



# Malin Kundang Folk Stories: Integration of Local Culture in Learning Narrative Texts

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**Abstract:** This research aims to explore the role of the Malin Kundang folklore in the integration of local culture in the learning of narrative texts in schools. The background to this research is the need to integrate local culture in education, considering that Indonesia is rich in cultural heritage which can be used as a relevant learning source. The Malin Kundang folklore, as part of Minangkabau culture, contains moral values that can be internalized by students, such as respect for parents and awareness of the consequences of actions. The method used in this research is literature study, which examines various sources related to folklore, the values contained therein, and their application in the learning context. Through this analysis, it was found that folklore not only functions as a medium of entertainment, but also as an effective educational tool for improving students' literacy skills, especially in narrative writing. The results of this research show that the integration of local culture through Malin Kundang stories can enrich students' learning experiences, shape their character, and increase their love of culture. Apart from that, this story provides space for discussion about social values that are relevant to everyday life. Thus, the application of folklore in narrative text learning has great potential to strengthen students' cultural identity and support the preservation of Indonesia's cultural heritage.

**Keywords:** Local Culture; Malin Kundang Folklore; Narrative Text Learning.

## Introduction

Local culture is an important asset in enriching education and shaping the character of the younger generation. Folklore as a form of cultural heritage has a significant role in introducing local wisdom values contained in community life (Lestari et al., 2024). In Indonesia, there are many folk tales that are full of moral values and life teachings, one of which is legend *Malin Kundang* from West Sumatra. Story *Malin Kundang*, which tells the story of a child who disobeys his mother and is cursed, has a strong moral message, especially about the importance of being filial and respecting parents. In the context of Indonesian language learning, narrative text is one of the basic competencies that students must master. However, learning narrative texts is often limited to text structure theory without linking cultural aspects or moral values (Khasanah et al., 2024).

This can be a challenge in itself, because students may find it difficult to understand and apply narratives creatively and meaningfully without a connection to their culture. By including folk tales such as *Malin Kundang* into learning materials, teachers can provide more contextual and relevant experiences for students.

Writing is one of the language skills that students must master. Moreover, in the independent curriculum, language skills are the focus of Indonesian language learning as stated in the Decree of the Educational Standards, Curriculum and Assessment Agency Number 008/KR/2022 concerning Indonesian language learning outcomes 2022. However, so far, writing skills are still the main problem in learning Indonesian. Writing skills are one of the most difficult skills to teach. This problem is also felt by students who still have a lot of difficulty developing ideas in the form of sentences and paragraphs (Lestari & Indihadi, 2019).

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Theoretically, students can understand the theory of writing, but in practice writing is not something that is easy to do (Widhiyanto, et al, 2024). This problem occurs in learning to write narrative texts in class VII.

This local culture-based approach not only enriches students' understanding of the structure of narrative texts, but also instills character values, such as respect, responsibility and empathy. Through this integration, students not only learn to write narrative texts, but also recognize and appreciate local culture as part of national identity. In addition, the use of folklore as narrative text material provides opportunities for students to explore creativity in writing, strengthen critical thinking skills, and increase their appreciation of literacy and culture.

Integration of folklore *Malin Kundang* Learning narrative texts is an important step to support national education goals in forming a generation with character, cultural insight and strong literacy skills. In this way, it is hoped that Indonesian language learning will become more interesting, relevant and meaningful, so that it can inspire students to better appreciate the richness of local culture and apply positive values in everyday life.

Method

This type of research is library research, namely a series of research relating to library data collection methods, or research whose research objects are explored through a variety of library information (books, encyclopedias, scientific journals, newspapers, magazines and documents) (Arikunto & Jabar, 2014). Library research or literature review (literature review, literature research) is research that examines or critically reviews knowledge, ideas, or findings contained in a body of academic-oriented literature, as well as formulating theoretical and methodological contributions to a particular topic (Rahadi & Stevanus, 2020). The focus of library research is to find various theories, laws, postulates, principles, or ideas that are used to analyze and solve formulated research questions. The nature of this research is descriptive analysis, namely the regular analysis of the data that has been obtained, then understanding and explanation is provided so that it can be understood well by the reader.

Result and Discussion

Research Findings

In the results of research developed from several previous studies, this literature research will explain the research results that have been found regarding writings that are relevant to this writing. According to the results of research conducted by Sitorus, (2024), it is revealed that the story of Malin Kundang is a story originating from Minangkabau, West Sumatra which has a

progressive storyline, namely telling how Malin Kundang's journey through life from poverty, until he became rich. This story is developed continuously, so that this story is able to maintain its authenticity from time to time. Chronologically, with a story with a progressive plot, it makes it easier for readers to understand the content contained in the story. In the results of research conducted by Permatahati et al., (2022), it was revealed that in the results of their research, namely the story of Malin Kundang, there are moral values that must be built by the current generation regarding how a child can respect and respect their parents. Apart from that, the moral value contained in it is that we as humans should not be arrogant towards each other, even towards our parents.

