Problem-based learning: Making Caricature as teaching material based on folklore "Sang Piatu" for Indonesian language learning

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ABSTRACT

Understanding the materials and keeping motivated are challenges for elementary students in learning the Indonesian language. It happened due to a lack of learning resources. Previous studies mentioned that local learning resources can stimulate students' comprehension, specially forming colorful visualization. Therefore, the present research observes how to develop teaching material of caricatures adopted from the folklore "Sang Piatu," by employing problem-based learning (PBL). The current research aims to boost students' interest in learning, improve students' material comprehension of Indonesian language learning, and foster cultural awareness. The research method employed is Research and Development using the ADDIE model. This research contributes significantly to developing Indonesian language teaching materials at the elementary school level. The result demonstrates the approach's effectiveness in stimulating learning interest and improving students' understanding of the material, including increasing cultural awareness. Future studies could explore the potential of other folk stories from Indonesia. The upcoming studies could also integrate application technology to enhance student engagement in the era of Society 5.0.

Keywords: Teaching material, folklore, caricature, problem-based learning, ADDIE model

INTRODUCTION

Elementary students face challenges in learning the Indonesian language, mainly because of the lack of material Indonesian language resources. Schools in some regions lack adequate Indonesian language learning resources such as textbooks, workbooks, and audiovisual materials (Winarni et al., 2022). Meanwhile, the existing Indonesian teaching materials are mostly difficult to conceive and have not yet been able to direct students to understand the materials, which lessens students' motivation and engagement (Febrina et al., 2023; Indriyani et al., 2023). The lack of innovative teaching materials leads to suboptimal learning outcome and reduce students' interest (Latifah, 2021). This issue worsens students' condition in practicing and reinforcing their language skills, primarily in the Indonesian language learning activity in the classroom.

In the Indonesian language learning context, maintaining students are not able to see the relevance or practical application of learning Bahasa Indonesia in daily life. They struggle to stay interested and actively participate in Indonesian language learning activities in the classroom. Ultimately, it is hard for students to study with enjoyment at the beginning of the learning activity. Students cannot be focused, and it is hard to understand the materials. In the end, this issue may become the reason for the cessation of studying the Indonesian language in the future (Nakata, 2010).

Worstley, teachers tend to explain the theory rather than train students on using Indonesia as an integrated language for other subjects or daily use in Indonesian language learning (Febrina et al., 2022). Additionally, the method is monotonous; therefore, students feel bored easily.

These issues are an important responsibility for personnel at the Department of Education and

school boards/districts, administrators, teacher librarians, and teachers to provide and implement effective instructional programs, provide adequate learning resources, create a supportive learning environment. The strategies should contain the values linguistic diversity while emphasizing proficiency in Indonesia language as a national language, promote the enjoyment of reading and enable students to improve learning motivation.

Prior studies highlighted that good teaching materials should support and be consistent with provincial and local pilots/curriculum outcomes programs, meet standards of quality in fact and presentation, be appropriate for the age (especially in level understanding), emotional development, ability level, learning styles, social development of the students, and encourage students' learning interest (Asrial et al., 2019; Ekasiswanto, 2024; Sukma et al., 2023). Additionally, engaging local wisdom such as folklore in supporting Indonesia language learning efforts can also be beneficial (Muktadir & Irmayanti, 2022b).

Additionally, caricatures adopted from folklore can be a solution in the era of the young generation's crisis awareness and knowledge of folklore as an urgently preserved cultural heritage (Monfries, 2015). It is important because the awareness and knowledge crisis of folklore persists, as evidenced by the low competence of educators and students regarding folklore from their respective regions (Muktadir, 2015). Folklore as an oral tradition is increasingly fading away even though folklore serves as a highly complex learning medium as it embodies a local cultural identity rich in moral values (Ate and Lawa, 2022; Febriani et al., 2021; Nanda et al., 2021; Silalahi et al., 2021; Sobari et al., 2023; Suarno & Suryono, 2021; Sulistyorini & Andalas, 2017). Preceding study suggested that folklore is an effective medium for instilling character education in children from an early age (Mukhlishina, 2019; Nurgiyantoro, 2013; Winarsih et al., 2022). To further, the prior review also mentioned that elementary students show increased understanding, engagement, learning outcomes, and interest in the learning process when exposed to teaching materials that reflect their local culture (local wisdom) and environment (Guslinda et al., 2020; Intang et al., 2024; Rizhardi et al., 2022).

To address the challenges above, developing teaching materials by adopting folklore through creating caricatures can be a good alternative to convey moral messages (Jasnain et al., 2022; Lestari, 2020; Muktadir & Irmayanti, 2022). Caricatures meet students' characteristics of liking visual communication elements, such as shapes and pictures, and being colorful, stimulating students' creativity and writing interests (Damayanti et al., 2022; Jamal & Mustaffa, 2023; Panuti & Zoest, (in Yuniati, 2019); Wuryanto, 2020). Colored pictures can effectively motivate students, enhancing their engagement in learning activities (Budiharto et al., 2019; Laeeque & Akmal, 2017; Oktarina et al., 2020; Prihatiniwati & Sukadari, 2022). Indeed, the prior research highlighted the importance of considering students' visual preferences and incorporating appropriate visual elements in educational settings to enhance learning experiences.

