

Enhancing Primary School Students' Moral Values Analysis Skills through Gather Town-based Learning Media: A Folk Story Approach

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Abstract

This study evaluates the efficacy of employing Gather Town ICT media to enhance elementary school students' analysis skills regarding moral values in folklore. Gather Town is a virtual platform blending gaming and online meeting features, fostering interactive and collaborative experiences. The research adopts a quasi-experimental method with a pretest-posttest control group design, wherein groups are non-randomly assigned. The target population comprises elementary students in Cimahi. Data collection involves a reading skills test assessing students' folklore moral value analysis proficiency across five indicators. Results indicate high scores in various skill areas, including remembering folklore (92.7), interpreting implied meanings (81.3), applying concepts (78.3), analyzing moral values (88.7), and synthesizing folklore (77.3). Hypothesis testing yields a significance value of 0.000, rejecting the null hypothesis. Consequently, Gather Town ICT media proves effective in bolstering elementary students' folklore moral value analysis skills. These findings hold potential for advancing technology-integrated assessment approaches, enhancing evaluation practices in elementary education.

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INTRODUCTION

Moral values are values that are the basis for action. Moral values can be seen in the attitudes or characters possessed by students. Each student has a diverse character and depends on the character education given to students, both at home and school. Every student should receive education from childhood to adulthood. Students are guided to act maturely when they socialize in various environments. Students' values or character must reflect good character, while students' attitudes can be influenced by what they read. Through reading activities, it is hoped that students will have a good view of a value or character. Folklore is the result of the thoughts of previous people. According to (Youpika & Zuchdi, 2016) folk tales are stories that are part of traditional

literature. Folk tales describe stories believed by the local community. The story takes place in an environment that has been going on since ancient times. Folklore still adheres strongly to the traditions and culture of the area to this day. Folklore is also known by people in various regions as fairy tales, legends, or stories based on history. Moral values and local wisdom from folklore that can be passed down from generation to generation contain cultural values that are very beneficial for life. Moral values can be applied as principles in all human behavior in the community. In folklore, students can gain knowledge contained in the story and can become an inspiration in applying it to everyday life, such as applying the role models that several figures have. In this way, humans can still maintain and develop the cultural heritage of the Indonesian people (Umri & Syah, 2021).

Lack of concern in documenting folklore can eliminate the assets of a region's cultural values and the knowledge of local communities. Folklore in current teaching materials is the lack of illustrations applied by teachers which makes students less interested in current literary teaching materials, especially folklore, teachers do not provide enough description of the stories in folklore which makes students quickly forget folklore material. According to Fadila (2020), there is a lack of variety in folklore taught by teachers. Teachers only focus on books that have been determined by the government, which reduces students' motivation to read folklore books and also motivates parents to encourage children to deepen their knowledge of science books because for parents science books are more useful than folklore books. Students' lack of understanding of the values contained in literary teaching materials leads to a decline in the quality of learning in literary teaching materials in elementary schools. The provision of literary teaching materials in elementary schools only focuses on several models of conventional teaching materials so that students easily become bored with literary material in elementary schools because when presenting literary materials they are not involved in students' daily lives.

ICT learning media is hardware and software as well as activities in processing data by searching, collecting, then processing, storing, and distributing it so that it can later be presented in the form of information with the help of communication devices so that it can be used as a learning support. ICT-based learning media can attract students' interest in learning, thereby encouraging efforts to utilize technological advances in the teaching and learning process (Suryani, 2016). There are advantages to using ICT-based learning media, including being able to improve the quality of learning activities, provide visualization of ideas that are difficult to explain, make it easier for students to understand the material being studied, and display learning material in a more interesting way (Wangge, 2020). One form of ICT media that has recently emerged is Gather Town. Gather Town is a virtual platform that offers the experience of meeting and interacting with other people through avatars in a virtual space. The platform provides virtual spaces that can be adapted to suit a variety of purposes, including education. Gather Town presents an interactive environment and allows users to participate in collaborative activities.

Gather Town is a video conferencing platform with a retro video game feel that revolutionizes static video conferencing by providing 2D maps with avatar-based gaming features that leverage platform functions with an immediacy that increases student engagement and interactions that mimic real-life conditions. Gather Town was launched in 2020 and received a good response from teachers (Zhao & McClure, 2022). The Gather Town platform was developed by the company Gather Presence Inc. which was originally called Online Town. Gather Town was

designed by three people, namely Kumail Jaffer, Phillip Wang, and Cyrus Tabrizi, and was then officially released on April 3, 2021 (Fitria, 2021). If in Zoom Meeting there is a feature called room, then in Gather Town there is a feature called space. Before entering the space, teachers and students are asked to provide a name and choose an avatar that can be customized according to the user's wishes. There are some options available such as skin color, hair, clothing, and accessories (Zhao & McClure, 2022). Space moderators or hosts can easily design their own space to suit the interests and needs of the event through graphics in the templates provided, it is also easy to create and does not require any programming (Andron, 2021).

