



Volume 12
No. 2, 2025
page 146-155

Article History:
Submitted:
05-05-225
Accepted:
09-06-2025
Published:
14-06-2025

SUITABILITY OF DIGITAL JOMBANG FOLKLORE FOR STUDENT INTERACTION

¹ Lusia Septiana Riduwan, ² Aang Fatihul Islam*

^{1,2} Universitas PGRI Jombang

Email: lusiaseptiana898@gmail.com¹,

angfatihulislam.upjb@gmail.com²

URL: <https://jeell.upjb.ac.id/index.php/files/article/view/54>

DOI: <https://doi.org/10.32682/jeell.v12i2.54>

Abstract

This study examines the suitability of Jombang digital folktales in enhancing English language learning, with a particular focus on narrative texts. The objective is to evaluate how incorporating local cultural elements through digital Jombang folklore suitability student interaction during the teaching and learning process. The research employed a quantitative quasi-experimental approach, collecting data through pre and post questionnaires completed by students following an introduction to Jombang folklore. Statistical analysis indicated that initial differences among students did not significantly impact the post-test results, suggesting that the intervention had a more substantial influence. This finding supports previous research that highlights the value of integrating folklore in English education to boost student interest and cultural awareness. The quantitative method utilized in this study involved questionnaires administered after students were exposed to Jombang folklore. Results demonstrated that digital storytelling of Jombang folktales actively suitability students in learning activities, as evidenced by the improvement in post-questionnaire scores compared to pre-questionnaire scores. Ultimately, this research aims to contribute positively to the creation of engaging and meaningful learning resources for students, while also enhancing their understanding of Indonesian culture.

Keywords: *Digital Folklore, English Language Learning, Jombang, Student's Interaction, Narrative Text, Local Wisdom*

To cite this article: Riduwan, L.S. & Islam, A.F (2025). Suitability of digital jombang folklore for student interaction. *JEELL: Journal of English Education, Linguistics and Literature*, 12(2), 146 - 155. <https://doi.org/10.32682/jeell.v12i2.54>



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2025 by author(s).

Introduction

Folklore is the study of culture, beliefs, and human thought. According to Dundes (2005), folklore is defined as a component of a collective culture that is transmitted and passed down from one generation to the next within any collective. It is typically presented in a variety of ways, including oral and examples that are accompanied by gestures that aid or signal remembering. An essential component of a society's system of cultural and social order is folklore. A society's moral, ethical, and normative values are reflected in its folklore, which is a social reflection of that civilization and all of its systems. Folklore can also be viewed as an expression of a society's overall viewpoint. This implies that a society's folklore can be viewed as a reflection of its thought processes and as a means of preserving what the supporting community deems significant (at a given moment) (Sholihin, 2021).

Folklore can be an effective teaching tool in an educational setting because it offers a wide range of cultural information and storytelling customs that can engage and educate pupils. In studying English, folklore imparts virtues such as consistency, endurance, unity, bravery, morality, empathy, perseverance, and beauty (Rochmiyati, 2020). By incorporating folklore into the curriculum, children can better understand cultural diversity, identify with their roots, and hone their critical thinking abilities. By studying folktales, myths, and legends from several cultures, students get understanding of the values, beliefs, and historical settings of distinct societies. Folklore may also illustrate universal themes and moral teachings, which helps people remember and relate to abstract ideas (Islam, 2021: 142-143; Hellistya, 2020: 2). This method promotes empathy, inclusivity, and global citizenship while improving the teaching process. From this, literature especially relate to local wisdom very relevant used in teaching learning process especially in language education (Hall, 2005: 3; Islam, 2024: 2).

Some previous research had emphasized the deficiency of local wisdom and especially folklore representation in instructional materials and the necessity of developing efficient teaching strategies to impart folklore to students. Islam et al. (2023, 2023 & 2023) show that local wisdom material especially pesantren treasures material was attracted students of Pesantren schools in English material and keep strong students' interaction. While Sinamo et al. (2021) reinvigorated the local folklore of Batak Toba through a script-based English teaching material for junior high school students, Monica and Soplantila's (2024) research highlighted the limitations of

folklore representation in the Maluku region. Additionally, studies by Yulianeta et al. (2022) and Ramli et al. (2024) have shown the potential of incorporating regional Indonesian folklore into the teaching of Indonesian to students who are not native speakers of English, respectively. The usefulness of these strategies in actual classroom environments hasn't been thoroughly examined in these studies, though.

Research Methods

Design

This study adopts a quantitative approach employing the survey method, deemed highly appropriate for evaluating perceptions and effectiveness regarding the use of digital folklore in enhancing student interaction. This case study uses a quasi-experimental Nonrandomized Control Group Pretest Posttest. design because this research assesses the extent to which the integration of digital folklore in learning can affect the cognitive, affective, and behavioral interactions Digital folklore encompassing digitally transmitted stories, legends, and traditions has the potential to captivate student interest and enrich the learning experience. According to Ary [2010, p. 22], Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. It generally requires a well-controlled setting.