Moreover, developing teaching materials of caricatures adopted from folklore through PBL supports students in achieving learning objectives in KD 3.9 (characters found in fiction texts) and KD 4.9 (identifying characters in fiction texts orally and in writing). Both KD 3.9 and KD 4.9 relate to human behavior in real-life situations, as mentioned above, which is suitable for elementary students. To further, teaching materials based on PBL can be a linear process guiding the creation of active learning while the active role of teachers shifts to that of facilitators (Bernard et al., 2022; Cahyadi, 2019; Prastowo, 2015). It means that teaching materials can be used freely, anywhere, and at any time without depending on the teacher. Based on the above background, the problem formulation of this research is, "How do PBL methodologies support the design, creation, and implementation of caricatures that are adopted folklore "Sang-Piatu" in increasing students' motivation learning and comprehension in Indonesian language learning? The aim is to employ PBL methodologies and create effective teaching materials, such as a caricature from the folklore "Sang Piatu," to engage students actively, improve their language comprehension, and motivate them to learn Indonesian.

METHOD

The type of research used in this study is research and development (R&D). R&D is a research method used to produce specific products and test the effectiveness of the products (Sugiyono, 2018). The purpose of R&D research is innovation, seeking novelty, effectiveness, productivity, and quality. The product resulting from this research is the development of Indonesian language teaching materials based on Bengkulu folklore caricatures with the Problem-Based Learning model. The development

design used in this study is ADDIE. The subjects and objects in this research are as follows: The research subjects consist of 6 individuals serving as validators in terms of content, language, and design to measure the product's feasibility. Additionally, two teachers act as respondents to measure user responses to the product. Lastly, the students of class IV at SDN 50 Kota Bengkulu are also involved. Winarni (2018) states that there are five steps in R&D research, as depicted in Figure 1.
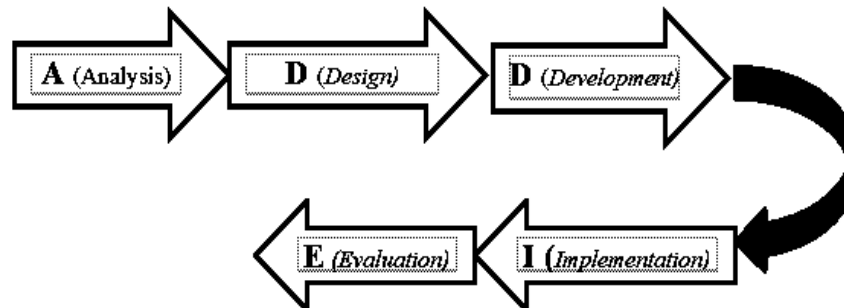

Figure 1. The ADDIE Research and Development Procedure

The subjects in this study consist of six validators responsible for evaluating the aspects of content, language, and design to assess the suitability of the product. Additionally, two teachers serve as respondents to measure user responses to the product. Furthermore, there are 48 students from fourth-grade classes at SDN 50 Kota Bengkulu, divided into two groups: an experimental class comprising 24 students, consisting of 13 females and 11 males, and a control class also comprising 24 students, consisting of 11 females and 13 males, to measure the effectiveness of the product.

The object of this study is the instructional material of the Indonesian language based on Bengkulu folktales utilizing the cartoon model of PBL titled "Sang Piatu," aimed at enhancing the learning outcomes of fourth-grade students at SDN 50 Kota Bengkulu. According to Sugiyono (2019), based on the data collection techniques, they are categorized as follows: 1) Curriculum document analysis (core competencies (Kompetensi Inti/KI) and basic competencies (Kompetensi Dasar/KD), analysis of student and teacher textbooks, analysis of the availability of folk tale books used in SDN 50 Kota Bengkulu; 2) Interviews were conducted with teachers to analyze the needs and responses to instructional materials; 3) Questionnaires were administered to analyze student needs and responses to instructional materials; 4) Two tests were conducted, namely pre-test and post-test.

The data analysis employed in this research includes qualitative descriptive analysis and descriptive statistical analysis. Below is Table 1 detailing the aspects assessed, instruments used, observed data, and respondents in the development research of folk tale instructional material:

Table 1. Aspects Assessed, Instruments, Observed Data, and Respondents

Aspect Assessed	Instrument	Observed Data	Respondents
Needs Analysis	Questionnaire and Interview Sheet	Instructional material needs	Fourth-grade teachers of SDN 50 Kota Bengkulu and fifth-grade students at elementary school
Validation Results	Validation Sheet	Validity of the material. Response to Indonesian language instructional material based on Bengkulu folktales in cartoon format	Content experts, language experts, and design experts
Response to Indonesian language instructional material based on Bengkulu folktales in cartoon format	Questionnaire	User response to Indonesian language instructional material based on Bengkulu folktales	Fourth-grade students of SDN 03 Kepahiang Elementary School
Evaluation Results of Folk Tale Material	Questionnaire and Test Items (evaluation)	Effectiveness of cartoon-based folk tale instructional material	Fourth-grade students at elementary school

Table 1 provides an overview of the aspects assessed, instruments used, observed data, and respondents in the research. It outlines the different components involved in the data collection process. The "Aspects Assessed" column lists the specific areas under examination, such as needs analysis and

validation results. The "Instruments" column details the tools utilized for data collection, including questionnaires, interview sheets, and validation sheets. The "Observed Data" column specifies the type of data gathered, such as instructional material needs and response validity. Finally, the "Respondents" column identifies the participants involved in the study, including fourth-grade teachers, content experts, language experts, design experts, and fourth-grade students from various elementary schools. This table serves as a comprehensive reference for understanding the research methodology and the roles of different stakeholders in the study.

