

**A Comparative Analysis of Local Wisdom in Banjarese
and Buginese Folklore: Qualitative Insights for Language Use
and Teaching in Education**

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Article History:

Received:

12 September 2024

Accepted:

12 December 2024

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Keywords:

Folklore, Language

Teaching, Local

Wisdom, Moral Lesson

This study explores the educational values embedded in Banjarese and Buginese folklore through a qualitative descriptive comparison, focusing on the local wisdom and language use present in these cultural narratives. By examining a selection of folk tales from both ethnic groups, the research identifies key themes and moral lessons that reflect the unique socio-cultural contexts of the Banjarese and Buginese communities. Through detailed content analysis, the study reveals how these traditional stories convey ethical teachings, social norms, and cultural heritage, while also illustrating the practical use of language in educational settings. The findings highlight the potential of integrating folklore into modern educational curricula, particularly for language teaching, to foster cultural awareness, moral development, and community values among students. The comparative analysis underscores both the commonalities and unique elements of local wisdom in Banjarese and Buginese folklore, providing educators with valuable insights on utilizing these narratives to enhance language learning and cultural competence. This research contributes to the broader discourse on the role of indigenous knowledge in education, advocating for the preservation and application of folklore to enrich educational content, promote effective language use, and support cultural diversity.

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INTRODUCTION

Incorporating indigenous knowledge and cultural legacy into contemporary education is becoming increasingly significant. A crucial component of cultural heritage, folklore captures the moral lessons, social mores, and values of a group. To comprehend the linguistic subtleties and pedagogical elements ingrained in their traditional stories, this study investigates Indonesian Banjarese and Buginese folklore.

For a community to maintain its cultural traditions and provide moral direction, folklore is essential. But passing down folktales to younger generations is becoming less common. This can be attributed in large part to parents' growing failure to tell their kids these stories (Sukriyadi & Setiartin, 2022). Since folklore teaches important moral teachings, it is essential for character development.

It is not merely a vehicle for instilling noble manners; rather, it is a key component in the development of character from an early age. As an integral part of living oral literature and a vital aspect of society, folklore is transmitted orally through the medium of word of mouth (oral literature) and from one generation to the next. Every folklore possesses its own moral value, which is of significant importance in the context of character education for children (Nadeak et al., 2020).

The Banjarese, predominantly residing in South Kalimantan, and the Buginese, from South Sulawesi, have rich traditions of folklore that reflect their distinct socio-cultural environments. These folk tales, transmitted through generations, serve as more than mere entertainment; they are crucial for imparting moral lessons and preserving cultural identity. As noted by Bawa et al., (2023), "folklore is a vital medium for the transmission of cultural values and social norms." Understanding the local wisdom within these stories provides valuable insights for educational practices, particularly in language teaching and cultural education.

This research employs a qualitative descriptive method to compare and analyse selected folk tales from the Banjarese and Buginese communities, aiming to identify key themes and educational values. The study also focuses on the language used in these narratives, demonstrating how folklore can be integrated into educational curricula to enhance language learning and cultural awareness among students. According to Kramsch (2013), "language learning is deeply intertwined with cultural learning, making folklore an invaluable resource in the classroom."

Previous studies have highlighted the importance of incorporating indigenous narratives into education. For example, the oral folklores consist of a belief inherent in the society. These oral folklores develop as a tool to mirror the value of local people's wisdom. It is also used as character education tool; and as a tool of wearers and supervision so that community norms are always adhered to. Besides, the meaning of local wisdom behind the folklores show the existence of the moral values that remain attached to the local community, which is maintained where the oral folklores evolved (Syarifuddin & Hasyim Firmansyah, 2022).

The second research is from Rahayu et al. (2018), entitled "Analisis Pesan Moral dalam Cerita Rakyat Kluet di Kabupaten Aceh Selatan". The results of this research are presented in the form of moral messages derived from the form of moral messages, namely, human relationships with themselves, human relationships with other humans, and human relationships with God. The results of this research are also presented in the form of moral messages derived from the form of delivery of moral messages, namely, direct delivery and indirect delivery. The conclusion of the present research is that the data set which comprises the Kluet folklore, has been subjected to a thorough analysis. As a result, the researchers have identified a number of moral messages as well as the different methods used to convey them (Rahayu et al., 2018).