This case study uses a quasi-experimental Nonrandomized Control Group Pretest Posttest. design because this research assesses the extent to which the integration of digital folklore in learning can affect the cognitive, affective, and behavioral interactions of students of SMK 2 Sultan Agung. According to (Ary, Introduction to Research in Education, 2010) quasi-experimental research is research that aims to test cause-and-effect relationships but cannot fully control outside variables. This study aims to assess the extent to which the integration of digital folklore in learning can affect students' cognitive, affective, and behavioral interaction on a survey distributed to students to determine how effective this method is in classroom learning.

Participants

The participants of the study are students of SMK 2 Sultan Agung class X Mplb And X Culiner. There are 53 students in the study in grades X Mplb and X Culiner. The number of students to be studied in terms of the digital compatibility of Jombang folklore in student interactions.

Instrument

The data collection technique used in this study was a questionnaire designed to measure variables related to the research objectives. The survey included both open-ended questions and multiple-choice questions (using a Likert scale) to gather qualitative insights as well as quantitative data.

Data Collection

According to Latief (2016: 80), there are two types of data in the study. Namely numerical data and verbal data. Numerical or statistical data is a collection of information represented by numbers or symbols. Verbal data is information that is collected via the use of words or pictures. In this investigation, the researcher utilized numerical data and experiments to gather information. In order to gather data for this investigation, the researcher used tests and numerical data. The following techniques for collecting data: (1) Use the SPSS version 20 software to analyze the pre-test and post-test findings for both courses using the Independent Sampling T-Test; (2) The researcher describes and explains folklore in some detail; (3) The researcher then went on to explain Jombang mythology before giving the students a questionnaire to complete; (4) The pupils were then shown the Jombang digital folklore video by the researcher; and (5) Distributed surveys to students and went over the content.

Data Analysis

The SPSS software was used to perform a statistical analysis of the study's data. Analysis of covariate (ANCOVA) was employed in the data analysis since the experimental and control groups' antecedent conditions for the students' involvement differed substantially. The method of analyzing the data was divided into two parts. The assumption test was the first stage. To make sure the data satisfies the requirements for additional statistical analysis, assumption tests were carried out. Normality, homogeneity of variance, hypothesis testing, linearity, homogeneity of regression slopes, and hypothesis testing are some examples of these assumption tests. Since the data was fewer than fifty, the Shapiro-Wilk test was used to test for normality. To ascertain whether the data distribution was normal, it was done to size. To make sure that the variances of the groups were identical, homogeneity of variance was examined using Levene's Test. The hypothesis test was the second phase. To ascertain the importance of the study variables, hypothesis testing was done.

Results and Discussion

Results

The researcher then randomly decided the experimental and control groups. *X MPLB* as experimental group and *X Kuliner* as control group. To know the prior interaction of the two groups the pretest scores were analyzed and compared with the following results.

Table 1. Lecturer Group Statistic

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Experimental	31	37.00	2.366	.425
	Control	22	34.91	3.038	.648

Table Group statistics shows that the mean score of experimental group is higher than control group. It shows that the students in experimental group engage more than those in control group.

Independent Samples Test

After the group statistic, then using the Independent Samples T- test in the analysis, which is in the table below

Table 2. Independent samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Differenc e	Std. Error Differenc e	95% Confidence Interval of the Difference	
Pretest	Equal variances assumed	,179	,674	2,81 6	51	,007	2,091	,743	,600	3,582
	Equal variances not assumed			2,69 9	38,04 1	,010	2,091	,775	,523	3,659

Table 2. is the result of the independent sample t- test on the questionnaire student's learning in the pretest Showing Sig. (2-tailed) of 0.007 that is lower than 0.005. It indicates the significant difference on the prior interaction between experimental and control groups

Assumption of Normality

The researcher conducted a normality test. The normality test itself is a test carried out to assess the distribution of data in a data group or variable, whether the data distribution is normally distributed or not. The data results are as follows:

Table 3. Normality Test Results

		Shapiro-Wilk		
	Group	Statistic	df	Sig.
PostTest	Control Group	.973	22	.779
	Experimental Group	.950	31	.154

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the test results of Table the normality test of the experimental class post-test questionnaire results has a Sig. Value of 0.154 while the control class has a Sig. Value of 0.779. The experimental class pre-test questionnaire results have a Sig. of 0.172. While the control class has a Sig. Value of 0.215. Because the post-test results are $0.154 > 0.05$ and $0.779 > 0.05$. While the pre-test results are $0.172 > 0.05$ and $0.215 > 0.05$. So that according to the above criteria it can be concluded that the data is normally distributed.

