

The Important Role of Fairy Tale in Investing National's Culture Values

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Abstract

Fairy tale is a forefather culture which is amendable by naturally and continuously that has a power of tradition for Indonesian's life. They are caused; because fairy tale has positive benefits for everybody who convey and listen the story. The benefits of fairy tale are: (1) to teach moral values, (2) to improve pupil's imagination, (3) to enrich pupil's knowledge, (4) to increase pupil's creativity, (5) to emit pupils with their guard (parents) and teachers and (6) to eliminate the stress.

They are the purposes of fairy tale; (1) as an internal contact between the educator (storyteller) and their pupils, (2) a media to the personal precept and massage, (3) a method to give previsions to the pupils in order to be able to do personal and moral identification process, (4) as an education element of the emotional system, (5)increasing pupils` fantasy , imagination and creativity, (6) as the pupils` language education (listener), (7)pupils` contemplative faculties, (9) enriching pupils` spiritual experiences and knowledge, (9) the one of the method to therapy pupils are getting psychological problems, and (100 entertaining and preventing saturation suspense.

According to the faction, fairy tale can be active, creative, effective and enjoyable tools to invest national's culture values which become national's culture county man whom have the universal element that occur in the culture in general. They are also have the unique which reflect the character and the contains culture (idea, behave and product) involved.

Concerning about national culture values by using fairy tale can be arranged by three ways. They are (1) reading,(2) modeling and (3)acting.

Investing national's culture values with fairy tale which is harmonious in general fairy tale that is implicitly as good as explicitly and always instill the message to the other to understand knowing the kindness, loving the kindness, and doing the kindness.

Key word: fairytale, national culture value.

1. INTRODUCTION

According to the report of dedication to the society “fairy tale training on the primary school the students of MI NU Salafiyah Gondoharum Jekulo Kudus” (November, 13th 2012). The researcher found that the student, the teacher and the head master responses are really good. The students can follow the training phase up to the evaluation phase (story telling contest) hold as well as good. Thereby the head master and the teachers have been always loyally to guard since the beginning to the evaluation phase. Based on the explanation researcher conclude that the teachers and the students really like fairy tale.

In the break time of the training, the researcher has a dialogue to them about the story, the characteristic, and the plot of the story (plotting time and place). They give the good responses and understand everything about story easily. Based on the reasons, the researcher can see that the fairytale gives the benefits as the appropriate way to convey the messages.

According to the theoretical and empirical experiences of the researcher, fairy tale gives the important benefits to invest the human value especially to know culture values which considered as the people concern involved. They are caused because the fairy tale has the essence, purposes, and technical active delivery, creative, effective, and enjoyable elements.

2.1 Fairytale Definition

Fairytale is the folk process which appears and develops traditionally for the lasting time. Talk about definition of fairy tale as stated of (Surana, 2001:42), fairytale is pale section stories which form as a prose that contain of imaginary and miraculous story. Based on Wikipedia Bahasa Indonesia is pointed that fairytale is a story which is blew by the fiction cogitation up and the true story

then created as the life story that consider of moral values about life`s mean to another.

According Kamus Besar Indonesia (2001:274), it is stated that story is a story which is unreal especially about the previous events unusually. At the same case Sudiman (1984:20) conveys the definition about fairytale. He stated that fairytale is imaginary story and figure whom be the characters of the story. The character of the story is showed as the characters that have wisdom and power to arrange and solve the problem by the kind of solving problem.

Based on the explanation above, it can be conclude that fairy is a story which has blown from the fictional and true story that have existed since last time ago then told continuously for generation to generation. The stories contain of moral and human values for basic interacting to the other people.

2.1.2 Kinds of Fairytale

The story telling which appear and develop in the public universally serves various material and substance. Material and substance of the story telling is divided become three part. They are (1) story design material, (2) story book design material, and (3) behavioral design material.

Story design materials consider (a) customary stories /tale, (b) myth, (c) legend, (d) epic, (e) ballads, and (f) memo rates.

Fairytale material doesn't belong to story consider of (a) folk speech, (b) songs, (c) proverb, (d) riddles, and (e) law.

They are behavioral design material or drama which consider of stage drama and arena drama.

2.1.3 The benefit of Fairytale

Fairytale has appeared and developed in Indonesian archipelago be a tradition. Spoken tradition has been one in the Indonesia national culture. As the reaches of forefather culture, Fairytale belongs to forefather culture that can be benefited to educate pupils. The benefits values themselves become the

advantages of the folklore as a modal educating pupils or students. According to the case, folklore has so many advantages there are (1) teaching great moral values, (2) improving pupils/students` imagination, (3) extending pupils` knowledge, (4)increasing pupils` creativity,(5) closing pupils with her guard (parents), and (6) relaxing tress and pressure.