Darmawati (2018) argue that "cultural narratives provide a framework for understanding social and moral development." Literature can be viewed as reflection of a particular cultural society that is closely related to literatures as

sources of law, social, and humanity. Furthermore, Muliadi & Amin (2019) emphasize that "using local stories as a media of storytelling helps children connect with their heritage and develop their character.

The significance of this research lies in its potential to bridge the gap between traditional knowledge and contemporary education. By incorporating folklore into the classroom, educators can create a more engaging and culturally responsive learning environment. This approach not only helps preserve indigenous cultural heritage but also enriches the educational experience by providing students with diverse perspectives and moral frameworks. As Gay (2000) asserts, "culturally responsive teaching uses the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective."

In the sections that follow, this paper will present a comprehensive analysis of Banjarese and Buginese folklores, discuss the educational implications of the findings, and propose practical applications for integrating these cultural narratives into language teaching and educational settings. This exploration aims to contribute to the broader discourse on the role of indigenous knowledge in education and advocate for the preservation and utilization of folklore as a vital educational resource.

The purpose of education grounded in local wisdom aligns with the Law No. 20 of 2003 on the National Education System, specifically Article 3, which states that: "National education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life." Education based on local wisdom is intertwined with the cultural fabric of a community and is inseparable from its language. This wisdom is traditionally transmitted orally across generations and can be found in folklore, proverbs, songs, and traditional games Darmadi, H. (2018).

Local wisdom is information that has been cultivated by a specific local community through a combination of experiential learning and knowledge of the local environment and culture. The integration of Indigenous knowledge and

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customs into education is supported by several theoretical frameworks that emphasize the importance of culture in learning, but local knowledge is in danger of being neglected due to the rapid advancement of technology and information.

This study looks at key concepts from language acquisition theories, culturally responsive teaching, and sociocultural theory to understand the educational value of Buginese and Banjarese folklore. Sociocultural theory asserts that learning is a social process shaped by cultural context (Vygotsky, 1978), and folklore, as a cultural artifact, plays a crucial role in transmitting cultural norms, values, and knowledge (Rogoff, 2003).

One strategy using students' cultural backgrounds to improve learning is called "culturally responsive teaching" (Gay, 2000). With its rich cultural stories, folklore provides a genuine means of teaching fundamental academic skills while fostering a sense of connection to one's past (Ladson-Billings, 1995).

Language Acquisition Theories such as Krashen's Input Hypothesis (1985) and Swain's Output Hypothesis (2000) support the use of folklore in education. Krashen suggests that language learning occurs through exposure to comprehensible input, which folklore can provide with its engaging narratives and cultural context. Swain emphasizes the importance of meaningful language use, and folklore offers opportunities for students to practice language in culturally relevant ways.

Indigenous Knowledge systems (Battiste, 2002), including folklore, offer holistic and integrative ways of knowing that are deeply connected to cultural and ecological contexts. Incorporating indigenous knowledge into education not only preserves cultural heritage but also enriches learning by providing diverse perspectives and approaches to problem-solving.

By comparing folklore from different cultures, such as Banjarese and Buginese, we can identify both universal themes and unique cultural elements. This approach, similar to Propp's analysis (1968) of folktale structures, helps us uncover shared and distinct educational values. By utilizing the advantages of

various cultural traditions, these observations can assist in developing a curriculum that is appropriate for the target culture.

The value of incorporating folklore into the classroom is emphasized by sociocultural theory, Indigenous knowledge systems, language acquisition theories, and culturally responsive education. With its rich cultural tales and instructional possibilities, Banjarese and Buginese folklore can improve pupils' moral growth, language proficiency, and cultural awareness. The purpose of laying the theoretical groundwork for this study is to illustrate the importance of conserving and applying folklore as a crucial element of modern education.

