The Legend of "Mbah Meyek" from Surakarta As A Medium Of Developing Creative Writing Competence on the Basis of Local Wisdom for University Students

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ABSTRACT

The legend of folklore in Surakarta becomes an interesting thing to be studied and utilized in the learning. Learning that can be done by utilizing folklore is creative writing learning for students. This research aims to describe and prove the findings that folklore legends can be used as a medium of developing students' creative writing competence. The method used in this research was mixed methods with a combination of qualitative and quantitative to produce excellent and correct data. Researchers conducted in-depth observations, interviews with the resource persons, literature studies, and written tests. This study also engaged some students who were given special treatment and some students in neutral groups (without treatment). The research results show that the students experienced an increase in creative writing competence after studying and using Mbah Meyek folklore combined with the local wisdom from Surakarta. Creative writing learning that utilizes folklore or legend can provide scientific treasures about character education values to students from their stories.

A. Background

Surakarta is a cultural city in Indonesia. The culture that develops in Surakarta starts from the environment of Surakarta Kasunanan Palace to the suburban community. This thriving culture is as diverse as artifacts, dances, traditional food, living tools, and oral traditions containing the value of local wisdom (Huda, 2018:7). One of the stories developed in Surakarta society is the folklore or the Legend "Mbah Meyek." In brief, Mbah Meyek is the King's Daughter evicted from Pajang when she was young. Then, she went to Surakarta Palace to seek refuge. However, because there was a differenct view, Mbah Meyek chose to live on Bengawan Solo River banks until she got old. Mbah Meyek was known as someone friendly and kind to the society around the river. Based on the interviews with cultural figures in Surakarta, she was called Mbah Meyek because the bridge in front of her house looked tilted when flooding of river overflow or, in Javanese terms, referred to as the condition of 'meyek-meyek.' Although she was actually a princess of the King of Keraton Pajang (neighbor of Keraton Surakarta). Living in a simple house, Mbah Meyek always united with society and often helped others.

The local wisdom of the society is often conveyed through several ways, such as a series of folklore and ritual traditions that live and grow in society. Folklore and ritual traditions have rich cultures, scientific values, and various mandates useful for life (Saddhono and Erwinsyah, 2018:445). Many folklore and ritual traditions developed rapidly in society in ancient times and have tremendous value lessons. However, in this present time, folklore and ritual traditions are less recognizable by the younger generation. Many of them are indifferent to folklore and ritual traditions of local wisdom. Therefore, the researchers feel the need to research the utilization of folklore in the society that can be a medium of developing creative writing competencie in the literature field.

Creative writing competence is an ability that must be mastered by students of The Indonesian Language Education Program. It is following the curriculum's demands, which states that one of the standards of graduation achievement that students must meet is mastering science and being able to implement creative

writing skills, both in terms of theory and practice (Ur, 2009:16). Achieving standards of graduation achievement well and maximally, it is necessary to have supporting tools in the form of learning media that meets the needs. The right, excellent and exciting learning media is expected to positively impact students' creative writing skills and improve the quality of Indonesian language educators who are competent in creative writing.

The facts in the field show that the oral tradition is still dominant in mastering students' language skills compared to the written tradition. It also greatly affects students' ability in terms of low writing productivity (Westwood, 2008:26). The low ability to write creatively is proven by students' works, which are still few, and students' low enthusiasm towards the realm of creative writing. Thus, to improve the competence to write creatively, an excellent and contextual learning program is needed and deserves to be supported by interesting learning media based on local wisdom. The students' enthusiasm and creativity are expected to increase; students can write creative literature based on local wisdom in a good and correct way.

Creative writing ability is considered a complex activity because writing concerns physical and mental activity in determining ideas and organizing them correctly (Brown, 2001:335). Creative writing is part of the competence to write literature, like other writing activities that require many innovative strategies, models, or learning media to improve students' creative writing skills. Therefore, one of the creative writing learning approaches that deserve to be developed is on the basis of local wisdom. The researchers believe that developing the learning media based on local wisdom can synergize and contribute positively to creative writing learning for Indonesian Language Education Program students.