When two or more avatars are close to each other, video or audio chat is automatically connected. Likewise, mini posters appear when the user approaches another avatar and allow the user to easily roam and browse the room. Compared to Google Meet and Zoom Meeting, the Gather Town application is closer to the feel of walking around a real conference and being able to meet new people or find friends and collaborators (Gunther, et al., 2021). Although Gather Town is a web conferencing platform, it provides a much more interactive environment than Zoom, providing a more comfortable space where participants can relax and feel as if they are working directly on game-like graphics. In addition, users must be wise in using platforms between formal and informal which will help create a difference between focused learning activities and relaxed social activities even on a screen (Safitri & Puspasari, 2022).

The results of Pinem's research (2022) show that the use of the Discovery Learning Model with the Gather Town application in learning Indonesian can improve the learning outcomes of class IX 3 students. This can be seen in cycle I, namely 79, and as many as 83% of students complete learning, and cycle II, the average score is 83 and 100% of students are complete in learning. Based on the results of improvements, actions, and observations, during cycle 1 and cycle 2, it can be concluded that students also appear active during the learning process and are more independent in discovering their knowledge. In this way, learning takes place more optimally, and the knowledge gained by students is also more meaningful. This affects student learning outcomes, namely that 100% of students succeeded in obtaining grades above the minimum completeness criteria.

In this context, the research aims to test the effectiveness of Gather Town as an ICT medium that can improve the moral value analysis skills of elementary school students' folklore. By using Gather Town, it is hoped that students can participate in group discussions about folklore, interact with classmates through avatars, and deepen their understanding of the moral values contained in folklore. By exploring the effectiveness of Gather Town in improving elementary school students' folklore moral value analysis skills, it is hoped that this research can contribute to the development of innovative and effective learning approaches in educational contexts.

METHOD

Researchers use a quantitative approach with a quasi-experiment method. Meanwhile, this research design uses a pretest-posttest control group design. In this design, the experimental and control groups are not chosen randomly (Suharsaputra, 2014). The research population is elementary school students in Cimahi. The research sample was selected using random sampling techniques or random samples. Researchers will choose randomly selected classes to be used as research samples. The sample in the study was 54 class V students. Data collection in this study

used a test of students' folklore moral value analysis skills. The following are indicators used in assessing the moral value analysis skills of folk tales adapted from Nurhadi (in Hayati, 2017).

Table 1. Indicators of Folklore Moral Value Analysis Skills

Number	Indicator
1	Skills to remember and recognize folklore
2	Skills in interpreting implied meanings in folk tales
3	Skills in applying concepts in reading (the ability to follow directions in reading, apply the concepts or main ideas of reading to new problematic situations, and show suitability between the main idea and the situation at hand)
4	Skills in analyzing the moral values of folk tales
5	Skills in making folklore synthesis

The data that has been collected is then analyzed in inferential statistics with the help of the SPSS 23 application. The use of inference statistics is useful for testing research hypotheses which are the answers to the problem formulation. Researchers carry out a normality test as a prerequisite test, if the data is normally distributed then proceed to the homogeneity test and t-test. If the data is not normally distributed, the researcher uses the Mann-Whitney test. Then, data validity is carried out using content validity. Content validity shows the extent to which questions, test items, or instruments can represent the overall content or material that should be mastered proportionally (Bordens & Abbot, 2013). Therefore, the content validity of a test does not have a certain amount that is calculated statistically but the test is valid based on instrument review. Content validity is based on logical analysis so it does not take the form of a validity coefficient calculated statistically. Content validity is carried out based on expert considerations according to the field concerned (Gregory, 2013).

RESULTS AND DISCUSSION

Results

After carrying out pre-test activities, testing Gather Town media, and carrying out post-test activities, the researchers obtained the results presented in the following table.