METHOD

Research Design

The local wisdom found in Banjarese and Buginese folklore is compared in this study using a qualitative descriptive research design. To offer a comprehensive comprehension of the cultural narratives and the educational values they convey, the qualitative technique was selected (Creswell, 2003). This approach makes it possible to examine the folktales' themes and linguistic usage in great detail, providing valuable information about how to incorporate them into educational contexts.

Data Collection

Selection of Folktales

To choose a representative sample of Banjarese and Buginese folktales, a purposive sampling technique was employed. The chosen stories were picked because they were well known, had cultural significance, imparted moral and ethical lessons, and were available in written or recorded form. Two folk tales from each ethnic group were chosen for analysis:

Banjarese Folklore

1. Gunung Batu Bini dan Gunung Batu Laki (The Wife Stone Mountain and the Husband Stone Mountain)

2. Legenda Pulau Kambang (The Legend of Kambang Island)

Buginese Folklore

1. Nenek Pakande (The Cannibal Grandmother)
2. Si Penakluk Rajawali (The Conqueror of the Eagle)

These stories were sourced from published folklore collections and online databases.

Data Analysis

To identify recurring themes, moral lessons, and educational values, the selected folk tales underwent a qualitative content analysis. This analysis involved:

Coding

Multiple readings of each story to identify key themes and categorize them into codes such as ethical teachings, social norms, cultural heritage, and language use.

Thematic Analysis

Grouping the codes into broader themes that captured the core educational values and cultural wisdom of the stories, identifying patterns and relationships between themes.

Comparative Analysis

Comparing the themes from Banjarese and Buginese tales to identify shared values and unique cultural elements.

FINDINGS AND DISCUSSIONS

Findings

Common Themes in Banjarese and Buginese Folklore

The content analysis of Banjarese and Buginese of selected folklores revealed several common themes that reflect the local wisdom and educational values embedded in these cultural narratives:

Banjarese Folklores

Gunung Batu Bini dan Gunung Batu Laki” (The Wife Stone Mountain and the Husband Stone Mountain)

Moral and Ethical Lessons

The core lesson of the story is the importance of always respecting and acknowledging one's parents, regardless of the level of success or wealth attained. Angui's downfall and subsequent transformation into stone illustrate that arrogance and ingratitude, particularly towards one's mother, can result in severe repercussions.

Social Cohesion and Community Values

The significance of social virtues such as filial piety, humility, and respect for elders is emphasized throughout the novel. A basic tenet of many Indonesian civilizations is respecting and taking care of parents. This story emphasizes the dire repercussions of disregarding these ideals. Furthermore, the narrative makes references to religious doctrine by implying that disobeying parents may result in divine retribution.

Respect for Nature

The significance of living in balance with nature is emphasized in this folktale. According to the myth, the ship's remains—known as Gunung Batu Bini and Gunung Batu Laki—act as a warning about the strength of nature and the repercussions of disobeying parents. Angui's abuse of his mother is thought to have caused the storm and lightning strike that destroyed the ship.

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Language Teaching

To foster cultural values and moral education, language instruction can incorporate the story's important teachings about respecting elders and the environment. As fundamental principles in many traditional civilizations, particularly in Indonesia, the story emphasizes the significance of filial piety, humility, and respect for elders. The story shows how disregarding these standards can have serious repercussions.

Legenda Pulau Kambang” (The Legend of Kambang Island)

Moral and Ethical Lessons

The story of The Legend of Kambang Island imparts several important moral and ethical lessons:

Courage and Leadership

Datu Pujung’s bravery and leadership in the face of danger highlight the importance of standing firm for one’s beliefs and protecting one’s community.

Wisdom and Non-Violence

Despite being outnumbered, Datu Pujung uses his wisdom to avoid unnecessary violence, challenging the invaders in a way that demonstrates his superiority without resorting to bloodshed.

Respect for Nature

Datu Pujung's interaction with the ironwood tree reflects a deep respect for nature’s power, using it to outsmart his enemies.