RESULTS AND DISCUSSION
Results
The research results consist of the research and development process of Teaching Materials Based on 'Sang Piatu' Folklore with Caricature Illustrations using PBL. The research and development process of this product is carried out in five stages based on the ADDIE model, namely: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation. Below are explanations of each stage of the research and development process.

Development of Teaching Materials Based on 'Sang Piatu' Folklore with Caricature Illustrations using the PBL
The initial step taken in the development research is needs analysis, aimed at understanding the instructional materials currently in use and those needed. The needs analysis was conducted with 25 elementary school students using a questionnaire. Results of Student Needs Analysis presents the results of the analysis of student needs. It lists various indicators and the number of students who responded "Yes" to each indicator, along with the corresponding percentage. From the table above, the following explanations can be provided:

(1) Indicator 1. Twenty-two students express their fondness for folk tales, (2) Indicator 2. Eight students are aware of Bengkulu folklore, (3) Indicator 3. Four students are capable of storytelling, (4) Indicator 4. Twenty students claim to have never heard stories from their families, (5) Indicator 5. Nineteen students recall instances of teachers telling stories, (6) Indicator 6. Eight students acknowledge the presence of Bengkulu folklore in their Indonesian language books, (7) Indicator 7. Six students are familiar with caricature drawings, (8) Indicator 8. Eleven students enjoy Bengkulu folklore depicted through caricature drawings, (9) Indicator 9. Nineteen students express a desire to learn more about the story content, (10) Indicator 10. Eleven students intend to discuss the content of the stories they know.

A needs analysis was also conducted with teachers through ten questions. Responses from 15 teachers from SDN 50 Kota Bengkulu and 16 teachers from various schools in South Sumatra tend to be similar. The teachers have experience creating teaching materials related to local cultures, such as crafts, food, and desserts, with only one teacher creating instructional materials for folklore stories. One of the essential competencies for teachers in carrying out their duties is the development of teaching materials. The development of teaching materials is crucial for teachers to ensure that learning is effective, efficient, and aligned with the competencies they aim to achieve. To attain the specified competencies for each learning objective, teachers must understand the curriculum. Understanding the curriculum facilitates teachers in planning, formulating competency achievement indicators, implementing systematic teaching steps, and applying various enjoyable teaching methods.

Folklore material is included in the KD of the elementary school curriculum. Therefore, folklore stories must be taught and included in teaching materials. Based on the analysis of teaching materials in elementary schools, folklore material typically originates from North Sumatra, West Sumatra, West Java, or Central Java. Folklore teaching aligns with the material provided in teaching materials. Folklore stories from Bengkulu and South Sumatra are not included in Student Books and Teacher Books. Learning materials hold a crucial position within the curriculum, requiring careful preparation to ensure that learning objectives aligned with the KD are achieved.

The purpose of creating folklore teaching materials is not only for educational purposes but also for entertainment, cultural preservation, dissemination of ideas, and entertainingly conveying moral values to the younger generation. Folklore stories help children learn moral values. Folklore is a comfortable tool or medium for enhancing children's imagination and cultural literacy. It serves not only as entertainment but also as a learning tool for all of us. Folklore stories typically have positive intentions, often containing life lessons that we can learn from and emulate.

Bengkulu folklore material is not included in the teaching materials used by students. Teachers introduce folklore material to students through individual or group assignments, where students search for folklore stories from printed or digital sources or by directly asking those who know the stories. Teachers also tell stories or show videos during lessons. Teachers optimize the use of libraries by taking students to the library to guide them in completing tasks related to folklore stories. Printed folklore stories use language as a medium to weave the plot of various stories from past societies. Therefore, the development of teaching materials based on folklore, which packages stories of past societies to be passed down to the next generation, requires a choice and arrangement of words that elementary school-aged students easily understand.

Printed versions of folktales are still predominantly verbal. Usually, there is only one visual representing the entire story. Traditional folktales presented verbally can be diversified with visual designs of characters or environments that can represent the story's content. The visual designs depicting the story's content use bright color variations. Incorporating visuals into the story makes it more engaging. Images in the story help readers understand the story's illustrations. The use of images can attract attention. Illustrated stories focus on narration, with images serving as supplementary illustrations. The images used in the story depict the physical appearance, facial expressions, body movements, and sign language of the characters in the story.

