

# The Content of Sundanese Folk Stories in Developing a Sense of Nationalism and Curiosity in Elementary School Students

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## ABSTRACT

*This study examines the potential of digital-based Sundanese folktales. Tangkuban Perahu, Situ Bagendit, and Sangkuriang in fostering nationalism and curiosity among elementary school students. Employing a qualitative content analysis approach, this research analyzes narrative structures, cultural symbols, and visual elements presented in digital flipbook formats. The findings reveal that all three folktales contain strong nationalistic values, including local identity, social responsibility, justice, and cultural pride. Moreover, digital visualization enhances students' curiosity through interactive illustrations, dramatic narrative conflicts, and culturally rich visual representations. These results indicate that digital Sundanese folktales can serve as effective learning resources for implementing the Merdeka Curriculum by promoting cultural literacy, character education, and curiosity-driven learning in elementary education.*



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## INTRODUCTION

Globalization and rapid technological development have brought significant challenges to education in Indonesia, particularly in maintaining students' character and sense of nationalism. The weakening of national identity among younger generations has become a serious concern, especially at the elementary school level, where character formation plays a crucial role in shaping future citizens (Budiwibowo, 2016). Exposure to global culture, often dominated by Western values, has gradually reduced students' familiarity with local cultural heritage.

In response to this challenge, education must integrate local wisdom and cultural values into learning activities. Folklore represents a rich cultural resource that contains moral values, social norms, and collective identity. However, traditional folklore is increasingly overlooked by students, who are more attracted to digital and visual media. Therefore, the integration of folklore into digital learning platforms is necessary to preserve cultural heritage while aligning with students' learning preferences.

Previous studies have shown that digital storytelling and folklore-based learning can enhance students' engagement, comprehension, and character development (Fadhilah et al., 2022; Putra & Windayani, 2024; Juniar et al., 2023).



Figure 1. Cover of the Sundanese Folk Tales

Other studies also emphasize the role of folklore in strengthening national identity and cultural awareness (Anak et al., 2025). Nevertheless, most existing research focuses on folklore in general or on instructional outcomes, with limited attention to the systematic analysis of digital-based Sundanese folktales, particularly in relation to both nationalism and curiosity among elementary school students.

Thus, a research gap exists regarding how narrative elements, visual representations, and cultural symbols within digital Sundanese folktales contribute to the development of nationalism and curiosity. This study addresses this gap by conducting a qualitative content analysis of three well known Sundanese folktales. Tangkuban Perahu, Situ Bagendit, and Sangkuriang presented in digital flipbook formats. The novelty of this research lies in its focus on content structure and digital visualization as tools for character education in elementary schools.

Accordingly, this study aims to: (1) analyze nationalistic values embedded in digital Sundanese folktales; (2) identify narrative and visual elements that stimulate students' curiosity; and (3) explain the role of digital media in strengthening cultural literacy and character education in elementary school students.

## **RESEARCH METHODS**

This study employed a qualitative content analysis method to examine how digital-based Sundanese folktales contribute to the development of nationalism and curiosity among elementary school students. Qualitative content analysis enables researchers to explore meanings, cultural symbols, narrative structures, and moral messages embedded in textual and visual media (Arafat, 2018).

### **Research Design**

The research design was descriptive qualitative, focusing on an in-depth analysis of three digital Sundanese folktales: Tangkuban Perahu, Situ Bagendit, and Sangkuriang. These folktales were selected based on their cultural significance, popularity, and availability in digital flipbook format (Ramadan, 2021).

### **Subjects and Data Sources**

The data sources consisted of digital texts and illustrations obtained from flipbook-based Sundanese folktales used in educational contexts. Data included narrative text, visual images, colors, cultural symbols, plot structure, and dialogue relevant to nationalism and curiosity. The main research instrument was a content analysis sheet developed based on the theory of nationalistic values from the Pancasila Student Profile (Rabbani & Pelu, 2025) curiosity theory (Raharja et al., 2018) and folklore narrative structure (Rafiqa, 2021). The instrument was validated by experts in elementary education and Sundanese culture to ensure content relevance.

