan (2010) adds that character recognition is part of creative and appreciative reading skills that enrich students' reading experience.

2.3 Ethnopedagogical Approach

Ethnopedagogy is an approach that places local wisdom as a philosophical and methodological foundation in the educational process. Culture is defined by Koentjaraningrat as the entire system of ideas, actions, and human works that are made one's own through learning. Ethnopedagogy is the actualization of learning by instilling the values of local wisdom of an ethnic group. Sutopo and Darmadi (2020) suggest that this approach aims to make learning feel more humanistic and contextual by using culture as a "glasses" to convey

the values of knowledge. Local wisdom-based education is based on the idea that each community has a unique strategy developed to live life according to its environment.

2.4 Torajan Folktales in Literacy

Folklore is a literary asset that contains high philosophical, ethical, and aesthetic values. JS Sande (1981) stated that old literary works are essentially national cultural heritage which is a reflection of the experiences of the nation's soul. The use of local literature in learning has been proven to be able to increase student involvement because they feel their cultural identity is valued in the classroom. Through the story of "Uleeanna Tulang Didiq", students are encouraged to conduct inferential analysis of life values such as Longko' which is an ethical pillar of the Toraja people in maintaining the dignity of individuals and families. In addition, the value of Sipakainga' teaches rational consideration which is cognitively in line with the evaluation process when reading narrative texts.

3. RESEARCH METHODOLOGY

This study used a mixed methods approach with an action research design. The research location was SD Negeri 4 Rantebua, with eight fifth-grade students as subjects.

3.1 Research Procedures

The research was conducted through planning, action, observation, and reflection. The ethnopedagogical strategy was implemented in three main meetings:

1. Exploration Stage: Focus on cultural orientation and identification of literal elements.
2. Internalization Stage: Focus on exploring moral values and character analysis.
3. Reconstruction Stage: Focus on retelling and reflecting on values in everyday life.

3.2 Data Analysis Techniques

Quantitative data (test results) were analyzed using descriptive statistics and N-Gain calculations. Qualitative data (observations and interviews) were analyzed using Miles and Huberman's interactive analysis techniques (reduction, presentation, and conclusion drawing).

4. RESULTS AND DISCUSSION

4.1 Initial Condition Analysis (Pre-test)

The students' initial conditions indicated low learning achievement. The following are pre-test score data obtained before the intervention using ethnopedagogical strategies.

Table 1. Recapitulation of Pre-test Score

No.	Student Name	L (20)	I (20)	E (20)	A (20)	R (20)	TS	NA	K
1.	Student A	15	10	10	8	8	51	63.75	Not enough
2.	Student B	18	12	15	12	10	67	83.75	Good
3.	Student C	12	8	8	5	5	38	47.50	S. Less
4.	Student D	15	10	10	10	8	53	66.25	Not enough
5.	Student E	14	8	10	8	5	45	56.25	Not enough
6.	Student F	10	5	5	5	5	30	37.50	S. Less

7.	Student G	18	12	12	10	10	62	77.50	Enough
8.	Student H	10	5	8	5	5	33	41.25	S. Less
Average		14.0	8.7	9.7	7.8	6.7	47.3	59.21	Not enough

L: Literal

I: Inferential

E: Ethnopedagogy

A: Analysis

R: Reflection

TS: Total Score

NA: Final Grade

K: Category

Interpretation of Pre-test Data:

The average student ability is still below the Minimum Competency (KKM) (70). The lowest indicators are in the Reflection (6.7) and Analysis (7.8) aspects, which indicate that students have difficulty connecting text content to real life.

4.2 Implementation of Ethnopedagogic Strategy

The action was implemented by integrating the text "Uleleanna Tulang Didiq". The following is the level of action implementation based on observations.

Table 2. Percentage of Implementation of Teacher and Student Activities

Meeting	Strategy Stages	Activity Focus	Teacher Implementation (%)	Student Activity (%)
I	Exploration	Cultural & Literal Apperception	88%	72%
II	Internalization	Value & Character Analysis	92%	85%
III	Reconstruction	Retelling & Reflection	96%	94%

Field Notes:

In the first session, challenges arose in mastering old Torajan literary vocabulary (such as terms used in weaving). However, this was overcome through a dialogue in which the teacher explained the

context of the words in everyday culture.

