The Objective Of This Research Was To Examine The Influence Of The Problem-Solving Approach On The Capacity Of Ninth-Grade Students At SMP 1 Kuala Regency Langkat To Recognize Components Of Folk Tales In The Academic Year 2022/2023

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Abstract. The aim of this study was to evaluate the analytical abilities of ninth-grade students at SMP Negeri 1 Kuala in analyzing the intrinsic elements of the Lau Kawar lake mythology. The current investigation involved a total of 197 participants, with a sample size consisting of 80 persons. The test for homogeneity of variance was performed on the two sample groups, resulting in an Fcount value of 1.22. The value of the critical F statistic, denoted as Ftable, was found to be 1.704. This study is expected to offer significant insights for education practitioners and administrators, notably targeting teachers, school principals, and researchers. The focus will be on junior high school education, specifically in class IX. The t-test findings were determined to be greater than the crucial t-value obtained from the t-table, particularly $2.80 > 1.667$, at both the 5% and 1% levels of significance.

Keywords: Influence, Problem-Solving Approach, Folk Tales

1 Introduction

Literary works consistently address matters pertaining to the human condition, so establishing an inseparable and enduring connection between human existence and the realm of literature. Literary works serve as a means of human expression, offering a reflective portrayal of the intricacies and complexities inherent in human existence. Nevertheless, over the course of time, this particular piece of literature has experienced a decline in popularity among certain individuals, particularly within contemporary society. This phenomenon can be attributed to the fact that individuals tend to derive greater enjoyment from literary works. Indeed, it is well seen that individuals often seek instruction from authors through the medium of literary works they produce.

Literary works encompass narratives pertaining to the human condition and the natural surroundings. The narrative is composed with an emphasis on moral principles, as well as comprehension and emotions, employing linguistic elements. By incorporating elements of humility and aesthetic appeal, literary works provide a platform through which the challenges pertaining to human existence, societal dynamics, and environmental concerns can be observed. The literary domain encompasses a wide range of genres, such as poetry, drama,

and prose, which includes novels, short stories, and folk tales, among others. The narrative conveyed by the author serves as a reflection of the fundamental principles and beliefs that underpin human existence and societal norms.

The existence of literary works is not just derived from a cultural void, but rather stems from the creative efforts of authors who have penned them. The creator of this literary work crafted it as a response to the prevailing trends observed inside the societal context. The incorporation of these elements inside his work serves to demonstrate the inseparability of literary works from the socio-cultural context of society, particularly in relation to the historical development of literature.

In line with this, there is a literary theory which says that literature is the expression of writers' results regarding problems in human life with all their behavior. The expression of human life with all its behavior is a combination of the power of imagination, expression and creation. The expression of the problem in a literary work is seen as the writer's overall idea or ideas regarding the literary work created. According to Kosasih, literary works are rules of life with various problems. Literary works are a form of life that contain moral, aesthetic teachings and are related to the social order of fellow humans.[9]

Literary works are a significant component of the cultural fabric of Indonesian society, as they are classified as literary artifacts that may be comprehended and analyzed. This concept statement is derived from literature that is prevalent within Indonesian society. This perspective will focus on the examination of Indonesian literary works produced under diverse creative contexts, namely in relation to geographical location, temporal framework, and sociocultural milieu.

According to Esten, literature is artistic creation. Because a literary work of art has high beauty. Judging from the medium used, literature can be classified into 2 groups, namely (1) oral literature and (2) written literature. Oral literature is literature whose presentation system uses oral communication (speech). Meanwhile, written literature is literary creation presented using the medium of writing. Both have differences in terms of the media used to have the same mission, namely to enrich the literary treasures of their fans. Forms of written literature include those published in newspapers every Sunday, literary books, literary journals, and so on. Meanwhile, oral literature is literature that is conveyed by word of mouth, such as fairy tales, legends and myths.