Contextual approaches based on local wisdom contain educational values often conveyed through the explicit and implied mandate of folklore and ritual traditions that result from the local wisdom of local society. People who care to develop folklore and ritual traditions

learning to be more interesting are still in few numbers (Dunaway, 2018: 117). Therefore, the contextualization of local wisdom values must be implemented soon because there is a tendency for this value to be reduced or lost. Young people or teenagers nowadays are rarely familiar with the value of local wisdom. Worse, even many adults do not understand and realized the value of local wisdom. Therefore, students are expected to be real agents of change because they master local wisdom disciplines elaborated in the lectures and can be implemented through comprehensive creative writing learning. Thus, Indonesian language education program students can improve their creative writing skills based on local wisdom.

B. Research Method

The research method was research and development research by applying two research models, namely qualitative and quantitative. In the education, research and development or Research and Development (R&D) is a research method used to develop or validate products used in education and learning. There is a lot of development research that is concerning the approach to language skills learning. Development research can be done to develop reading and writing learning approaches, both in terms of comprehensive and developing students' creativity.

The qualitative research model is conducted by describing various findings in the field and proven by existed various empirical theories. In comparison, a quantitative research model is used to conduct experiments with the particular treatment of students. The experimental method is a research method used to look for the influence of certain treatments on others in controlled conditions (Sugiyono, 2014:107). The research design used in this research was a Quasi-Experimental design with the form of a Nonequivalent Control Group Design. In this study's design, researchers used one group of experiments with control groups that began with pretesting in each group.

In this study, the experimental group was given special treatment by utilizing folklore "Mbah Meyek" from Surakarta as a stimulant to develop the competence of literature creative writing. The control group in this research was not given treatment, it still learned without folklore media. At the end of the research, both groups were given posttest, namely by producing literary texts in the realm of creative writing. Data collection techniques in this study used observations, interviews, and tests, while the analysis techniques in this study used comparative tests relevant to this research's interests (Sari et al., 2019:488).

C. Result and Discussion

Effective and innovative development media has an essential dimension in the world of learning. The development of the media can be done by utilizing various learning resources relevant to the needs. One of the things that can be used to meet creative writing learning needs is by utilizing several examples of folklore texts that exist within the Surakarta society. Folklore can be used as a medium for lecturers to organize creative literary writing lectures that are more meaningful and useful for students.

Folklore is a form of society's indigenous culture that can take an essential part in learning to write literature. It is supported by empirical facts that state that folklore is part of oral literature that develops through generations in people's lives. Therefore, creative and innovative literary writing learning based on folklore has legitimate legitimacy to be implemented in the education. Besides our way together to maintain the nation's culture, the use of folklore as a learning medium for writing literature can increase students' enthusiasm and competence in creative writing literary texts.

Researchers evaluated that the elements of local wisdom conveyed through folklore are considered very appropriate if used as material to improve the ability to write creative literature for students of the Indonesian Language Education Program. The improvement of writing ability is

certainly based on the learning process of Creative Writing held in universities. The learning must be meaningful and aware of the students by developing a contextual approach to learning, which is in line with what is around their environment, so it will improve their ability to learn creative writing.

In terms of location, Surakarta City (Solo) is a cultural center in Indonesia. Surakarta society is the choice of researchers as part of the implementation of contextual learning that synergizes with universities' existence (Lim, C., Song, H., & Lee, Y., 2012:160). Contextual learning is carried out based on the experiences seen and felt by students in the daily life in the surrounding environment. Another reason students in Surakarta become the object of research is that they must know and can utilize one of the Indonesian cultural centers in Surakarta as a quality learning media. There are many historical relics from the great kingdoms in this region that are still strong and firmly held by the society, such as the Javanese King's palace building, folklore, and ritual traditions that are still carried out and growing here. Folklore and ritual traditions in some Surakarta society, raised in this research by the researchers, aim to introduce folklore and ritual traditions to students or the young generation, utilizing folklore as a medium to improve the creative writing competence of a literary work in the form of short stories and as a means to help the Surakarta government in preserving and introducing cultural traditions of Surakarta region.

