DIGITAL-BASED FOLKTALE TEACHING MATERIALS THROUGH YOUTUBE MEDIA TO IMPROVE READING COMPREHENSION SKILLS OF FIFTH GRADE ELEMENTARY SCHOOL STUDENTS

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Abstract
This study aims to describe the strategy of integrating the Saung Galah Kingdom folktale as Indonesian language teaching material through YouTube and analyze its impact on improving literacy and character development in elementary school students. The method used is descriptive qualitative with a literature study and media development approach. The results show that educational videos based on folktales can increase students' reading interest, listening skills, and writing abilities. Local values such as leadership, honesty, and cooperation also contribute to shaping students' character from an early age. The local culture-based approach and digital media have proven relevant to contextual learning in the Independent Curriculum.
Keywords: *folklore, Saung Galah, literacy, character, YouTube media, Indonesian*

Introduction

Reading comprehension is a crucial indicator of elementary school students' literacy development. Reading is not simply a matter of spelling words, but rather an active thinking process that involves the ability to comprehend, interpret, and reflect on the text's content (Anderson & Pearson, 1984). However, the reality on the ground shows that most students still experience difficulty in reading comprehension, particularly narrative texts that require mastery of story structure and understanding contextual meaning. This phenomenon presents a challenge in the implementation of the Independent Curriculum, which emphasizes comprehension-based learning, strengthening local culture, and developing character through relevant contexts.

As part of oral literature and the nation's cultural heritage, folktales have great potential as contextual teaching materials that instill moral values. Local stories are not only entertaining but also rich with ethical messages, heroism, honesty, cooperation, and leadership (Supriyadi, 2020; Siregar, 2021). Therefore, integrating folktales into Indonesian language learning can contribute to character formation and strengthen students' cultural identity from an early age.

On the other hand, advances in information technology have made digital media an integral part of students' learning lives. YouTube, one of the most popular video-sharing platforms among students, has proven effective in supporting audio-visual-

based teaching and learning processes (Hapsari & Fitria, 2021). This medium allows for more engaging, interactive, and accessible delivery of learning materials, thereby increasing student interest and engagement in understanding the material (Mayer, 2001; Nurhadi & Kartikasari, 2019).

In response to these conditions, this research aims to develop teaching materials for local folklore, specifically *the Saung Galah Kingdom Story* , in the form of educational videos uploaded to the YouTube platform. This development is not only intended to improve the reading comprehension skills of fifth-grade elementary school students, but also serves as a strategy for cultural preservation and the internalization of character values. This research is expected to contribute to the development of contextual learning models, relevant to the needs of the times, and in line with the spirit of the Independent Curriculum and the Pancasila Student Profile.

Research methods

This study used a descriptive qualitative approach with a Borg and Gall model of teaching material development design. The subjects were fifth-grade students and Indonesian language teachers at a public elementary school in Cigugur District, Kuningan Regency. The purpose of this study was to develop teaching materials on the Saung Galah Kingdom folktale in the form of YouTube videos and to measure their influence on students' reading comprehension skills. Data collection techniques included observation of learning activities, teacher and student interviews, documentation of lesson plans and student work results, and a pretest–posttest of reading comprehension. Instruments included observation sheets, interview guidelines, narrative reading questions, and an assessment rubric. Data were analyzed using the Miles and Huberman model through the stages of data reduction, data presentation, and conclusion drawing.

Results and Discussion

The Saung Galah folktale was developed into a 7-minute video with visual illustrations, voiceover, and background music. The video was uploaded to YouTube for teachers and students to use in narrative text learning. Results showed that students were more engaged, actively asked questions, and were able to convey the story's content in writing. Initial pretest scores were low (below 60), but increased to an average of 80 in the posttest.

These findings support Mayer's (2001) theory that audio-visual media enhances students' comprehension, as well as Vygotsky's (1978) view of the importance of cultural context in cognitive development. This research also aligns with Nurhadi & Kartikasari's (2019) study, which found that YouTube effectively improves students' reading comprehension. Thus, local digital media has been shown to improve literacy and cultural preservation.