Folktales are enjoyable for children. Through folktales, they can imagine anything and even character formation can occur. Moreover, folktales can optimize children's character development and help them achieve cognitive maturity. Comic strips based on caricatures are created using two applications, namely Procreate and Canva. Procreate is used for digital drawing on a tablet screen using a special pencil. Canva is an application for editing the comic's background as well as speech bubbles and text. The following are the steps for creating caricature-based comics using Procreate and Canva, as shown in Figure 2.

Open the Procreate application and select the paper size for drawing here using the screen size.
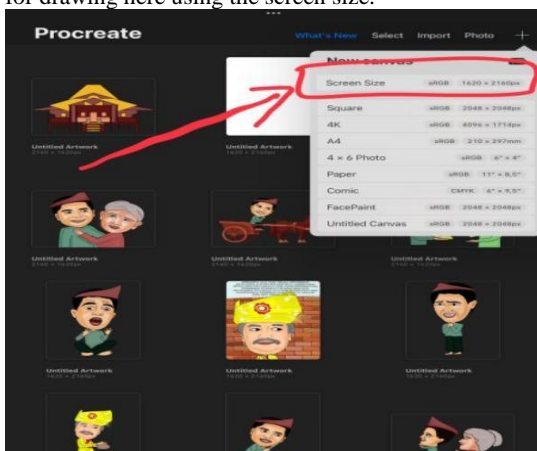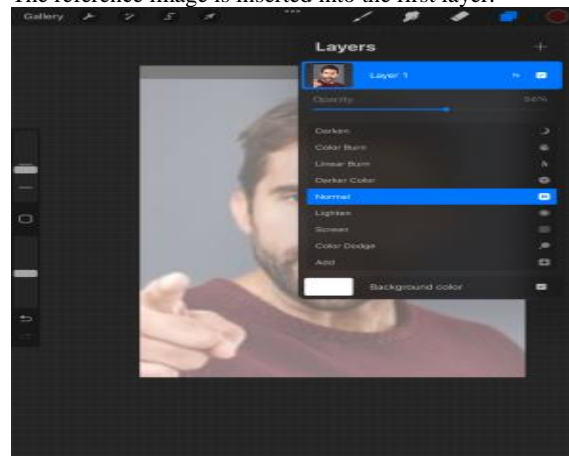

Import a reference photo to create a caricature. Reference photos can be found on Google. Using photos from Google helps make facial expressions more realistic since caricatures prioritize facial expressions.
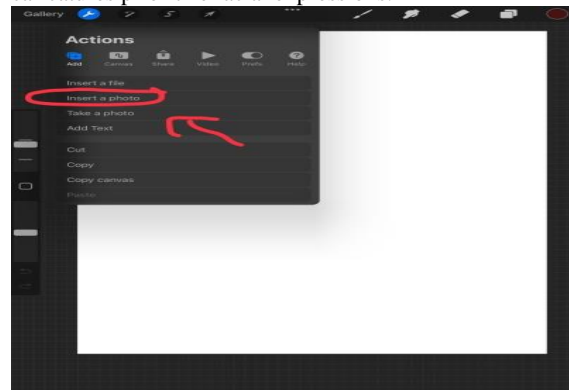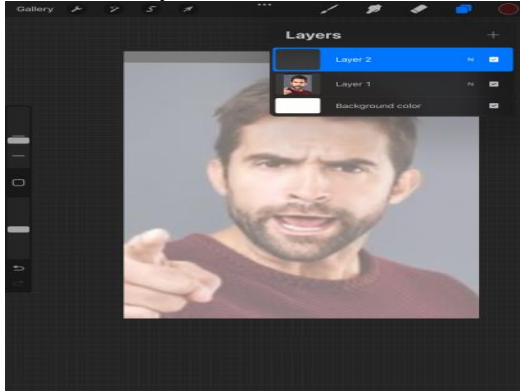

Import the reference photo, choosing an angry expression. Adjust the image size using the uniform feature.
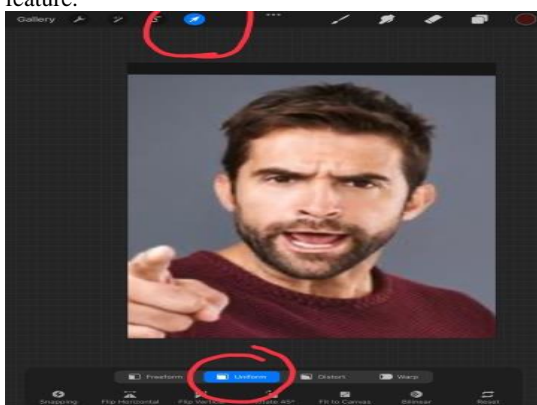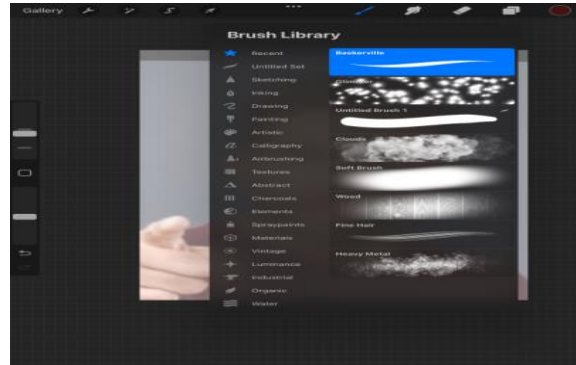

The reference image is inserted into the first layer.