Folklore is a genre of literature that mostly exists through oral tradition. Folklore holds a significant presence within several segments of society. This phenomenon can be attributed to the fact that individuals across various regions of the globe own distinct cultural narratives and traditions, sometimes referred to as folklore. Folklore serves as a means through which regions can be identified and groups can be indirectly distinguished based on their unique local traditions and cultural practices.

Folklore refers to narratives originating from ancient periods that are ingrained within a community and transmitted through oral tradition. The variation of folklore across different locations is undoubtedly distinct. The narrative recounts historical events, the veracity of which may pose challenges to logical comprehension. Nevertheless, these folk tales offer valuable lessons to readers, which explains why they continue to be incorporated into various facets of life to this day.

The folklore around Lau Kawar Lake encompasses various essential aspects, including themes, plots, settings, characters, characterizations, and messages. The inclusion of these aspects holds significant value for readers as they contribute to the enhancement of understanding and acquisition of knowledge pertaining to the narrative. It is widely recognized that literary works are inherently interconnected with their intrinsic elements. Moreover, folklore encompasses a variety of characters that serve to enhance and advance the narrative. The theme of the narrative exhibits a diverse range.

According to Amir (2013: 65), "the themes of oral stories are very varied, such as tales of supernatural creatures, legends, or animal stories. In religion there are certain figures who are the topic of stories. Oral stories are passed down from generation to generation because they function as the history of a group." It can be understood that oral stories or folk tales are basically varied, both in terms of type (fairy tales, legends and myths) and the content in the stories (characters, plot and setting) which function as a form of introducing the history of a group of people from generation to generation . Referring to the entire description presented, this research is entitled The Effectiveness of Problem Solving Methods on the Ability to Identify Folklore Elements of Students IX SMP 1 Kuala Langkat Regency for the 2022/2023 Academic Year.

2 Research Method

The research used an experimental methodology including problem-solving learning techniques. Specifically, the study was conducted with meticulous attention to the selection and utilization of the research subject. In this study, a control group was used to implement the traditional approach, serving as a reference point for comparison with the technique under investigation. The present research used an experimental methodology whereby two groups were given treatment in the form of a learning intervention.

Table 1. Population of Class IX Students of SMP Negeri 1 Kuala Langkat Regency 2013/2014 Academic Year

No	Class	The number of students
1	IX-a	40
2	IX-b	40
3	IX-c	40
4	IX-d	39
5	IX-e	38
Total number		**197**

Table 2. Research Design

Class	Treatment	*Posttest*
Experiment	IX-a	Q
Control	IX-b	Q

Information :

IX-a   : Learning using problem solving methods (experiments).

IX-b   : Learning using conventional methods (control).

Q   : Mastery test identifying elements of folklore.

The instrument used in this research is a multiple choice test with a total of 20 questions, with alternative answers (a, b, c, d). Each correct answer is given a score of 5, and a maximum value of 100 and a minimum of 0

Table 3. Assessment Aspects

No	Assessment Aspects	Question Number	Number of

		Questions	
1	Define Theme	20	
2	Determining Flow	1,2	
3	Determining the Setting	4,7,10	
4	Determining Characterization	5,11,13,19	20
5	Determining Viewpoints	3,14,19	
6	Define mandate	6,8	
7	Language style	9,12,15,16,17	
	Score	**Number of correct answers x 100**	

3 Results And Discussion

3.1 Result

After conducting research on the problems taken, the data obtained from each group. The data in this study are divided into two parts, namely data from the experimental group using the Problem Solving method and data from the control class using the conventional method. The results of learning to identify the intrinsic elements of students' folklore can be described in the following table.