Writing competence is an integrated language competence intended to produce so-called script (Bikowski, D., & Casal, E., 2018:78). Three components are incorporated in writing competence, namely: (1) mastery of written language, including vocabulary, structure, sentences, paragraphs, spelling, pragmatics, and so on; (2) the content of the essay in line with the topic to be written, and (3) the mastery of the types of writing, namely how to assemble the contents of the writing using written language so forming a desired composition, such as essays,

articles, short stories, papers, and so forth. A writer would not be skilled at writing if he only mastered one or two components between the three components.

The existence and domain of Creative Writing courses in college become an important part of developing students' literary writing skills. Creative writing requires a lot of strategies, models, or learning media to improve writing skills. Writing is one of the highest levels of difficulty of language skills and needs consistent learning so that the writing result can be good and synergize with other language skills. Increasing listening, speaking, and reading skills will improve their writing skills. Writing is a process that cannot just come about but must be done repeatedly and continuously or continuously for maximum results and high readability (Chile, 2014).

As a learning process, creative writing is part of writing activities that students or university students must do to fulfill the competencies of four language skills comprehensively. Learners can learn to follow cultural and social rules in their communication. In order to speak the language better, teachers must provide some activities for the learners. Some of these activities are (a) communicative speaking activities, (b) doing pronunciation, (c) writing activities, and (d) practicing some pros and cons (P Deepe, M. Hankumaran, 2019:1).

Creative writing is an activity that demands a person to be able to pour what he has in mind into writing activities that are full of imagination and aesthetic nuances (Given, 2007:62). Ideas or thoughts that are issued are derived from the brain's memory that is combined systematically, so it will manifest a continuous sequence of words, sentences, and paragraphs. The creative writing activity is not just writing letters, composing words, or composing sentences into discourse, but there must be a central idea that the author conveys to his readers (Johnson, 2003: 221).

Lecturers and students have a crucial role in providing creative writing guidance or teaching using strategies or media to help students learn to write creatively (literature). A person's writing competence will be good if he/she also has comprehensive and sustainable things. Therefore, everyone who uses his/her ability to improve his writing ability i.e., (a) the ability to find problems to be written, (b) sensitivity to the condition of the reader, (c) the ability to develop research planning, (d) the ability to use the Indonesian language, (e) the ability to start writing, and (f) the ability to examine his essays (Zumbrunn, 2017:670).

The implementation of contextual approaches in learning in universities is a form of learning that is oriented towards the process of observing, classifying, conjecturing, measuring, and making conclusions based on learning resources derived from society and/or other learning resources. Contextual learning provides opportunities for students to develop verbal and abstract thinking skills applicatively. Contextual learning prioritizes mental processes that fully involve students in the learning process. Students are trained to think and act independently in searching, finding, and formulating problem-solving alternatives. This contextual learning process is carried out independently on full guidance by lecturers. It synergizes with other students with various activities individually and in groups, such as asking questions, acting, finding problem-solving, making conjectures, and drawing conclusions in line with the things discussed.

Creative writing activity begins with the emergence of a desire to elaborate something, then make it happen with language, explaining what we want to say (Elbow, 2007: 321). Basic writing skills require understanding the nature of writing activities that must be owned and must be passed before and during the writing process. Good writing contains ideas or topics that can increase the reader's understanding and knowledge (Akcay, 2009: 28). Creative writing is part of the result creativity product that in the process involves an element of skill. In its implementation, creative writing requires

guidance and a continuous process. If creative writing guidance in schools is developed, it will contribute to the expansion and enrichment of Indonesian literature.

Learning is the teacher's effort to shape the desired behavior by providing an environment or stimulus. Learning is a system that aims to help learners learn, which contains a series of events designed, arranged in such a way as to influence and support the internal learning process of learners (Gagne, et al., 2012:17)). Writing skills are essential to master. The importance of writing skills can be seen from the importance of the use of writing in everyday life. Writing is an activity of exploring thoughts and feelings about a subject, choosing things to write, determining how to write them so that the reader can understand easily and clearly. A writer has to face several components. Some components that must be faced by a person when writing is the purpose of writing, the content to be conveyed, the understanding of the reader's provision, the process of writing, grammar, the use of sentence structure, word choice, writing techniques, and ideas organization.