Add a second layer to create the caricature sketch.

Select an appropriate brush, here using the Baskerville brush.

Select the Liquify tool to transform the reference photo into a more caricature-like style.
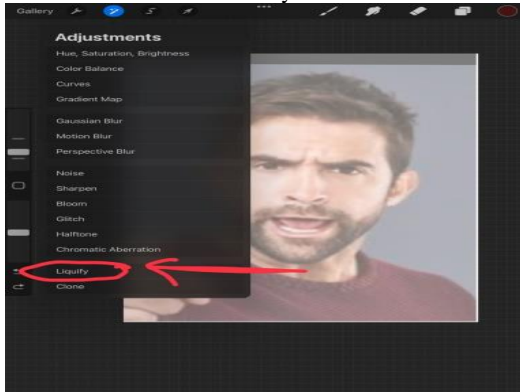
The Liquify function is used to alter the shape of the face.
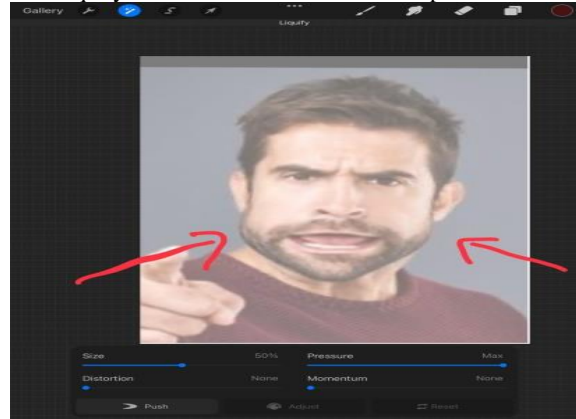
Select the brush color to create the caricature sketch, here using black color.
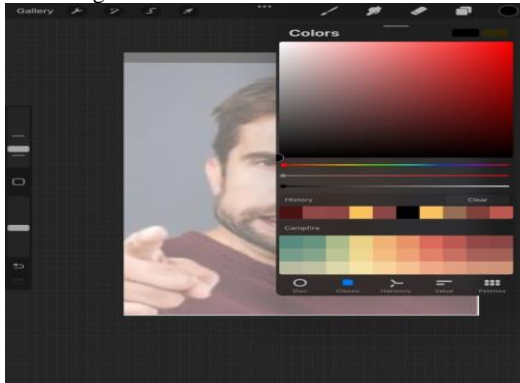
Adjust the brush size and brush sharpness.

Create a caricature sketch based on the reference photo.

Add a third layer.

Figure 2. Caricature Comic Design Part 1

The Suitability of Teaching Materials Based on 'Sang Piatu' Folklore with Caricature Illustrations using PBL

Six experts conducted the product validation: two content experts, two language experts, and two presentation experts. Based on Table 3, the validation results for stage 1 of the material revealed that in the first validation stage, one indicator was categorized as "Less Valid," ten indicators were categoriz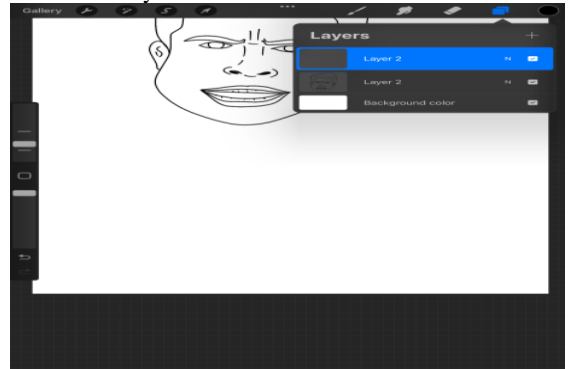ed as "Valid," and four indicators were categorized as "Very Valid." From all the indicators used as guidelines for assessing validity, the average Aiken's V score obtained was 0.67 with a coefficient criterion of "Valid." Therefore, the validation process continued to stage 2.

Table 2. Material Validation Results

Indicator	Item Number	Stage 1		Stage 2	
		Aiken's V Score	Aiken's V Coefficient Criteria	Aiken's V Score	Aiken's V Coefficient Criteria
Alignment of indicators, Learning Objectives with Indicators	1	0.83	Very Valid	1	Very Valid
Alignment of material with indicators	2	0.50	Valid	0,67	Valid
Accuracy of facts with theory	3	0.67	Valid	1	Very Valid
Accuracy of pictures and illustrations, terms, and symbols	4	0.50	Valid	0.67	Valid
Accuracy of examples and definitions	5	0.83	Very Valid	1	Very Valid
Accuracy of references	6	0.67	Valid	0.83	Very Valid
Using examples related to folklore stories	7	0.67	Valid	1	Very Valid
Using pictures and illustrations related to folklore stories	8	0.67	Valid	1	Very Valid
Fostering curiosity	9	0.67	Valid	1	Very Valid
Creating ability to ask questions	10	0.67	Valid	1	Very Valid
Providing challenges for further learning	11	0.33	Less Valid	0.67	Valid
Learning material is presented systematically and correctly	12	0.67	Valid	1	Very Valid
The theory presented matches the material	13	0.67	Valid	0.83	Very Valid
The concepts of various styles presented do not lead to multiple interpretations	14	0.83	Very Valid	1	Very Valid
Suitability of material with problem-based learning steps	15	0.83	Very Valid	1	Very Valid

After making improvements based on suggestions and feedback from validators, in the second stage of design validation, it was found that out of the material aspects, twelve indicators were categorized as "Very Valid." Three indicators were categorized as "Valid". From all the indicators used as guidelines for assessing validity, the average Aiken's V score obtained was 0.93 with a coefficient criterion of "Very Valid."