Table 1. Research Results

Aspect	Esearch Result
The Role of Malin Kundang Folklore	<ul style="list-style-type: none"><li>- Narrating Malin Kundang's life journey from poverty to becoming rich.</li><li>- Contains moral values such as respecting parents, not being arrogant, and being aware of the consequences of actions.</li><li>- Reflecting the identity of the Minangkabau people as part of the local culture.</li></ul>
Moral and Social Values	<ul style="list-style-type: none"><li>- Teaching the importance of respecting and appreciating parents.</li><li>- Instilling the values of honesty, cooperation, and tolerance.</li></ul>
The Importance of Cultural Preservation	<ul style="list-style-type: none"><li>- Showing that local cultural values must be preserved so that they are not lost.</li><li>- Folklore as a means of strengthening local identity and raising awareness of cultural diversity.</li></ul>
Related to Learning	<ul style="list-style-type: none"><li>- Folklore is used to teach narrative texts in a more relevant and contextual way.</li><li>- Help students understand the structure of narrative texts, develop writing skills, and increase appreciation for culture.</li></ul>
Contribution to Education	<ul style="list-style-type: none"><li>- Improving students' literacy skills through folklore.</li><li>- Integrating local culture into learning to shape students' character and identity.</li></ul>

Then, the results of research conducted by Ismanto, (2024); Ramadhan et al., (2022) stated that the story of Malin Kundang contains a moral element as an identity that cannot be separated from the life of the people of

West Sumatra. Then, in the folklore, Malin Kundang has educational value for the current generation in terms of reading or viewing materials. The values contained in Malin Kundang's story are moral values, social values, ability values regarding multicultural understanding played by each character in the story.

Cultural values that have been formed in society need to be maintained, because these values are characteristics that differentiate one region from another. Cultural values in a community can unite its members and function as guidelines in interactions. Apart from that, these cultural values also act as a measure of individual acceptance in society, and show how a person can adapt to the environment by understanding and following applicable norms. It is important to maintain cultural values so that Indonesia remains rich in cultural diversity. The folklore of each region functions as a means of preserving that culture (Manthofani et al., 2024). Folklore contains strong cultural elements, and in many places, culture and the content of folklore are closely interrelated. Thus, folklore not only functions as entertainment, but also as a medium for conveying knowledge, moral values and social norms that are considered important by the community.

In research conducted by Oktrifianty et al., (2021), narrative text writing skills are skills created by students in expressing critical and creative thinking skills in the form of ideas and expressing them in the form of fictitious or real events that are related to each other by using characters and backgrounds in real terms direct and written in clear sentences, so that readers can understand the contents of the writing.

## Discussion

### *Folklore as Integration of Local Culture*

Folklore is a story that is passed down orally from generation to generation, without knowing who the creator is. This story generally tells the origins of a place, legend, myth, history, or moral values. Folklore is a valuable cultural heritage and reflects the identity of a nation. The existence of folklore becomes more meaningful and useful because it contains character values that can be taken and applied in everyday life and in learning at school (Sunaryanti et al., 2024). In every folk tale there is an implied message that can be used as a means to instill moral values and character. The values that can be taken include religious values, mutual cooperation values, educational values, mutual respect, mutual respect, and harmonious living.

Indonesia is famous for its diverse culture, one of which is that Indonesia is very rich in folklore, each region has its own folklore with its own characteristics, one of the oral arts that still exists today is folklore (Sayuti et al., 2023). Folklore is not only entertainment

but can be a medium for instilling cultural values from one generation to the next. Folklore provides various benefits such as introducing cultural values found in society (Sania et al., 2022). Folklore has become an inseparable part of the cultural richness of a society. Since ancient times, these stories have been passed down from one generation to the next. Even folklore can become the identity of a region. Folklore found in each region can be used as the identity of that region (Zarya & Welis, 2021). Folklore in each region plays an important role as part of local cultural identity. These stories are not only entertainment, but also a manifestation of local culture which is known by the wider community as the identity of a particular region.

In Indonesia, folklore is part of the manifestation of the surrounding community. Every region stretching from Sabang to Merauke has folklore which becomes the identity of a culture that develops in the story as an image of the local community. Cultural knowledge is everything that is human knowledge, and cultural behavior is people's behavior and activities (Osrita et al., 2020). On the other hand, Candra et al., (2023) defines culture as event schema, role schema, image schema, proposition schema and emotion schema. The integration of local culture in learning narrative texts has an important role in educational development, especially in the educational context in Indonesia which is rich in cultural diversity. Learning that accommodates local culture not only enriches students' insights, but also shapes their character and identity. The following are several important aspects of integrating local culture in learning narrative texts:

#### 1) *Introduction to Cultural Identity*

Through narrative texts based on local culture, students are introduced to the values, traditions and beliefs that exist in their society (Sukanadi et al., 2019). For example, by using folk tales such as Malin Kundang, students can understand values such as respect for parents and the importance of maintaining family relationships. This introduction helps students feel more connected to their own culture and strengthens cultural identity.