4.3 Final Results Analysis (Post-test)

After the entire series of actions was completed, a post-test was conducted using validated instruments.

Table 3. Summary of Reading Comprehension Literacy Post-test Scores (Final Results)

No.	Student Name	L (20)	I (20)	E (20)	A (20)	R (20)	TS	NA	K
1.	Student A	20	18	18	15	15	86	86.00	S. Good
2.	Student B	20	20	20	18	18	96	96.00	S. Good
3.	Student C	18	15	15	12	12	72	72.00	Enough
4.	Student D	18	18	18	15	15	84	84.00	Good
5.	Student E	20	15	18	15	12	80	80.00	Good
6.	Student F	18	15	15	12	12	72	72.00	Enough
7.	Student G	20	20	20	18	18	96	96.00	S. Good
8.	Student H	18	18	18	15	15	84	84.00	Good
Average		19.0	17.3	17.7	15.0	14.6	83.7	84.21	Good

L: Literal

I: Inferential

E: Ethnopedagogy

A: Analysis

R: Reflection

TS: Total Score

NA: Final Grade

K: Category

Table 4. Comparison of Improvement (N-Gain) Understanding Indicator

Understanding Indicators	Pre-test Average	Post-test Average	Increase (%)	N-Gain Score
Literal (L)	14.0	19.0	35.7%	0.83 (High)
Inferential (I)	8.7	17.3	98.8%	0.76 (High)
Ethnopedagogy (E)	9.7	17.7	82.4%	0.77 (High)
Analysis (A)	7.8	15.0	92.3%	0.59 (Medium)

Reflection (R)	6.7	14.6	117.9%	0.59 (Medium)
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4.4 Discussion

The most significant improvement was seen in the reflection indicator (117.9%). This is because the folktale "Uleleanna Tulang Didiq" provides students with space to evaluate the behavior of the father character who violates the Sipakainga' values. In an interview, Student G stated: "I understand more easily because I know the setting of the story and I know what it feels like to obey parents in Toraja."

This aligns with schema theory (Anderson & Pearson, 1984), which states that when text aligns with prior knowledge, the process of constructing meaning becomes more efficient. An ethnopedagogical approach has been shown to reduce students' psychological barriers to learning Indonesian, as they feel their culture is valued in the classroom (Wati, 2024).

CONCLUSION

Based on the research results and discussion, it can be concluded that the strategy of strengthening reading comprehension literacy through folklore based on an ethnopedagogical approach was effectively implemented at SD Negeri 4 Rantebua. This strategy successfully increased students' average literacy scores from 59.21 to 84.21. This success was driven by:

1. Use of contextual teaching materials (Bone Didiq Text).
2. Structured learning stages ranging from exploration to reflection on cultural values.
3. Activation of cognitive schemas that trigger higher order thinking skills.

This study recommends that teachers in Tana Toraja begin integrating regional oral literature into school literacy materials to create more inclusive and meaningful learning.

APENDIX

Appendix I: Research Instrument for Reading Comprehension Test

This instrument is used to measure students' reading comprehension literacy skills through the Torajan folktale "Uleleanna Tulang Didiq".

No.	Reading Comprehension Indicators	Question Items
1.	Literal (L)	Who is the main character in the story "Uleleanna Tulang Didiq"?
2.	Inferential(I)	Why did Didiq Bones hide a dead dog under the mat?
3.	Ethnopedagogical(E)	Identify local Torajan values (e.g., Sipakainga') found in the story.
4.	Analysis(A)	Compare the characters of Father and Rooster in helping Tulang Didiq.
5.	Reflection(R)	What valuable lessons can Toraja children learn from this story?

Appendix II: Teacher Observation Protocol (Implementation of

Ethnopedagogical Strategy)

This observation protocol is used to integrate learning implementation strategies in the classroom.

1. **Phase I(Exploration):** Measuring students' initial interest in elements of local Toraja culture.
2. **Phase II(Internalization):** Measures the ability to connect cultural values with the content of the text.
3. **Phase III(Reflection):** Measures students' ability to retell stories using a combination of Indonesian and local terms.

Appendix III: Interview Guidelines

Interview guidelines to explore students' emotional and intellectual responses to culture-based material.

1. "Do you find it easier to understand the story when the characters and locations come from our own region (Toraja)?"
2. "What message does this story convey about how we should behave towards our parents (Sipakainga' or Kaboro' values)?"

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