Table 3. Language Validation Results

Indicator	Item Number	Stage 1		Stage 2	
		Aiken's V Score	Aiken's V Coefficient Criteria	Angka Aiken's V	Kriteria koefisien Aiken's V
Alignment of information with message substance	1	0.83	Very Valid	1	Very Valid
Accuracy of sentence structure	2	0.67	Valid	0.83	Very Valid
Rigidity of terms	3	0.83	Very Valid	1	Very Valid
Effectiveness of sentences	4	0.67	Valid	1	Very Valid
Grammar accuracy	5	1	Very Valid	1	Very Valid
Spelling accuracy	6	0.50	Valid	0.83	Very Valid
Consistency in using terms	7	0.67	Valid	1	Very Valid
Consistency in using symbols/icons	8	0.50	Valid	0.83	Very Valid
Language use in accordance with EBI	9	0.67	Valid	1	Very Valid
Clear language use	10	0.67	Valid	1	Very Valid
Suitability for students' intellectual development	11	0.67	Valid	1	Very Valid
Suitability for students' emotional development	12	0.33	Less Valid	0.83	Very Valid
Assisting in defining the content of folklore teaching materials	13	0.67	Valid	1	Very Valid
Assisting in staying on the topic of folklore	14	0.83	Very Valid	1	Very Valid
Choosing narrow and specific topics and considering objectives, desires, and needs	15	0.50	Valid	0.83	Very Valid

Based on Table 4, it is found that in the first validation stage, in terms of language aspects, one indicator was categorized as "Less Valid," ten indicators were categorized as "valid," and four indicators were categorized as "Very Valid." From all the indicators used as guidelines for assessing validity, the average Aiken's V score obtained was 0.67 with a coefficient criterion of "Valid." Therefore, the validation process continued to stage 2, where it was found that in the second validation stage, all indicators in terms of language were categorized as "Very Valid." From all the indicators used as guidelines for assessing validity, the average Aiken's V score obtained was 0.94 with a coefficient criterion of "Very Valid."

Based on Table Presentation Validation Results, it is evident that in the first validation stage regarding the presentation aspect, one indicator fell into the "Less Valid" category. Thirteen indicators were categorized as "valid," while eight indicators were classified as "Very Valid." The average Aiken's V score across all indicators used as guidelines for validity assessment was 0.73, meeting the coefficient criterion of "Valid." Consequently, the validation process proceeded to the second stage. Following the presentation validation stage 2, it was determined that in terms of graphical aspects, all indicators were categorized as "Very Valid." The average Aiken's V score across all indicators used as guidelines for validity assessment was 0.96, meeting the coefficient criterion of "Very Valid."

The Effectiveness of Teaching Materials Based on 'Sang Piatu' Folklore with Caricature Illustrations Using PBL

The implementation stage was carried out by conducting field trials to assess the effectiveness of the teaching materials. The trial was conducted with fourth-grade students at SDN 50 Kaur. The experiment involved Group A, consisting of 24 students, as the experimental group and Group B, which also consisted of 24 students, as the control group. After the experiment, the obtained data underwent prerequisite tests. The prerequisite tests showed that the data were normally distributed and homogenous. Subsequently, an independent t-test was conducted.

Table 4. Results of Independent t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post-test Learning Results	Equal variances assumed	3.288	.078	2.879	38	.007	8.66650	3.01051	2.57204	14.76096
	Equal variances not assumed			2.879	32.346	.007	8.66650	3.01051	2.53687	14.79613

Based on Table 6, it is observed that the significance value for each group is 0.000. Since 0.000 < 0.05, the alternative hypothesis (Ha) is accepted. A summary of student learning outcomes, along with the data summary of the pretest and post-test scores conducted, can be seen in Table 7 to examine the pretest and post-test results.

Table 5. Summary of Pretest and Post-test Learning Outcome Scores

No	Group	Average Pretest	Average Posttest	Gain	Criteria
1	Control	64.47	67.78	0.07	Low
2	Experimental	65.00	76.13	0.36	Medium

Based on Table 7, it is noted that the average pretest score for the control group is 64.47, which increased to 67.78 in the post-test. From the pretest and post-test results, a gain score of 0.07 is obtained, categorized as low. Furthermore, in the experimental group, the average pretest score was 65.00, which

increased to 76.13 in the post-test. Based on the pretest and post-test results, a gain score of 0.36 is obtained, categorized as medium.