#### 2) *Writing Skills Development*

Local culture can be a source of inspiration in developing students' writing skills. By studying various types of narrative texts, students can learn how to construct stories that are interesting and relevant to their cultural context. Integration of local culture encourages students to explore themes close to their lives, resulting in more authentic and meaningful writing.

#### 3) *Increasing Moral and Ethical Values*

Folk tales often contain moral messages that can be applied in everyday life (Turyani et al., 2024). By

integrating local culture in learning, students can reflect on and discuss these values, such as honesty, cooperation and tolerance. This can help students internalize positive values and build good character.

#### 4) *Strengthen Creativity and Self-Expression*

Learning that integrates local culture provides opportunities for students to express their creativity (Wurtiningsih, 2023). Students can be invited to create literary works inspired by folklore or their culture, such as writing new stories, creating poetry, or drawing illustrations. This activity not only improves language skills but also grows students' self-confidence in expressing themselves.

#### 5) *Support cultural preservation*

By studying and teaching folklore and other aspects of local culture, education plays a role in cultural preservation. Students who understand and appreciate their cultural heritage tend to care more about preserving it (Sidabutar, 2024). Through this learning, the younger generation is expected to be able to continue and maintain Indonesia's cultural diversity.

The integration of local culture in narrative text learning not only functions as a tool to improve literacy skills, but also as a means to build students' character and identity (Yusuf et al., 2024). By utilizing existing cultural riches, education can become more relevant and meaningful, and encourage students to become a generation that loves and appreciates their own culture. This is important in the current context of globalization, where cultural identity must be maintained and respected.

#### *Narrative Text Learning*

Writing is a crucial tool for conveying ideas, exchanging opinions and conveying information (Ginanjari et al., 2019). The writing process involves mental and physical effort in organizing thoughts into structured paragraphs, making it easier for readers to understand the message conveyed. The five main elements in writing, namely content, organization, vocabulary, language use, and mechanics serve as the basis for producing clear and coherent text (Munir et al., 2024). Different types of writing, such as narrative, descriptive, and expository, have different purposes, each involving specific processes such as pre-writing, drafting, and revising. In this context, narrative writing stands out as a form of creative expression that provides opportunities for students to explore with their imaginations.

Narrative texts are the main focus in this research, which are often defined as fictional and imaginative stories including fairy tales, folk tales and animal stories. The generic structure of narrative text consists of

orientation, complication, and resolution, which are very important for building a coherent storyline (Herawati, 2024). Folklore, as a form of narrative, provides deep cultural insight and serves as an excellent resource for expanding vocabulary and honing writing skills.

Students' narrative text writing skills can be seen to what extent they explore their writing creatively and critically. The assessment of students' narrative texts is reviewed from three aspects, namely the content aspect, the structure aspect, and the linguistic aspect. Aspects of the content of narrative texts can be seen from the characteristics of narrative texts, namely: a). the content of the text contains stories, tales and certain events, b) the story told has a clear chronology or story sequence from beginning to end, c) there is an event or conflict, d) it has forming elements in the form of a setting, plot, characters, and point of view. Then, if viewed from the structural aspect of a narrative text, there are four parts, namely orientation (opening), complication (conflict), resolution (completion), and coda (message). Meanwhile, in the linguistic aspect, narrative texts are equipped with grammatical sentences, the right choice of diction, and an appropriate writing style

## Conclusion

Malin Kundang folklore plays an important role in the integration of local culture in learning narrative texts. Through this story, students not only gain insight into moral values, such as respect for parents and awareness of the consequences of actions, but also understand the cultural identity inherent in Minangkabau society. The integration of local culture in learning provides opportunities for students to appreciate the richness of Indonesian culture while improving their writing skills and analytical abilities. By utilizing elements from folklore, students are invited to explore themes, characters and plots that can enrich their learning experience. In addition, learning based on folklore helps build students' character and ethics, and encourages them to love and preserve their culture more. Thus, the Malin Kundang folklore not only functions as an interesting educational resource, but also as an effective tool for maintaining and strengthening Indonesia's cultural diversity among the younger generation.

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### Author Contributions

Each author contributes in some way to the completion of this research activity. The main author provides basic ideas and provides research materials and the second, third, fourth authors design research methods and furthermore, all authors share responsibility for data collection, data tabulation and analysis, review process, and article writing.

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### Conflicts of Interest

Regarding this study, the author declares that there is no conflict of interest.

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