### **Procedure Data collection**

Data collection was conducted through several stages: (1) selecting and downloading digital folktales; (2) repeated reading and observation of texts and visuals; (3) open coding to identify indicators of nationalism and curiosity; and (4) categorizing codes through axial coding. Data analysis followed thematic analysis procedures, including data reduction, theme categorization, interpretation, and conclusion drawing (Braun & Cklarke, 2022), which emphasizes the identification pattern meaning in the data in systematic.

## RESULTS AND DISCUSSION

Research result demonstrate that third digital- based Sundanese folk tales of Tangkuban Perahu, Situ Bagendit, and Sangkuriang carrying mark strong and significant nationality for creation character student school basis. The value shown via representation identity local, love to Sundanese nature and culture, caring social, justice, and toughness figures. Digital visual drawings such as environment Mountain Tangkuban Perahu, scene changes to Situ Bagendit , and animation battle Sangkuriang improve internalization values These results in line with (Ginting, 2025). It claims that folklore is a powerful tool for teaching kids a sense of self, culture, and love for their country.

Additionally, the digital presentation of folktales piques students' interest through dynamic graphics and intricate narratives. Tangkuban Perahu's account encourages investigation into the legend's beginnings, Situ Bagendit draws attention with striking images of the situation changing into a lake, and Sangkuriang provokes critical examination through the tension of the entire narrative. As mentioned, the visual-digital components have been shown to promote cognitive involvement. (Collis, 2020) and supports learning based on desire know (*curiosity-driven learning Results This shows that digitization Sundanese folklore has significant significance for enhancing the digital culture of literate pupils. Students get an understanding of moral principles as well as skills in interpretation, cause-and-effect analysis, and appreciation of local culture through the combination of narrative and visual culture. This is support Fathurrahman & Irawan (2025) and Nurhafsah et al (2024) which emphasize that digital- based education materials culture can promote motivation and character participant educate . In general, employ digital Sundanese folklore that has been shown to help the implementation of an independent curriculum to develop Profile Pancasila students, particularly in the areas of nationality, literacy, culture, curiosity, and critical thinking.*

Analysis results to three digital based Sundanese folk tales of Tangkuban Perahu, Situ Bagendit, and Sangkuriang, indicating that all three load values important nationalism with formation character student school basic. The nationalistic ideals found associated with identity local, love homeland, care social, moral integrity, to character heroism. This matter in line with opinion Ferando et al (2025) that folklore is vehicle strategic For introduce identity culture to generation young by tight narrative with life daily. Deep digital media folklore strengthens delivery highlight the through attractive graphics, contrasting colors, and symbols the culture displayed in multimedia format.

**Table 1.** Nationalism values in three digital Sundanese folk tales

Story	National Values	Content
Tangkuban boat	Identity local, love for Sundanese nature	Digital visuals of Sundanese mountains and landscapes strengthen pride culture local
Bagendit Lake	Concern social, justice	Story Nyai Bagendit instilled mark help fellow human beings and impact greed social.
Sangkuriang	Heroism, discipline, toughness	Animation struggle Sangkuriang emphasize character abstinence give up

Students' curiosity is increased by digital media through: 1) Interactive graphics illustrating the enigma surrounding the Tangkuban Perahu legend; 2) Situ Bagendit's dramatic animation reinforces the moral lesson; 3) The difficult Sangkuriang student's conflict narrative for evaluate cause and effect channel tale.



Figure 2. Students' curiosity

## CONCLUSION

Examine This leads to the conclusion that digital versions of the Sundanese folktales of Tangkuban Perahu, Situ Bagendit, and Sangkuriang include significant nationalist themes including pride culture, identity, justice, duty, and social response. Digital media makes symbol culture more engaging, which increases students' desire to learn about it. Digital folklore is a useful tool for literacy and education in schools. Basic research can create AR-based media, interactive movies, or gamification to improve learning outcomes.

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