Based on these results, the learning outcomes of students in both the control and experimental groups have improved after the intervention. However, in the control group, the improvement is only 0.07, whereas in the experimental group, it is 0.36.

This evaluation activity reviews all the evaluation results from the validation process and limited trials conducted on fourth-grade students at SDN 50 Kota Bengkulu. The evaluation is carried out as the final stage of the ADDIE development model. This evaluation activity assesses all the evaluation results from the validation process and limited trials conducted on fourth-grade students at SDN 50 Kota Bengkulu. The evaluation results are obtained from all the feedback provided by each validator, which is used to revise the product until it becomes the final product. The final product developed is teaching materials based on 'Sang Piatu' Folklore with Caricature Illustrations using PBL (Problem-Based Learning) on the topic of various forces, printed on A4 paper. At the evaluation stage, feedback provided by subject matter experts, language experts, presentation experts, fourth-grade teachers, and students who served as samples, whether in written form or teaching materials, have been incorporated for improvement.

Discussion
Development of Teaching Materials Based on 'Sang Piatu' Folklore with Caricature Illustrations using the PBL

One of the competencies a teacher needs to possess in carrying out their duties is the ability to develop teaching materials. Developing teaching materials is crucial for teachers to make learning more effective and efficient and to achieve the specified learning competencies. Several criteria are necessary for creating teaching materials. According to Arif and Napitupulu (1997), the criteria for teaching materials are as follows:

1) The teaching materials should align with the learning objectives; 2) The teaching materials should cater to the needs of the learners; 3) The teaching materials should present factual information accurately; 4) The teaching materials should depict backgrounds and atmospheres that resonate with the learners; and 5) The teaching materials should be easy and economical to use.

Teaching materials play a vital role in the teaching and learning process. To assist in the teaching and learning activities, teachers require teaching materials that can help both the teacher and the students engage effectively in the learning process. Teaching materials contain content aligned with basic competencies, elaborated in detail, and demonstrate competencies comprehensively. Tomlinson (2005) suggests that material development involves the development of any materials that can be used to aid learning, such as textbooks, workbooks, tapes, CD-ROMs, videos, handouts, and materials from the internet.

The learning material to be developed needs to be carefully selected to optimize its assistance in helping students achieve learning objectives, including selecting folktales as learning material. Listening to or reading fiction books (folktales) takes us on adventures in an imaginary world filled with life lessons. Stories presented in folktales provide an effective way to understand others, harness creativity, and exercise our brains. These tales portray various character archetypes undergoing struggles that sometimes deeply resonate with the reader's emotions. Through these stories, readers/listeners or students learn to empathize with the characters, consequently broadening their understanding of others' feelings. Folktales are enjoyed by children and adults alike due to their easily understandable language and ability to provide entertainment to their readers.

The benefits of reading fairy tales for children include developing communication skills. The communication skills referred to are speaking, listening, remembering, and language skills of the students, meaning the ability to enrich the vocabulary and varied sentence structures (Masruroh, 2023). Reading folktales will take readers or listeners on adventures in an imaginative world filled with life lessons. Folktales also serve as a powerful medium for understanding others, fostering creativity, and exercising the brain (Mantra & Kumara, 2018). Reading/listening to folktales can enhance students' sensitivity and emotional intelligence. The storyteller can also build a good rapport with the students, allowing them to understand better the values embedded in the folktales (Saripudin et al., 2021). According to Rahman (2017), Folktales contain moral values that can be used as advice or teachings for readers to reference in life. Folktales package imaginative elements that are beneficial for stimulating

children's creativity. When reading/listening to a fairy tale (folktales), children will imagine the storyline, setting, and characters.

The design of the book cover should be attractive so the readers can feel intrigued and instantly get the impression that the content of the book is extraordinary. Therefore, it is important to create a neat and original book cover design. The appearance of the front cover of a book is crucial because it reflects the content of the book, whether the book has commercial value, and whether it is appealing to read (Wheeler, 2017). A book title should be written in an attractive and striking font. This way, buyers can easily see and find the book they want to buy (White, 2018). The title should also be made attractive, and the overall content of the book should be described to attract readers.

In addition to informing about the contents of the book, there are five factors to consider in developing learning materials: the characteristics of the learners, the form of learning activities, the context of the educational setting, learning strategies, and assessment tools for learning outcomes (Wahyuningsih, 2020). The role of a teacher as a planner, implementer, and evaluator of learning is crucial in determining the process and success of learning (Fauzi & Khusuma, 2020). Teachers not only determine the objectives and content of the lessons delivered but also determine which strategies should be developed and how to measure the success of learning.

The Suitability of Teaching Materials Based on 'Sang Piatu' Folklore with Caricature Illustrations using PBL

Validation was conducted by requesting evaluations from validators who are experts in their respective fields to assess the feasibility of the developed instructional materials. The aspects validated by the authoring team are material feasibility, language feasibility, and presentation feasibility. Each aspect is validated by two experts, resulting in a total of six validators. Descriptors tailored to each aspect to be validated were created.