Community Protection

Datu Pujung’s dedication to defending his homeland and people underscores the ethical duty to safeguard one’s community and its values.

Social Cohesion and Community Values

The story highlights the importance of social cohesion and community values:

Unity and Solidarity

The villagers and royal guards unite to defend their land, emphasizing the importance of collective effort in overcoming challenges.

Respect for Authority and Elders

The villagers' trust in Datu Pujung's leadership and decisions underscores the value of respecting wise and capable leaders.

Cultural Identity

The community's determination to protect their land from invaders reflects the significance of cultural pride and heritage.

Respect for Nature

Respect for nature is a central theme in the story:

Nature's Power

The ironwood tree symbolizes nature's strength and resilience, which even armed soldiers cannot overcome.

Sustainable Resource Use

Datu Pujung's effective and respectful use of the tree contrasts with the invaders' inability, illustrating the importance of sustainable interaction with natural resources.

Language Teaching

The story can be a valuable resource for language teaching by incorporating cultural values and moral lessons:

Cultural Narratives

Stories like that of Datu Pujung help students appreciate and understand their cultural heritage, fostering a deeper connection with their language.

Moral Lessons

Discussing the story's moral and ethical lessons enhances students' critical thinking and ethical reasoning skills.

Vocabulary and Expressions

The story provides rich vocabulary and expressions related to nature, leadership, and community, offering practical language learning opportunities.

Storytelling Skills

Encouraging students to retell or paraphrase the story improves their narrative skills, comprehension, and ability to convey complex ideas in the target language.

Integrating these elements into language teaching can enrich students' understanding of grammar and vocabulary while also promoting cultural education, moral development, and environmental awareness.

Buginese Folklores

Nenek Pakande” (The Canibal Grandmother)

Moral and Ethical Lessons

Parental Obedience

The narrative highlights how crucial it is for kids to follow their parents' instructions. Nenek Pakande victimizes the child who defies his mother by remaining outside after dark.

knowledge over Strength

La Beddu, a young man devoid of superhuman abilities, proves that knowledge can triumph over physical strength by defeating Nenek Pakande with cunning and wit.

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Community Cooperation

Under La Beddu's direction, the villagers band together to defend their community, demonstrating the importance of teamwork in problem-solving.

Social Cohesion and Community Values

Solidarity and Unity

The villagers show the value of mutual aid and community cohesion during times of distress by banding together to defend their kids from Nenek Pakande.

Responsibility and Vigilance

The story supports the community's duty to protect its younger members by urging parents to be watchful and accountable for their children's safety.

Tradition and Oral History

The Bugis people have a feeling of shared cultural heritage and identity thanks to the retelling of Nenek Pakande, which has been a traditional story for generations.

Language Teaching

Cultural Context

The story provides a rich cultural context for language learners, helping them understand the customs, beliefs, and values of the Bugis community.

Vocabulary Development

The narrative introduces specific vocabulary related to the story's setting and characters, such as "siluman" (ghost), "sakral" (sacred), and "kura-kura" (turtle), enhancing learners' linguistic repertoire.

Storytelling Techniques

The structure of the story, with its suspenseful plot and clear moral lessons, can be used to teach narrative techniques, such as setting the scene, building tension, and delivering a resolution.

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Application in Education

Ethics and Moral Education

The story can be used in ethics classes to discuss the consequences of disobedience and the value of intelligence and cooperation.

Social Studies

It can be incorporated into social studies curricula to explore traditional beliefs and practices of the Bugis people, enhancing students' understanding of cultural diversity.

Language Learning

The story's rich language and cultural references make it an excellent resource for teaching vocabulary, comprehension, and storytelling skills in Indonesian language classes.

Respect for Nature in the Story

Harmony with the Natural World

The Soppeng villagers live in harmony with their natural environment, relying on farming for their livelihood. This reflects a deep respect for the land and its resources.

Use of Natural Elements

La Beddu utilizes natural elements like salaga, busa sabun, kura-kura, belut, and kulit rebung to defeat Nenek Pakande. This demonstrates an understanding and respect for the natural world, using its resources thoughtfully and purposefully.

