



Indonesian Folklore Fashion as a Form of National Identity in Literature Learning for Early Childhood

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ABSTRACT

Learning is a process of increasing insight through various things around the learner with a happy and conducive situation. One of the learning processes that must be undergone by a human being is learning at an early age. One of the fields of study that needs to be studied by early childhood is literature. Learning literature means giving children space to imagine and get to know local wisdom. One form of local wisdom is traditional clothing or traditional clothing which is the identity of the Indonesian ethnic group as well as a distinctive characteristic for each region in the archipelago. Traditional clothing has its own fashion or style and when combined is called Indonesian Folklore fashion. Indonesian Folklore fashion is a place to introduce early childhood to the richness of the archipelago as well as introduce children to legends, folklore, each region in Indonesia. This study aims to explain the method of learning literature for early childhood by involving the field of fashion science as a visual space and legends, folklore as a place for learning literature. This study found that early childhood prefers something visual because visual objects can help them observe, remember, and know the shape and appearance of the object directly, as well as develop their imagination

INTRODUCTION

Folklore is part of culture. Folklore - whatever its form and shape -- is created or created by humans (man made). Folklore from generation to generation is passed down orally, semi-orally (partly orally), and not orally. For that, it is necessary to first study the general cultures, with the hope that the confusion in understanding culture in general can be minimized. So far, there has been a misunderstanding among our society about the term culture. According to their understanding, culture is identical to art. So, when we invite them to talk about culture, they will definitely run towards art. Unfortunately, the title of cultural figure is always attached to artists. Another misunderstanding occurs when society assumes that the form of culture is everything that is physical and limited to art products. Culture is actually the entire system of ideas, actions, and human works, in the context of community life or in the context of living in society, which is made human property by learning. This suggests that the form of culture includes three things, namely ideas/concepts (ideas), actions (activities), and artifacts (artifacts). From the form of culture ideas/concepts/norms/rules/values, the cultural system (customs) is born, from the form of culture actions/activities/behaviors, the social system is born, and from the form of cultural artifacts/products/results, physical culture is born.

Fashion and folklore can be combined in the term Indonesian folklore fashion. The fashion used in Indonesian mythology is fashion that has its own uniqueness and characteristics. The uniqueness and characteristics are the identity of the nation that can be observed by anyone in this world. That identity will lead all parties to know more about Indonesia. If we talk about fashion in Indonesian mythology, then inevitably we will also talk about legends, folklore, and myths that exist in the Indonesian region. Stories and fashion are related. Both are two things that cannot be separated. Both can be explained in more detail through the discipline of Indonesian literature.

This research is different from other research. The first uniqueness in this research is combining the world of fashion with the world of literature. The second uniqueness is discussing the method of learning literature for early childhood by introducing Indonesian Folklore fashion first to early childhood so that they know the style of each region in Indonesia. The third uniqueness in this research is introducing readers, especially early childhood educators, to provide interesting learning by involving several disciplines in the learning process. In addition to uniqueness, there is also urgency in research. Through the phenomenon of the lack of literature learning in early childhood education, researchers want to remind us that literature learning is an important thing that cannot be underestimated in terms of value and position. Literature learning does not wait for the learner to reach adolescence or adulthood, literature learning can be done at an early age by carrying a simple and light concept but full of meaning and weight.

LITERATURE REVIEW

The phrase "We live surrounded by literature" is borrowed from Lakoff and Johnson (1980) who wrote the book *Metaphors We Live By*. In essence, Lakoff and Johnson show the existence and importance of metaphors in human life. In everyday life and in various activities, humans cannot escape from metaphorizing, speaking, and even thinking using various metaphors. For example, expressions that are very commonly heard in everyday conversation, such as falling in love, heartbroken, discouraged, discouraged, stubborn, steel-hearted, the test is just around the corner, hang your ideals as high as the sky, and become a stumbling block are forms of metaphors. However, people do not realize that the words that are often spoken are actually metaphors.

Based on the fact that people can hardly avoid using these metaphors, Lakoff and Johnson then said that we live surrounded by metaphors, we cannot live without metaphors. Moreover, according to him, metaphors even dominate human life, namely dominating the way of speaking, thinking, and culture. It is the same as the fact that people do not realize that the words they say are metaphors. The same thing also happens in terms of how to think and culture. That is, we are also not aware that we often think and culture through metaphors. More or less the same thing also happens with literature, especially children's literature. We often do not realize that various things and activities that we do, or are done by other people, even by children, have a literary nuance. Thus, it is not an exaggeration to say that we actually live surrounded by (children's) literature.