Based on the validation results, the developed instructional materials are categorized as valid, in accordance with the Directorate of Educational Personnel's (2008) statement that instructional material validation aims to obtain recognition or endorsement of the suitability of instructional materials to needs, making them suitable and appropriate for use in learning. Instructional material validation includes material content, language usage, and instructional method/presentation. Therefore, the developed instructional materials can serve as a guide for students in learning Bahasa Indonesia. The research results by Melindawati (2016) indicate that instructional materials using the PBL model are valid, practical, and effective in improving students' learning outcomes in fourth-grade elementary school.

According to Wuryanto (2020), the function of caricatures is to shape public opinion and also serve as entertainment. In the context of shaping opinions, caricatures can evoke someone's viewpoint to support or oppose something. Caricatures can act as visual representations of a person's character. Meanwhile, according to Sabila and Astuti (2020), caricature images serve more to express messages, perceptions, responses, and experiences of individuals in the process of human life. Caricature images can have a positive influence on changing societal behavior and morals, emphasizing visually striking forms such as criticism, satire, advice, or admonition. According to Wuryanto (2020), the steps to be considered before creating a caricature are as follows:

(1) Theme selection: The chosen theme significantly influences the creation of the caricature as it pertains to the prevailing issues of the time, including education, politics, economy, health, social issues, culture, and religion; (2) Creative process: Caricature drawings are a means of conveying messages drawn and deviating from anatomy; (3) Attention to expression: This is crucial in a caricature as it enhances its attractiveness; (4) Adapting to the media or target audience.

Based on the elaboration of the validation results for the three aspects mentioned above, each aspect received a category of highly valid on average. It indicates that the content, language, and presentation in the instructional materials have been assessed very well by the validators, who are experts in their respective fields. The use of PBL-based instructional materials also received positive feedback from students, demonstrating that this method is effective in the learning process. Good teaching materials are those that encompass content relevant to children's daily lives. In this context, the use of 'Sang Piatu' folklore with caricature illustrations can provide an enjoyable and meaningful learning experience for students. PBL provides students with the opportunity to experience active learning through group activities, where they collaborate to solve problems relevant to everyday life. Therefore, PBL not only enhances learning effectiveness but also promotes meaningful and relevant learning to improve skills.

The Effectiveness of Teaching Materials Based on 'Sang Piatu' Folklore with Caricature Illustrations Using PBL

The Independent t-test results yielded a significance value of 0.000 for each group, as $0.000 < 0.05$, indicating that the alternative hypothesis (Ha) is accepted. Subsequently, it was found that there is a difference in the average learning outcomes between students who received instruction using the PBL-based teaching materials and those who did not. The instructional materials developed in this study were considered appropriate and engaging due to the role of the learning process using the PBL model and caricature illustrations. Learning with PBL involves steps that train students to solve problems objectively, systematically, and critically and then communicate their thought processes to their peers. The implementation of the PBL learning model can enhance students' learning outcomes.

The effectiveness of the teaching materials was measured through tests given to the students to assess the extent of improvement in learning achievement, indicated by the average N-gain score of 0.36, categorized as moderate. This N-gain value indicates an improvement in students' learning outcomes after using the developed instructional materials. According to Robiyanto (2021), the PBL teaching model can enhance students' learning outcomes. Sumantri (2015) added that problem-based learning is a learning model related to a series of learning activities that emphasize the process of solving problems faced scientifically, and through solving these problems, students learn more fundamental skills.

CONCLUSION

The research and development have resulted in a new product, namely the development of Teaching Materials Based on 'Sang Piatu' Folklore with Caricature Illustrations Using PBL (Problem-Based Learning). Based on the research findings and development discussions conducted by the researcher, the following conclusions can be drawn.

The instructional materials developed are teaching materials based on 'Sang Piatu' Folklore with Caricature Illustrations Using PBL (Problem-Based Learning). The first stage involved curriculum analysis and needs analysis in Grade IV of SD Negeri 50 Kota Bengkulu. The design phase was carried out by designing instructional material products based on the curriculum analysis results and analysis of teacher and student needs. The design of the instructional material product based on PBL development included (a) compiling instructional materials, (b) selecting formats, (c) initial design, and (d) research instruments.

The PBL-based instructional materials in various styles are considered suitable for use by fourth-grade elementary school students. The suitability of these instructional materials was obtained from the validation process in three aspects, namely: material, language, and presentation. In terms of material suitability, the validation results for the material aspect obtained an average Aiken's V score of 0.93 (Very Valid) with an average validator agreement of 0.91% (Almost Perfect). As for language suitability, the validation results for the language aspect obtained an average Aiken's V score of 0.94 (Very Valid) with an average validator agreement of 0.90% (Almost Perfect). Meanwhile, regarding presentation and graphic suitability, the validation results obtained an average Aiken V score of 0.96 (Very Valid) with an average validator agreement of 0.92% (Strong). Based on the validation results of these three aspects, it can be concluded that the product is suitable for use.

The effectiveness of these instructional materials in improving students' learning outcomes in Indonesian language learning is assessed. The Independent t-test results showed a significance value of 0.000 for each group, as $0.000 < 0.05$, indicating that the alternative hypothesis (Ha) is accepted. Subsequently, it was found that there is a difference in the average learning outcomes between students who received instruction using the instructional materials and those who did not.

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