Symbolism of Nature

The natural elements used by La Beddu symbolize the power and wisdom found in nature. For example, the turtle and eel represent natural elements that can be used to outsmart even supernatural beings. This shows respect for the wisdom and usefulness of nature's creations.

Respect for Animals

The story treats animals like the turtle and eel with respect, using them as part of a clever plan rather than harming them. This reflects a caring attitude towards living creatures.

Cultural Significance of Natural Elements

The story highlights the cultural significance of natural elements in traditional Bugis society. These elements are not only part of daily life but also hold symbolic meaning and practical uses, indicating a deep respect for the natural world and its integration into cultural practices.

In conclusion, the story of Nenek Pakande emphasizes the importance of living in harmony with nature, respecting its resources, and recognizing the wisdom and usefulness of natural elements in overcoming challenges.

Si Penakluk Rajawali" (The Conqueror of the Eagle)

Moral and Ethical Lessons

The story emphasizes courage, altruism, honor, humility, the balance between tradition and compassion, and the importance of community. The young man's bravery and selflessness in risking his life to save the princess and the kingdom exemplify these values.

The young man's initial reluctance to take credit for his heroic act demonstrates his humility and integrity. These qualities are eventually recognized and rewarded by the king.

The king's respect for his kingdom's traditions, coupled with his compassionate search for a solution to avoid sacrificing his daughter, illustrates a balance between cultural respect and compassion.

The king's decision to involve his people in solving the problem highlights the importance of relying on the collective strength and skills of the community to overcome challenges.

Social Cohesion and Community Values

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Social Cohesion and Community Values involving Solidarity in Crisis: Shared Responsibility and Community Support. The kingdom uniting to face a common threat underscores the value of solidarity in times of adversity.

The competition to defeat the rajawali reflects a sense of shared responsibility and collective purpose among the kingdom's inhabitants.

The willingness of the people to participate in the competition and support the royal family demonstrates the respect for nature in the story of "Si Penakluk Rajawali" is portrayed through the following aspects:

The Rajawali as a Symbol of Natural Power

The rajawali, a mighty and fearsome bird of prey, represents the formidable and unpredictable forces of nature. The story acknowledges the rajawali's power and danger, illustrating a deep respect for the natural world's ability to impose its will on human affairs.

The Kingdom's Tradition

The tradition of sacrificing a daughter to the rajawali reflects the historical human attempt to appease or balance natural forces. This tradition highlights how people historically sought to coexist with nature by adhering to rituals and practices that respected its perceived power.

The Use of Nature in the Competition

The preparation for the rajawali's arrival includes using natural elements, such as the 'pendhapa' and the offerings of food. This aspect of the story shows an understanding of nature's role in attracting and dealing with powerful creatures, and illustrates how humans once interacted with and used nature in their strategies.

The Natural Setting

The story's setting in the lush, natural environment of South Sulawesi underscores the importance of nature in shaping the plot. The dense forests and

the remote areas are intrinsic to the story's backdrop, demonstrating how natural landscapes play a crucial role in traditional tales.

Respect for the Hero's Skills

The hero's success in overcoming the rajawali with his magical tools reflects a respect for nature's challenges and the skills required to master them. The use of the magical cord and the blade signifies the human effort to harness and control natural forces respectfully and effectively.

In essence, the story conveys a deep respect for nature through its depiction of the rajawali as a powerful natural entity, the traditional practices to deal with it, and the role of the natural environment in the narrative. The king's decision to hold a celebration for the hero who defeats the rajawali reinforces the community value of honoring and celebrating bravery and heroism.

Language Teaching

Rich Vocabulary

The story introduces a variety of vocabulary related to traditional culture, nature, and heroism, enriching the reader's language skills.

Cultural Expressions

The use of traditional expressions and idioms provides insights into the cultural context and linguistic nuances of the region.

Dialogue and Interaction

The dialogues between characters offer examples of conversational language, helping readers understand and practice social interactions and communication styles.