Fairytales teach good moral values. The message of folklore to the listener will become extinct to the ethic, humanism, good character, and moral noble of values. Because of it, a good story must be showed and told to the pupils (Students). The good stories will invest ethic, humanism, good character, and moral values of the pupils.

Developing imagination, Folklore has so many kinds of interesting stories such as, heroism, saving of self esteem, protecting rightness value, children heroism to reach their dreams; the prominent figures are able to solve any problems and obstacles. If they are told by the interesting, unique, and appropriate way which suitable with the pupils condition (students) whom are followed by directly real modeling. Story telling is able to increase listener imagination (pupils). That is why, someone who tells and conveys fairytales should understand and masters every aspect of fairytales. The story tellers also have the ability to comprehend and act in storytelling, so they can create the listeners` interest. Thereby, listeners (children) get the flow with the story. Rahmanto (1988:109) pointed that in acting someone should be able to carry on and revive bring to life the text dialogue and are able to create a best gesture and mimic.

Does it have a correlation with the story teller? Teacher as a story teller should be able to bring to life the original text of the fairytales that has a story character or the inter figure`s dialogue of the fairytales. Then bring to life every character and become the climax story central figures who have contribution through the plot of the story. The ability of storytelling can built the intense moment between the story tellers, the listener, and contain of the story. Thereby the emotional closeness, comprehension, way of thinking become an oneness on the storyteller- fairytales - listener.

Enrich the students or pupils' knowledge. Pupils usually hear fairytale story that is read by the teachers in the class room. They get new, great vocabulary and folklore speech. On the other hand they also get something else that has correlation with the folklore existence such as the character of figure, history, kindness, badness and the technical story as an extensional of the story and enriching life experience for the pupils (students). Enriching and extensional language vocabulary by using the positive fairytale stories can make soul development to create the personal behavior of the pupils.

Increasing students' creativity, fairytale story has so many kind of the stories such as heroism, adventure, saving of self esteem, justice, and children heroism to reach their dreams; the prominent figures are able to solve any problems and obstacles to reach their dreams. If the storyteller read the fairytale story can stimulate and grow the students' creativity. This case storyteller acts as the strategy figure, story teller should apply interesting storytelling strategy that can stimulate and arouse students' creativity. Storytelling strategy which is applied by the storyteller should be considered by folklore aspect like behavior, the figure characters and plot of the story. If the students' soul is be in these stories. It will set going of the students' emotion, cognitive and psychometric. It can produce sensitivity and increase students' creativity.

Closing students to their guards (parents), in the context to build of inner and emotional relational ship, Fairy tale is an appropriate way. When the in parents tell the fairy tell to their students make the interaction.

Bringing children or students to parents or teachers, In the context of building relationships and inner emotions, fairy tale is the appropriate way. When parents or teachers tell the fairy tales to children/students, it will create emotion, cognition, and psychometric interaction. Children (students) who listen the fairy tales stories get drifting emotions, engaging their competitive faculties, and their psychometric stimulate to emitted mimic and behavior of the storyteller (parents or teachers). This interaction directly or indirectly, consciously or unconsciously close inner and emotion's relationship between parents, teachers with their children and parents. Therefore, the closeness of the relationship between the

parents /teacher or the students set up stronger. It is often pointed to the attitude of the children or students after are told, they have dialogue and ask everything refer to the story for their parents or teachers as storytellers. The dialogue that runs continuously from the heart to nurture will set up the emotion and inner`s relationships between both of them getting stronger. Thus, the close relationship of both of them is more stable.

Eliminating tension or stress, fairytale have very interesting stories. There are stories of humor, sadness, tragedy, with various other aspects related to fictional and true story. Humorous stories if told to the children or students will make them more cheerful and give the result in releasing any stress. Sad story and a tragedy if presented to the children or the students will get the extreme sadness. Emotion of the children becomes unpalatable. It sets up sense of deepest empty heart to respond to and inspire it. Thus the sides of the deepest sense of the heart that is usually distressed by these things disappoint drained and spilled everything. In this situation the children or students get new spirit. Some pressure, stress and nerves become saggy. At this level children or students acquire new spirit which is very pleasant.

2.1.4 Tales and Learning Strategies

Fairytale can be used as a media and method in learning in the classroom and outside. The subject matter can be integrated by the fairy tales that told by the teacher. A teacher must be skilled in concocting a school subject matter with fairy tales. The teacher should be able to compose of the subject matter by the fairytale that is combined and had connection by the story. Between the subject matter and a fairytale to be contextual for the theme, story, and setting can be used as a tool for learning the course material that appropriate with the learning objectives.