Table 2. Post-test Results for Moral Value Analysis Skills in Folk Tales

Number	Indicator	Score	
		Experimental Class	Control Class
1	Skills to remember and recognize folklore	92,7	85,7
2	Skills in interpreting implied meanings in folk tales	81,3	69,7
3	Skills in applying concepts in reading (the ability to follow directions in reading, apply the concepts or main ideas of reading to new problematic situations, and show suitability between the main idea and the situation at hand)	78,3	62,7
4	Skills in analyzing the moral values of folk tales	88,7	66,7
5	Skills in making folklore synthesis	77,3	61,3

Table 2. shows that the scores obtained for the moral value analysis skills of folk tales in the experimental class were higher than the scores obtained for the control class. The skill indicator for remembering and recognizing folklore received the highest score among other indicators, while the skill of synthesizing folklore received the lowest score. Then, the skill indicator for analyzing the moral value of folklore obtained a score of 88.7 so it was in the good category. Next, the researchers presented the results of hypothesis testing on the effectiveness of Gather Town ICT media in improving elementary school students' skills in analyzing the moral values of folklore.

Table 3. Inference Statistical Test Results

Number	Test Type	Result	
		Significance Value	Conclusion
1	Normality test	0,001	Data is normally distributed
2	Homogeneity test	0,013	Data is homogeneous
3	t-test	0,000	H ₀ is rejected

Table 3. shows the results of statistical tests carried out through a normality test first as a prerequisite test then followed by a homogeneity test because the data is normally distributed. The results of the homogeneity test found that the data were homogeneous so the researcher used the t-test to test the hypothesis. The results of the t-test indicated that H₀ was rejected, so the researcher concluded that Gather Town ICT media was effective in improving skills in analyzing the moral values of folklore. The research results of Ying, et al. (2022) prove that the use of Gather Town ICT media can improve Mandarin learning outcomes for junior high school students. Each student uses ICT Gather Town media to watch videos for learning Mandarin. Then, students write back the new vocabulary they have learned through videos and write a summary of the story from the video they have chosen using their respective languages. Based on the results of this research, the researcher concluded that the use of Gather Town media can increase students' curiosity and activeness in learning, add new and unfamiliar vocabulary, and improve students' speaking skills.

ICT (Information and Communication Technology) based learning media is learning that uses information and communication technology as one of the learning media. Learning Indonesian is a type of learning that is sometimes boring for students, so ICT media can be used as an alternative learning medium because it has many benefits. The internet is a part of ICT and is proof of progress in the field of technology which is currently developing very rapidly. Almost all people are now familiar with the internet, including students, students are also one of the beneficiaries due to current internet developments (Puspita, 2015). ICT-based learning media is a medium for disseminating information in the form of hardware and software, network systems, and computer infrastructure so that data can be shared or accessed by all members of the global community. In line with this, learning trends must be adapted to skills in the 21st century, namely by using an ICT-based learning model approach such as audio-visual learning media. Subjects that are suitable for using audio-visual media are Indonesian. Indonesian is one of the mandatory subjects that must be taken by all students in Indonesia. Learning Indonesian is considered the most boring subject. Thus, an educator must be more creative and innovative in choosing the media used in Indonesian language subjects (Julia et al., 2022). Therefore, in this research, researchers used the Gather Town application. Gather Town is a virtual platform that offers the

experience of meeting and interacting with other people through avatars in a virtual space. The platform provides virtual spaces that can be adapted to suit a variety of purposes, including education. Gather Town presents an interactive environment and allows users to participate in collaborative activities.

Folklore is a good means of cultural learning for children because it contains diverse cultural characteristics and culture, including the rich culture and history of each region in Indonesia. However, it is very unfortunate because some folklore is controversial because they are considered inappropriate for consumption by children. Folk tales that can be consumed by children must be filtered by going through a process of slightly changing the story by deleting parts that are considered unsuitable for consumption (Wachidah, et al., 2017). In this research, the researcher presented a folk tale from West Java, namely Sangkuriang. The researcher did the same thing, namely eliminating stories that seemed unsuitable for elementary school students to study. Based on the answers written by the students, they stated that the moral value in Sangkuriang's story was Sangkuriang's hard work and never giving up nature to fulfill Dayang Sumbi's request. Then the next moral value is Dayang Sumbi's cleverness in tricking Sangkuriang into not approaching her because they are one family.