Table 4. Experimental Class Value Data and Control Class Data

No	Experiment Class Student's name	Test	No	Control Class Student's name	Test
1	Ade Febrian Ginting	70	1	Abdul Rahim	70
2	Ageng Pangestu	75	2	Adelia Febina	75
3	Amelya Br Sembiring	75	3	Agnita Br Sembiring	50
4	Ardiansah	50	4	Agus Tina Wati	50
5	Ari Gunawan	70	5	Alfin Wendy Khatama	50
6	Bambang Susanto	70	6	Alif Dwiki Mutaqim	60
7	Bela Aprila	85	7	André Periansyah	70
8	Calvikayana	70	8	Anita Oktaviyana	85
9	Chinta Veronika	75	9	Anuar Mamana Sitepu	80
10	Cindy Fatika Sari Br Sbr	75	10	Ardiyanta Ginting	80
11	Dani Perdana	80	11	Ari Rahmansyah Putra	75
12	Della Adelia	50	12	Arianta Tarigan Grs	80
13	Dina Harniati	70	13	Baskara Sukma Toraja Sitepu	75
14	Dira Andini	85	14	Devi Cirnelia	70
15	Dwi Amalia	80	15	Deni Novita Sari Brother Sitepu	60
16	Edward Louis Ginting	70	16	Deny Priadi	55
17	Egi Dion Efrata Sitepu	85	17	Dhea Rizky Aulia	70
18	Eka Rahayu	60	18	Dimas Erlangga	55
19	Elza Aezonda	90	19	Dwi Nova Lestari	50
20	Emy Kristianty Brother Ginting	60	20	Dwiki Toraja Sitepu	55
21	Farida Nurhasanah	80	21	Edi Nopriyanta Ginting	65
22	Ika Oktaria Ningsih Br sbr	50	22	Edwin Pernando Tarigan	60
23	Iskandar Zulkarnain	70	23	Eco Primsa Sembiring	50
24	Jelly widi Yanti sahny	85	24	Elita Brother Sitepu	70
25	Jihan Widia Ningsih	70	25	Beautiful sahpitri	65
26	Kharisma Brother Surbakti	70	26	Kemala Sari Eka Putri	60
27	Khairun Nisa	45	27	Linda Syahpitri	55

No	Experiment Class		No	Control Class	
	Student's name	Test		Student's name	Test
28	M. Zervida Arianta Sitepu	85	28	Lusi Susanti Brother Depari	70
29	M. Farhan Mardani Stp	60	29	M. Arifin	60
30	Mutia Febrina	75	30	Marselina Brother PA	70
31	Nicky Handayani	60	31	Masdianta Ginting	75
32	Princess Ayu Lestari	55	32	Melinia Syahpitri	50
33	Qorib Naim	70	33	Merry Kristiana	65
34	Ramadani	55	34	M. Bambang Irawan	60
35	Safira Andini	65	35	Rida Gustina Brother Sitepu	50
36	Siti Sahara	70	36	Rika Afrilia Lestari	65
37	Stephen Joe	85	37	Sefti Devia	55
38	Syafira Fadillah	70	38	Silvi Br Sitepu	65
39	Arfandi Siregar's legacy	80	39	Subri Andryan Syahputra	70
40	Yohana Prasas ti Br Sbr	70	40	Yustika Dewi Br Ginting	50

In the experimental class student learning outcomes and data on student learning outcomes in the control class the results of the deviation and variance of student learning outcomes are as follows:

Table 5. Frequency Distribution of Scores for the Ability to Identify Folklore Elements in the Experimental Group

X	F	FX	X_-^x	X^2	FX^2
45	1	45	-25.25	637.56	637.56
50	2	150	-20.25	410.06	1230.18
55	3	110	-15.25	232.56	465.12
60	4	240	-10.25	105.06	420.24
65	1	65	-5.25	27.56	27.56
70	14	980	0.25	0.06	0.84
75	4	300	4.75	22.56	90.24
80	4	320	9.75	95.06	380.24
85	6	510	14.75	217.56	1305.36
90	1	95	19.75	390.06	1305.36
AMOUNT		2810	AMOUNT		4947,4

Table 6. Frequency Distribution of Ability Scores for Identifying Folklore Elements in the Control Group