This strategy can facilitate students to receive course materials. Students do not feel pressured or forced to understand the subject matter. However, students are encouraged to follow the fairytale that has been integrated with the subject matter that would be taught. In this context students actually listen (not just hear), attend, and explore the contents and values which have relation with

plot that has been told by the parents. At this level students volunteered to receive course materials that have told through fairy tales. Due to the subject matter that has been told through the tale took seriously, the adhesion of the subject matter in students getting stronger and lasting power, because every student consider the fairy tale, then they automatically remember the subject matter of the plot of a fairy tale.

2.1.5 Fairytale and Literary Appreciation

As has been explained in the definition of a fairy tale, fairytale include of literature called prose. Therefore, by telling fairy tales to the students means that teacher has been popularized fairy tale to the public (in the community of learners). In this case teacher has been teaching students to appreciate literature. Students are taught from an early age to appreciate the literature directly or indirectly. Students are also taught from an early age to appreciate real literature. It appropriate with the understanding appreciation of literature which is tribute to the literature as a result of recognition, comprehension, interpretation, appreciation, and enjoyment of which is supported by an inner sensitivity of the values that contained in the literature.

Based on the limits of literary appreciation means that students are mentored to recognize, understand, interpret, appreciate, and enjoy the literature there is fairytale. In this section students are trained early to hone their inner sensitivity, emotion, cognition, and psychomotor through fairytales. Students are trained to speak up of the input to others through characters who narrated the tale. Students are also trained to learn to respect people's creation, through read or listen to fairy tales.

The other benefits to appreciation are to foster mutual respect of students, and increase familiarity of students and to the teacher. This is caused that the students have been inspired ethical values that have been told by fairy tales. That is why? Ethical values and norms that convey and tell through fairy tale`s characters have been oneness to the students.

2.2 Cultural Values

In general, cultures have elements that are universal. The elements of a universal belong to mean idea of the world's culture. According to Koentjaraningrat (1990: 203) the elements of culture in the world includes (1) language, (2) knowledge of the system, (3) social organization, (4) living equipment and technological systems, (5) the livelihood systems of life, (6) religious system, and (7) art systems (Koentjaraningrat, 1985:2, and Prasetya et.al., 1998: 33).

Based on the substance of culture, it can be indicating that every nation in the world has universal elements. However, the elements of universal culture have a different set of values for each other. That is caused, because every society that produce and supporter the culture have the different way. Culture as a result of creativity, taste, and creation society actualize environment.

Every culture is an own expression of culture. Values which contain in the culture is something that is very valuable to the owner of cultures. Therefore, the value is a guide to the pattern of attitudes and patterns of to do the members of the public. Value is a parameter for the people's behavior (community) which can distinguish the people behavior (community) with the other cultural community.

According to Salam (2004: 31), collecting the opinion Kluckholn and Rokeach stated value is a belief, dreams and customs that set up the emotional response in a person or society. Value is a consequence of a choice or desire of a person or group (community), while the base value to justify in terms rules of ethical and moral principles.

Context value that as the culture identity of a nation with the other. Therefore, the elements of each nation's culture are universal. But they contain of unique values for one nation to another. The uniqueness of this value reflects the characteristics of cultural form and content owners.

What about the cultural values of a nation to do these? It has been emphasized in the level of value which contains the unique cultural values of a nation that

reflects the characteristics of behavioral and psychological. The value itself is a way of life or the owner of the nation's ideals of culture.

Relies on a description of the culture and values, the conclusions that can be explained is the value of a nation's culture is the culture of a nation that has universal elements that apply to the culture at large, but also have unique value that reflects the characteristics of form and content (behavioral and inhabitants) national culture is concerned.

These contexts belong to the value of the culture of Indonesia that is reflected in Pancasila. The values of Pancasila are classified into two, (1) the basic value, and (2) instrumental value.

Pancasila values actualized through the five precepts of the Pancasila (1. Ketuhanan yang maha Esa, 2Kemanusiaan yang adil dan beradab, 3. Persatuan Indonesia; 4. Kerakyatan yang dipimpin oleh hikmat kebijaksanaan dalam permusyawaratan perwakilan ; 5. Keadilan sosial bagi seluruh rakyat Indonesia). The instrumental values are descriptions of basic values. description of the basic values of Pancasila is intended that the basic values of life can operated in society, nation, and state.

Investing fairytale correlation of the nation cultural values, represented by the function of fairytale. In general tale functions as (1) a way of inner contact between educators (storyteller) with students (listener), (2) a media to convey a message or a particular doctrine, (3) methods to provide and supplies to the students (audience) to be able doing process of self-identification and identification of actions (moral), (4) educational facilities emotions (feelings) students, (5) educational facilities of fantasy, imagination or creativity (creativity), (6) a media of the language education of students (audience), (7) a media of the students intellect education, (8) the means to enrich the repertoire of inner experience and knowledge of the students, (9) the methods to provide therapy to children who have psychological problems, and (10) a media of entertainment and prevention saturation and stress.