Folklore can develop children's cognitive, affective, and psychomotor potential. Judging from students' cognitive development, if the folklore that is used as teaching material is related to the name of an area where students live, it will increase students' understanding (Oring, 2008). In developing psychomotor skills, it is not possible at the end of the lesson for students to develop folk tales, but what is most possible is to develop ideas or notions from folk tales as inspiration that can be developed into a short story. In this way, the development of student creativity can be built through developing attitudes by training students to implement the local wisdom values of folklore into the short stories they create (Kusmana & Jaja, 2019). Through learning folklore, children are trained to have sensitive feelings so that they can increase their empathetic sensitivity. These sensitive feelings can be exemplified by moral messages, one of which is depicted through the characters' characters. The values contained in folklore need to be maintained and passed on to future generations. As a heritage or legacy from ancestors, local wisdom is a great cultural wealth and tradition that must not only be maintained or preserved but must also be applied in everyday life (Kusmana & Nurzaman, 2021)

Nurgiyantoro (2010) states that the moral message to be conveyed is not only contained in the characters of the characters but also in the storyline which contains certain abstract ideas related to problems in human life. Moral messages relate to the teachings of moral values. Value is interesting, sought after, enjoyable, desirable, and good for humans. Therefore, a story implies moral values that are conveyed by following the character, traits, and characteristics of the characters in the story. The moral in a story is usually intended as a suggestion related to certain practical teachings, which can be taken from the story in question (Nurgiyantoro, 2010). All depictions of characters, traits, and characteristics must be logical and reasonable so that they are more easily accepted by children. In this way, children can imitate good things and avoid bad things related to human habits.

School-aged children are more suited to being taught stories that contain problem-solving with the hope that these values and messages can then be applied by students in everyday life (Noor, 2011). The implication for choosing reading books is that they present problems that lead

children to understand the relationships between subplots, as well as presenting more complex problems and characters. This is in line with Huck's (1976) opinion that a good story helps readers to have pleasant experiences, imagine, and feel joy. The selection of folklore texts must be adjusted to the student's psychological development, both in terms of language, story content, message, and character of the characters in the folklore. Apart from that, it needs to be understood that not necessarily all children who enter junior high school have reached this stage, some have and others have not yet reached it (Nurgiyantoro, 2010).

The results of this research show that students can analyze the moral values contained in several folk tales. The folk tales presented in this research are Sangkuriang, Malin Kundang, Origin of Lake Toba, Si Pitung, Situ Bagendit, and Penyalahan Village. In general, students from the experimental group were able to mention the moral values that appeared in each character and the storyline. The students explained that Malin Kundang had a hardworking nature, but he was arrogant and hurt his mother. As a child, we must not forget our mother even though her physical appearance is not what we expected. Students can also conclude that Malin Kundang has bad morals and that Malin Kundang's actions should not be imitated. Furthermore, in the story of the Origin of Lake Toba, students explain that humans have the nature of not keeping promises and being lazy, these characteristics should not be imitated because lazy people will have bad consequences for themselves.

Every folk tale has a moral value. Kohlberg (in Agustine, 2022) states "There are two characteristics of moral values, namely good moral values and wrong moral values. Good moral values are values related to the suitability of human life expectancy and the goals of its implementation, which can be seen from the social principles of society." The definition of moral values is an objective description of the truth carried out by a person in society. Every human action, attitude, responsibility, good behavior, and ethics will reflect moral values (Afandi, 2018). On the other hand, character education has two main goals, namely policy and kindness. Education about goodness is the basis of democracy. Therefore, two important morals that must be developed in character education are respect and responsibility. According to Lickona (in Agustine, 2022), several values must be developed in character education, namely as follows: 1) honesty, 2) the ability to provide insight to others, 4) moral consideration and reasoning, 5) decision-making and 6) the ability to recognize and understand yourself. In addition, moral feelings have six components, namely 1) conscience, 2) self-esteem, 3) empathy, 4) love of goodness, 5) ability to control oneself, and 6) humility while moral actions have three aspects, namely 1) moral competence, 2) will and 3) habits (Agustine, 2022).

CONCLUSION

Based on the research that has been conducted, the researcher concludes that the use of ICT Gather Town media is effective in improving elementary school students' moral value analysis skills of folklore. The results of the skills for analyzing the moral values of folklore are divided into five indicators, namely 1) skills in remembering and recognizing folklore; 2) skills in interpreting implied meanings in folk tales; 3) skills in applying concepts in reading; 4) skills in analyzing the moral values of folk tales; 5) skills in making a synthesis of folklore. The scores obtained for the moral value analysis skills of folklore in the experimental class were higher than the scores obtained for the control class. The skill indicator for remembering and recognizing

folklore received the highest score, namely 92.7 among other indicators, while the skill of synthesizing folklore received the lowest score, 77.3. Then, the skill indicator for analyzing the moral value of folklore obtained a score of 88.7 so it was in the good category.

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