Writing is the highest skill among the four language skills. This opinion is reinforced by Albertson & Billingsley's (2000) opinion, which states that writing is a skill that develops later, harder and slower than speaking, listening, and reading. On the other hand, students tend to have negative views related to the writing skill because writing is considered a complex activity and students generally have a disappointing experience with writing, so the lazy feeling of getting used to writing tends to arise in students (Bruning & Horn, 2000:12). Some components that must be faced by a person when writing is the purpose of writing, the content to be conveyed, the understanding of the provision of the reader, the process of writing, grammar, the use of sentence structure, word selection, writing techniques, and ideas organization.

The way that can be done to understand and explore the nature of creative writing is by preparing the themes and studies raised to be presented to the reader. Besides, creative writing also requires its writers to imagine widely in order to create the story. Even writers can dream of becoming someone else or as if experiencing a variety of events. With such a creative touch, the reader can imagine as if experiencing and being in that story. Readers can also develop their creative ideas and be more effective while also utilizing local stories that are supported by cultural elements, especially folklore that develops in the community.

Learning to write creatively in college ended with collecting student writing products in the form of poetry and stories that can be appreciated in a book or other paper in the form of prose. To produce the literary work, students can use folklore and local wisdom in the around us. It is done to improve students' ability to produce a literary work that can be accounted for in the real academic sphere.

The use of folklore and local wisdom can develop the ability to write creative literary texts. The competence can be seen from students' intensity in writing literary works in the form of poetry, and short stories are increasing. Also, there are many productive students to reconstruct and make Mbah Meyek legend packaging more informative using language tailored to the millennial era. There are also various portraits of students who are increasingly enthusiastic about writing short story texts continuously and comprehensively by incorporating cultural elements and planting characters to suit their needs. In terms of the value of creative writing competency, students who write short stories based on local stories tend to improve and meet the minimum learning criteria. The elaboration of the evidence becomes a benchmark for researchers that the utilization of local legends and or stories in the student environment can improve their competence when writing creatively and produce literary work such as poetry and novels.

Students can use folklore and local culture in society as sources of inspiration and ideas to produce literary writing that is easy to understand. It is in line with what is contained in local folklore and culture with positive values and is useful in

the academic realm (Saddhono, 2018). Studying local stories can help writing literature competence for students of the Indonesian Language Education Study Program. Students find it easy to understand and can make writing problems simply because much inspiration is derived from integrity and genuineness from folklore and local wisdom. The studied folklore can also create new ideas to be comprehensively developed because it has been recognized its characteristics before (Saddhono, 2015). Besides, good cooperation between lecturers and students to conduct intensive literary prose writing training based on folklore also supports the students' creative writing development to the maximum.

Local cultural wisdom and folklore can be internalized in education and learning applicatively because it has many advantages and can be proven empirically. The advantages are; (1) local cultural wisdom and folklore can be a learning facility for every person to become smart, clever, and wise, (2) local cultural wisdom and folklore have positive values to be transformed to learners in order to form a positive personality (Septiani & Sayuti, 2019). The existence of culture, local potential, and folklore in the society enable a strategic function to form character and identity through holistic and continuous literature creative writing learning.

D. Conclusion

Folklore or legends and cultural elements can positively influence the Indonesian Language Education Study Program students in improving literature creative writing skills. Students who are increasingly enthusiastic about writing short story texts continuously and comprehensively by involving cultural elements and planting characters that meet their needs after reading, understanding, and conducting interviews with the society related to Mbah Meyek FolkLore. They conducted a study that then continued with reconstructing the short story into a story with a variety of language and plot variations. In addition, the improvement of students' creative writing ability can be proven from the value of students who write literary texts using a local

story base (legend) higher than students who use conventional methods.

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F. References

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