Based on the function of a fairy tale, the nation's cultural values can easily be imparted to the public, especially the students as the future of the generation.

Cultural values of Indonesia which reflected by the fifth Pancasila can be easily taught and disseminated by a fairy tale. This is consistent with the benefits of a fairy tale that leads to the cultivation of moral, ethical, religious, imagination, developing insight, and creativity.

The fact proves that fairy tales play a strategic role in the investing of the nation's cultural values. Fairy tale is expressed as a strategic role that can be operational methods that used to achieve the goals or objectives. In this case exactly the contextual strategy there are a media or method of storytelling in accordance with the circumstances and audience that would be the purpose of storytelling.

In the contextual terms of tales strategies is to instill cultural values of the nation, could be applied in three ways (1) reading, (2) modeling, and (3) acting.

Applying the cultural values of the nation through the tale with reading strategies is to tell stories to the students (children) as well as the audience with tales reading techniques. In this case the storyteller (fairy tale expert, teacher, and parent) conveys messages that contain of cultural values by reading the text of a fairy tale. Storytellers use his expertise vocal expression (particularly the mimic or expression) in reading the text of a fairy tale, so that messages can be easily digested by the listener.

Regarding the technique of storytelling is to show the storyteller in storytelling using tools (props) according to topic, character and atmosphere of a fairy tale. For example, when the teller tells of friendship between the elephant and man, the storyteller displays images or doll (elephants and man). In this case the storyteller must be able to explore the characteristics of each character through vocal and movement props that express elephant and human figures in accordance with the atmosphere theme and time (pace and time settings) the relevant with the story. Therefore, the storyteller must have the vocal prowess and act props to create a fairy tale to the fullest.

As the acting techniques when the storytellers acts as an actor. Storytellers as an actor should master various aspects of acting (Rendra: 1989 and Tambayong: 2000). A storyteller must master the breath, vocal, and the gesture as base to perform storytelling.

The technique is carry on the storyteller brings the story centered on him. The storyteller must expertly explore himself as an actor who played in variety of character which told by fairy tales. Storytellers should be able to actualize and express the character of sound (vocals), physical appearance and psychological for every characters and background of fairy tale. In this context, the storyteller plays himself (in the theater called the monologue). Therefore, the storytellers are required to have a qualified actor competence.

By the essence, benefits, function and technique of fairytale is as a dynamic (active), creative and effective to transform and fun invest culture values to the children in general. In education, fairytale can be used by pleasure learning modal, active and effective method based on PAKEM. This is caused of the aspects of learning which exists in fairy tales, such as aspects of language, moral and ethics. The examples of the twists of the story life are personal and social interaction of the characters and the environment, future perspectives (dreams) which exist in fairy tales.

There are model of delivery messages through a tale that has a variety of techniques, the tale has the privilege as a media to invest cultural values of the nation. Moreover, at the end of the tale generally always instill the message to people to find out the good (knowing the good), loving kindness, and doing the good

3. CONCLUSION

Based on the previous and analytical explanations, they can be concluded that:

First, fairytale is the stories which lifted from the fictional and true story that have existed since last time ago then told continuously for generation to generation. These stories contain of moral and human values as a basic for interacting to the other people.

Second, fairytale`s material is divided into three parts, they are story design material, non story design material and behavioral design material.

Third, the benefits of fairytale are to teach good moral value, develop imagination, and enrich knowledge, enhance creativity of the children. Placing children to the guard (parents) and eliminate the stress.

Fourth, the values of national culture is a culture that has universals elements that apply in general]] culture. But in the same times, it has a unique value that reflect the form character and contain of (idea, act and product) of the local culture.

Fifth, national Indonesian culture is reflected on Pancasila. Pancasila`s value is classified into two parts. They are basic and instrument values.

Sixth, c\fairytale can play as a strategy role in investing national`s culture value, because fairytale can be operational method which is can be use to achieve the goals and objectives as well as expected.

Seventh, in investing national`s culture values by using fairytale can be applied to be three ways. They are reading, modeling and acting.

Eighth, by the essence, benefits, fuction and technique of fairytale is as a dynamic (active), creative and effective to transform and fun invest culture values to the children in general. In education, fairytale can be used by pleasure learning modal, active and effective method based on PAKEM.

Ninth, in the end of the story usually instilled a message to the listener in knowing the kindness, loving the kindness, and doing the kindness. Therefore, fairytale is the appropriate method in investing national values.

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