Development of Folklore Video Media

The teaching materials developed in this study are approximately 7-minute educational videos featuring the folklore of the Saung Galah Kingdom. The development process followed the Borg and Gall model, starting with needs analysis, media design, content development, and expert validation and limited trials. The videos, combining voiceover narration, visual illustrations, and background music, were uploaded to YouTube for widespread access by teachers and students in the Indonesian language learning process, particularly narrative texts.

Validation results from material and media experts indicated that the video met the criteria for appropriateness in terms of content, language, presentation, and graphics. Indonesian language teachers also stated that the media was contextual, engaging, and relevant to the learning objectives based on the Independent Curriculum.

Improving Reading Comprehension Skills

Students' reading comprehension improvement was measured through pretests and posttests conducted before and after the use of the learning video. The pretest results showed that the majority of students scored below the Minimum Competency (KKM), with an average score of 58. After the video was used, the posttest results showed a significant improvement, with an average score of 80. Furthermore, students also showed improvement in summarizing story content, identifying characters and settings, and answering inferential questions.

This improvement demonstrates the effectiveness of audio-visual media in supporting the learning process, as emphasized by Mayer (2001) in *Multimedia Learning Theory* , which states that the combination of visual and verbal can increase students' information processing capacity. Video also provides a concrete context that makes it easier for students to understand the structure and content of narrative text.

Student and Teacher Responses to Learning Media

Observations and interviews showed that students were more enthusiastic and active during the lesson. They not only listened attentively to the story but also engaged in discussions, asked questions, and rewrote the story in their own style. Teachers stated that the use of this media fostered reading interest, strengthened literacy skills, and facilitated the delivery of character values.

These findings support Vygotsky's (1978) theory, which emphasizes the importance of social and cultural context in children's cognitive development. Folktales, as a form of local cultural text, enable students to understand life values through representations that are close to their environment. Furthermore, this study aligns with Nurhadi & Kartikasari's (2019) findings that YouTube is effective in improving elementary students' reading comprehension.

Formation of Character Values through Folk Tales

The story of the Saung Galah Kingdom contains various character values, such as honesty, responsibility, leadership, and courage. Through strong characterization and a

meaningful storyline, students not only understand the content but also grasp the moral message conveyed. These values align with the dimensions of the Pancasila Student Profile, such as critical reasoning, independence, and noble character (Ministry of Education and Culture, 2021).

Thus, developing folklore-based teaching materials through digital media not only contributes to improved reading comprehension but also plays a role in character building and preserving local culture in the digital age. This strategy is a concrete form of contextual learning that adapts to changing times and student needs.

Conclusion

Developing teaching materials for the Saung Galah folktale in the form of YouTube videos has proven effective in improving reading comprehension, learning interest, and character development in elementary school students. This strategy aligns with the Independent Curriculum, which emphasizes contextual learning, strengthening local culture, and the Pancasila Student Profile. This integration of technology and local wisdom is worthy of development in other learning contexts.

the Saung Galah Kingdom folktale, has proven effective in improving the reading comprehension skills of fifth-grade elementary school students. The audio-visual media developed not only significantly improved student learning outcomes but also fostered reading interest, active engagement in learning, and the ability to retell the story in writing.

Furthermore, the integration of local values contained in folklore contributes to the development of students' character, such as honesty, leadership, and responsibility. This learning strategy aligns with the spirit of the Independent Curriculum, which emphasizes contextual, culturally-based learning and the strengthening of the Pancasila Student Profile. Therefore, the use of local digital media, such as YouTube, in delivering learning materials is not only pedagogically relevant but also strategic in supporting literacy, cultural preservation, and character development in students in the digital age. Similar development is highly recommended for various other learning themes to support adaptive, fun, and meaningful learning innovations for students.

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