Assumption Homogeneity of Variance Testing

In a study, it is necessary to test homogeneity. This homogeneity test is carried out to determine whether the variants of some data from the population we take have the same variant or not. This homogeneity test was used before conducting the Independent sample T-test in this study. The data results are as follows:

Table 4. Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
PostTest	.179	1	51	.674

The table 4. shows that the significant value or probability value of the post-test homogeneity test is 0.674 and the pre-test is 0.687. Based on predetermined criteria if the significance value or probability value > 0.05 then the data has the same or homogeneous variance, so that $0.674 > 0.05$ and $0.687 > 0.05$ Therefore it can be concluded that the two samples used for the questionnaire in this study are homogeneous.

Assumption of Linearity

Researchers used the ANCOVA test (post-test) with IBM SPSS version 20 to analyze the data with a significant level ($\alpha = 0.05$) to see the learning questionnaire using the sig. Value against α :

If the significance value < 0.05 , it means that there is a significant difference or influence. So that H_0 is rejected and H_1 is accepted.

If the significance value > 0.05 , it means that there is a significant difference or influence. So that H_0 is accepted and H_1 is rejected. The requirements were carried out by researchers before conducting the ANCOVA test, first, the researchers used the assumption test, namely the assumption of linearity test and the assumption of homogeneity of regression slopes test.

Table 5. Assumption of linearity

ANOVA Table			Sum of Squares	Df	Mean Square	F	Sig.
Posttest *	Between	(Combined)	205,370	10	20,537	1,755	,100
Pretest	Groups	Linearity	14,531	1	14,531	1,242	,271
		Deviation from Linearity	190,839	9	21,204	1,812	,094
	Within Groups		491,422	42	11,701		
	Total		696,792	52			

The results of table assumption of linearity shows the significance value of deviation from linearity is 0.094. The value higher than 0.05 which indicates that the dependent variable and the covariate are linear. Thus, the assumption of linearity is fulfilled.

Assumption of homogeneity of regression slopes

After conducting the assumption of linearity test, the researcher then tested the assumption of homogeneity of regression slopes test. The result of the test is presented in Table 6.

Table 6. Assumption of homogeneity of regression slopes

Tests of Between-Subjects Effects					
Dependent Variable: Posttest					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	399,061 ^a	3	133,020	21,892	,000
Intercept	683,259	1	683,259	112,450	,000
Groups	7,794	1	7,794	1,283	,263
Pretest	13,784	1	13,784	2,269	,138
Groups * Pretest	1,579	1	1,579	,260	,613
Error	297,731	49	6,076		
Total	99383,000	53			
Corrected Total	696,792	52			

a. R Squared = ,573 (Adjusted R Squared = ,547)

Table Assumption of homogeneity of regression slopes show significance value of Groups*Pretest 0.613 that is higher than 0.05. It means that there is no interaction between the covariate (pretest) and the independent variable (Groups).

Hypothesis Test

Table 7. Descriptive Statistics

Dependent Variable: Posttest

Groups	Mean	Std. Deviation	N
Experimental	45,42	2,540	31
Control	39,95	2,380	22
Total	43,15	3,661	53

The table above shows that the experimental group's mean score (45.42) is higher than that of the control group (39.95), indicating that the intervention given to the experimental group may be more effective.

Table 8. Ancova

Tests of Between-Subjects Effects

Dependent Variable: Posttest

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	397,483 ^a	2	198,741	33,200	,000	,570
Intercept	683,536	1	683,536	114,185	,000	,695
Pretest	13,193	1	13,193	2,204	,144	,042
Groups	382,951	1	382,951	63,972	,000	,561
Error	299,310	50	5,986			
Total	99383,000	53				
Corrected Total	696,792	52				

a. R Squared = ,570 (Adjusted R Squared = ,553)

In Table of the ANCOVA test, the researcher found that the significant grub value was 0.000 where $0.000 < 0.05$, so H_0 was rejected and H_1 was accepted. It means that there is an effect of the Effectiveness of Using Digital Jombang Folklore on Student interaction. The significant difference indicate that using digital Jombang folklore is effective for students' interaction.

Based on the table above, the Sig. The value for the "Pre questionere" covariate is 0.144, which is greater than 0.05. This indicates that the difference in initial conditions (pre questionere scores) did not have a significant effect on the post questionere results. Thus, it can be concluded that the initial interaction level (based on pre questionere scores) did not significantly contribute to the differences in post-test results in this study. This supports the interpretation that other factors (such as group treatment) contributed more to the post-test results.

Table 9. Estimates of average value

Estimates				
Dependent Variable: Posttest				
Groups	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Experimental	45,585 ^a	,453	44,674	46,496
Control	39,721 ^a	,545	38,627	40,815

a. Covariates appearing in the model are evaluated at the following values: Pretest = 36,13.