Narrative Structure

The story's structure, with its clear beginning, conflict, climax, and resolution, serves as a model for narrative writing and comprehension.

Conclusion:

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The story of "Si Penakluk Rajawali" provides valuable moral and ethical lessons, reinforces social cohesion and community values, and offers rich language teaching opportunities. Through its narrative, readers learn the importance of courage, integrity, and compassion, while also gaining insights into the cultural and linguistic heritage of South Sulawesi.

Discussion

Educational Implications

The findings from this study have significant implications for education, particularly in the areas of language use and cultural teaching. Integrating Banjarese and Buginese folk tales into educational curricula can offer many benefits.

Enhancing Language Learning:

Students can engage with grammar and vocabulary in meaningful and culturally relevant ways through the rich context that folklore provides for language learning. Kramsch (1993) stated that "Language learning is most effective when it is contextually grounded in the learners' cultural experience." Folk stories have a fascinating characteristic that could help pupils better comprehend and remember linguistic issues. Narratives such as "The Honest Trader" and "The Brave Sailor" can be used to teach language structures while maintaining learning interest.

Promoting Cultural Awareness:

Promote Cultural Understanding: By teaching children about their cultural background, you can help them develop a sense of pride and self-worth. In keeping with this is the concept of culturally aware education proposed by Gay (2000). **Promote Intercultural Understanding:** To promote intercultural understanding, compare and contrast Banjarese and Buginese tales. As a result, students might develop a greater appreciation for all human values and ethnic variety.

Moral and Ethical Education:

Using folklore in the classroom could provide positive opportunities for moral reflection and discussion. Teachers can utilize stories like "The United Villagers" and "The Warrior's Honour" to spark discussions about morality, courage, and civic responsibility. There are disadvantages to using folklore in the classroom, despite its many benefits:

Representation and Authenticity

Realistic Representation: It is crucial to ensure that the folktales used in the classroom are delivered correctly and accurately capture the cultural narratives. Collaborating with community members and cultural experts can help maintain authenticity. **Keeping stereotypes at bay:** Teachers must take care to avoid reinforcing stereotypes or oversimplifying cultural narratives. This issue can be fixed by providing context and promoting stimulating discussions.

Curriculum Integration

In order to meet academic criteria, folklore needs to be thoughtfully planned for and integrated into the curriculum. Teachers must design classes that effectively include traditional tales in order to meet learning objectives. If educators want to be prepared to use folktales in their lessons, they must undergo professional development and training. This means being aware of the cultural significance of the stories and being able to facilitate discussions about them.

CONCLUSIONS AND SUGGESTIONS

The comparative study of Buginese and Banjarese folklore shows that there is a wealth of pedagogical possibilities for improving pupils' moral education, cultural awareness, and language use. Teachers can design learning experiences that are more interesting, culturally relevant, and meaningful by incorporating these cultural narratives into their classrooms.

In support of the inclusion of folklore as an essential educational resource, this study highlights the significance of conserving and applying indigenous knowledge in the classroom. Teachers can encourage moral development, cultural

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understanding, and improved language use by incorporating local wisdom into their lessons. As a significant educational resource, folklore should be preserved and used, according to this study, which highlights the importance of culturally sensitive teaching methods that respect and celebrate students' rich cultural backgrounds.

The rich cultural wisdom found in Banjarese and Buginese folklore was examined in this study, along with its educational benefits and possible uses in contemporary educational contexts. These folktales conserve cultural legacy, foster social solidarity, and impart important moral lessons, according to a qualitative descriptive comparison. Banjarese and Buginese stories share common themes of honesty, respect for nature, community values, and cultural identity. Additionally, Banjarese folklore's water-centric narratives and Buginese tales' seafaring traditions offer additional cultural insights.

It is possible to improve language acquisition, foster cultural awareness, and support moral and ethical education by including these folktales in school curricula. Learning experiences can be made more interesting and meaningful by educators by establishing educational methods in the cultural contexts of their pupils. The significance of conserving and applying Indigenous knowledge is emphasized in this study, which supports the inclusion of folklore as an essential part of modern education.

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