X	F	FX	X_-^x	X^2	FX^2
50	8	400	-13.63	185.77	1486.35
55	5	275	-8.63	74,47	372.35
60	6	360	-3.63	13,17	79.02
65	5	390	1.37	1.87	9.35
70	8	560	6.37	40.57	324.56
75	4	300	11.37	129.27	517.08
80	3	240	16.37	267.97	803.91
85	1	85	21.37	456.67	456.67

| AMOUNT | 2545 | AMOUNT | 2562.94 |

3.2 Discussion

3.2.1 Problem Solving Classroom Learning Outcomes Data

The results of research on experimental class students obtained the highest score = 90, the lowest score = 45, the average score (M) = 70.25, standard deviation (SD) = 11.26. Experimental class test score data is listed in the following table:

Table 7. Experimental Class Value Data

No	Mark	Absolute Frequency	Relative Frequency
1	45-54	4	10%
2	55-64	6	15%
3	65-74	15	37.50%
4	75-84	8	20%
5	85-94	7	17.50%
	Amount	**40**	**100%**

The experimental class frequency distribution can be described based on predetermined class intervals and the frequency of observations obtained from the research in the figure below:
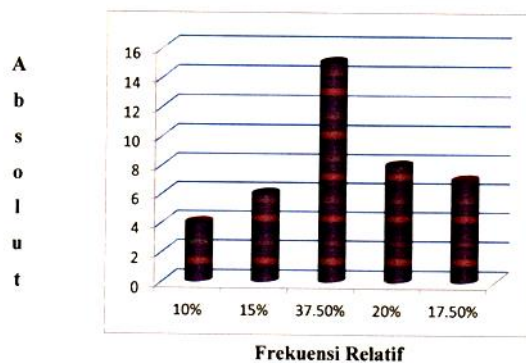

Fig.1. distribusition exprement class

3.2.2. Description of The Control Class Learning Data Using Conventional Methods

Furthermore, the results for control class students obtained the highest score = 85, the lowest score = 50, average (M) = 63.63 and standard deviation (SD) = 10.19. Control class student data is shown in the table below:

Table 8. Control Class Value Data

No	Mark	Absolute Frequency	Relative Frequency
1	45-54	8	20%
2	55-64	11	27.5%
3	65-74	13	32.5%
4	75-84	7	17.5%
5	85-94	1	2.5%
	Amount	**40**	**100%**

The frequency distribution of the control class can be described based on predetermined interval classes and the frequency of observations obtained from the research in the figure below:
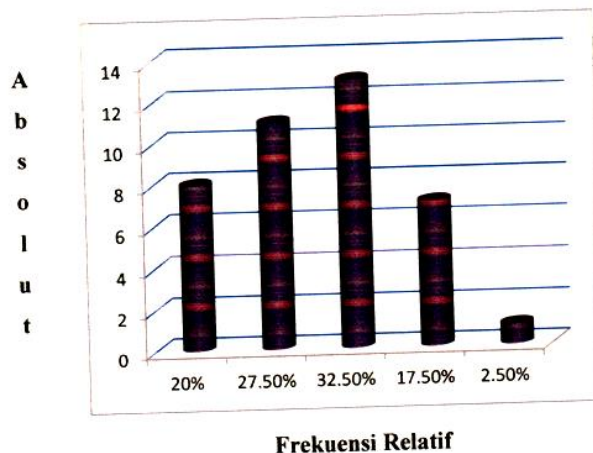
Fig.2. distribusition control class

4 Conclusion

Based on the research and discussion described in the previous chapter, several things can be concluded below: Based on the research results, it is known that the average (mean) final result of students identifying elements of folklore using the problem solving method is 70.25 with the lowest score being 45, the highest score being 90, and the standard deviation being 11.26. The ability to identify elements of folklore using conventional methods is 63.63 with the lowest score being 50, the highest score being 85, and the standard deviation being 10.19. The problem solving method is more effective than conventional methods in learning Indonesian, especially in identifying elements of folklore.

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