From the results of Table 9. estimates, the researcher found that the average value of the experimental groups was 45.585, and the control group's was 39.721. From the average results in the estimates table, the researcher finds the results of the post-test value so that the control and experimental group variables can be more accurately measured.

Discussion

By citing earlier research, scholars can demonstrate that the findings of this study are consistent with those of earlier studies, specifically regarding the contribution of local folklore to English language acquisition and reading comprehension. In the meantime, this study examines the efficacy of using folklore as a medium for student interaction. It also supports the work of Sinamo et al. (2021), who revived the Batak Toba local folklore known as "Batu Persidangan" and turned it into a script for junior high school English instruction. While junior high school kids are the target of this gap, vocational high school students are the target of this study. This research gap examines the effects of incorporating local Indonesian folklore into English language instruction on student involvement, in keeping with Sinamo. Ramli et al. (2024). But the focus of this study is on how well the Jombang folklore film engages students.

A web-based teaching resource for Indonesian language learners that incorporates Indonesian folklore was created by Yulianeta et al. (2022). This research gap employs the Research and Development (R&D) research method with the 4D research model (Define, Design, Develop, and Disseminate); however, the current research method makes use of quantitative methods (experimental). Yulianeta et al.'s (2022) study was driven more by the dearth of easily accessible folklore materials for teaching than by the advantages of Indonesian cultural preservation. Additionally, in accordance with Yulianeta et al. (2022), specifically Monica et al. (2024), local folklore has an impact on pupils' reading comprehension and English language acquisition. Additionally, the integration of local Indonesian folklore in English on student involvement was in line with Monica et al. (2024), specifically Ramli et al. (2024). The findings of this study themselves

indicate that H_a is accepted and H_0 is rejected, in accordance with the earlier research that was previously discussed. Playing digital Jombang folklore movies encourages pupils to participate more actively in class activities. The findings of this study are consistent with those of the four other investigations. This study's findings indicate that students' interaction with narrative textual English language instruction is positively impacted by digital Jombang folklore.

Conclusion

The findings the results showed that the effectiveness of using Jombang Digital Folklore suitable students as shown by the results of the pre-questionnaire and post questionnaire. In the Sig. (2-tailed) of 0.007 is lower than 0.005, indicating a significant difference in the pre-questionnaire, and the post-results confirm the suitability of Digital Jombang Folklore as evidenced by the p-value of 0.000 from the ANCOVA test, which leads to the acceptance of the hypothesis so that the effectiveness of using Digital Jombang folklore affects student's interaction.

References

- Ary, D. (2010). *Introduction to Research in Education*. USA: Wadsworth, Cengage Learning.
- Danandjaja, J. (2007). *Folklor Indonesia: ilmu gosip, dongeng, dan lain-lain*. Jakarta: Jakarta Pustaka Utama Grafiti.
- Dundes, A. (2005). Folkloristics in the Twenty-First Century (AFS Invited Presidential Plenary Address, 2004). *Journal of American Folklore*, 118(470), 385–408. <https://doi.org/10.1353/jaf.2005.0044>
- Fredricks, J. (2004). Student Engagement, Context, and Adjustment. *Elsevier*, 14.
- Hall, Geoff. (2005) *Literature in Language Education*. London: Springer.
- Islam, A. F., & Rukminingsih. Developing Pesantren Eduliterature Based On Local Wisdom Integrated Reading E-Pub For Islamic Senior High School. *Migration Letters*, 2023, 20(8), 383–398. <https://doi.org/10.59670/ml.v20i8.5415>
- Jombang, M. P. (2011). *Kebo Kicak Karang Kejambon*. Jombang: SJ Press.
- Monica, M., & Soplantila, E. (2024). The Role of Local Folklores in Students' Reading Comprehension. *MATAI: International Journal of Language Education*, 4(2), 185–198. <https://doi.org/10.30598/matail.v4i2.13717>
- Ramli, A., & Rahman, Z. S. A. (n.d.). *Integrating Local Indonesian Folklore into English Language Education*. 1(2).
- Rochmiyati, I. G. (2020). The Character Values-Based Folklores as Teaching. *Journal of Educational and Social Research*, 9.
- Sholihin, A. B. (2021). BUKU AJAR SASTRA LISAN . In A. B. Sholihin, *BUKU AJAR SASTRA LISAN* (p. 60). Jember : UIN KHAS Jember.
- Sinamo, F. L., Lubis, B. N. A., Barus, T. A. E., & Sembiring, S. J. (2021). The Revitalization of Batu Parsidangan Batak Toba Folklore Into Teaching Materials in English Subject for Junior High School. *Linguistic, English Education and Art (LEEA) Journal*, 4(2), 233–239. <https://doi.org/10.31539/leea.v4i2.1824>