Children's literature includes all types of creative and imaginative writing that are intended as reading and entertainment for children. Children's literature offers pleasure and understanding for children. Children's literature is closely related to the world of children and the language used is in accordance with the intellectual and emotional development of children. Conceptually, children's literature is not much different from adult literature (adult literacy). Both are the same in the literary area that covers all life with feelings, thoughts, and insights into life. The difference lies in the focus of providing a meaningful picture of life for children in a work. Literature (in children's literature) is a form of imaginative creation with a certain language exposure that describes a fictional world, presents certain understandings and experiences, and contains certain aesthetic values that can be created by adults or children. Children's literature is not limited by who the author is, but for whom the work is created. Thus, children's literature may be the work of adults, but it contains stories that reflect children's feelings, children's experiences and can be understood and enjoyed by children according to children's knowledge. Readings like that should be provided as language learning materials in Elementary Schools.

Huck (1987) stated that anyone who writes children's literature does not need to be a problem as long as the depiction emphasizes the lives of children who have meaningful values for them. Norton (Hartati, 2017) explains that children's literature is literature that reflects children's feelings and experiences through children's perspectives. However, in reality, the meaningful value for children is sometimes seen and measured from the perspective of adults.

Children's literature places children as its focus. Some interpret that children's literature is all books that are read and enjoyed by children. This statement is less agreed upon by Sutherland and Arthburnot (Hartati, 2017), because children's literature is not only books that are read and enjoyed by children, but also written specifically for children and that meet artistic standards and literary requirements.

METHODOLOGY

This research is a type of qualitative research. This research has data and data sources. The data source is all forms of clothing originating from regions in Indonesia, where the clothing is a style of clothing that exists in folklore, legends, and myths. The data in this study are in the form of words, sentences, paragraphs which are an explanation of the method of learning literature for early childhood. The data will be interpreted in the context of cultural discourse. The data collection technique used in this study is the documentation technique. The data analysis technique used is the literacy technique. The data validity technique used is an external auditor who is none other than a lecturer.



Figure 1. Fashion Indonesia Folklore

RESULTS AND DISCUSSION

This research will divide the exposure into several aspects, namely:

1. The technique of introducing the concept of fashion and literature to early childhood can be through learning the introduction of Indonesian Folklore fashion. Educators can name the learning as Indonesian Folklore Fashion or what is called FIF. This learning involves flashcards as a teaching medium to introduce children to fashion styles from each region in Indonesia. Here is an example of the Indonesian Folklore Fashion learning technique.

Table 1. Examples of Learning Techniques for Indonesian Folklore Costumes

Legend	Origin FIF	Picture FIF
Origin of Lake Toba	North Sumatera	
Roro Jongrang	Special Region of Yogyakarta	
Malin Kundang	West Sumatera	

Crying Stone	West Kalimantan	
Situ Bagendit	Garut, West Java	
Sangkuriang	Sunda, West Java	

2. FIF learning also introduces early age learners to understand the concept of fashion. Fashion introduced to early age learners is traditional fashion by instilling certain values as in the following table.

Table 2. The Clothing Introduced to Early Childhood Students is Traditional Clothing That Instills Certain Values

Type of Value	Exposure
Nasionalism	Nasionalisme dapat diterapkan melalui pengenalan FIF kepada peserta didik usia dini. Mereka diminta menghafal dan mengamati setiap gambar yang ada dalam flashcard FIF.
Modern	Some traditional clothes are open-ended. This style does not mean that the user of the style is impolite, but the style is unique. Not all people who wear open clothes are not polite, but they wear them because of their regional identity or because they follow existing fashion trends.
Literature	Through the fashion style of each region, we can identify what folk tales, legends or myths exist in that region.
Respect	Every student is taught to appreciate and respect every wealth from every region in Indonesia without having to discriminate or say bad things about the wealth itself.
Proud	The feeling of pride in Indonesia must be emphasized from an early age to early age learners. Indonesia is a country rich in culture and rich in many things and it is fitting that all forms of wealth are maintained and preserved.

3. All forms of FIF learning can be held inside or outside the classroom. FIF learning can also be part of one of the government programs, namely Out Door Learning or ODL by inviting students to visit museums, traditional houses, or other places.

CONCLUSION

This research has several conclusions in accordance with the problem formulation stated in the introduction. These conclusions are:

1. Introducing the world of fashion and literature to early childhood is not easy, but there are various ways that can be done. One of these ways is FIF learning. Through FIF, children can also learn to observe shapes, styles, and clothing combinations and can implement them in their personal lives. In addition, early childhood can also understand the types of colors through FIF learning.
2. Early childhood is a child who has a fast development phase and is easy to absorb. Their cognitive abilities will improve if the school environment and family environment create interesting learning conditions that are liked by the child.
3. FIF learning can be applied in all educational institutions and all early childhood children, both normal and children with special needs or special children.

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