

Theme Mapping of *Nusantara Bertutur* Fairy Tale as Text of Thematic Learning in Elementary School

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Abstract. The study aims to (1) map the theme in *Nusantara Bertutur* text based on its content and (2) describe the relevance of the theme presented in *Nusantara Bertutur* text with sub-themes in thematic learning in elementary school. This research is descriptive qualitative. The research object is the theme in *Nusantara Bertutur* fairy tale text. Data are 9 fairy tale texts published from January to March 2021. Data sources are fairy tale texts published through <https://klasika.kompas.id/> pages. Data collection techniques use documentation, record, and library study techniques. Furthermore, data collection is done through data analysis with content analysis. The results showed 9 fairy tale texts as data can be grouped into 4 types of themes that include themes of environmental, hero, caring for others, and preserving culture. In addition, the content of the story in *Nusantara Bertutur* fairy tale text has relevance to various themes and sub-themes of learning ranging from high and low grade. Thus, *Nusantara Bertutur* fairy tale text can be used as alternative text in thematic learning in elementary school.

Keywords: Fairy tale, *Nusantara Bertutur*, thematic learning

INTRODUCTION

Nusantara Bertutur is a movement that has concern for the strengthening of the character of Indonesian children through fairy tale that contains values and messages that can be exemplified by readers. The values contained in *Nusantara Bertutur* fairy tale include honesty, hard work, discipline, religious, independent, and creative values (Latifah, 2018). Realizing an independent nation and being able to contribute to the world with the spirit of independence, peace, justice, and humanity are the main visions of *Nusantara Bertutur* that refers to the opening of the Law 1945. *Nusantara Bertutur* comes by presenting a variety of fairy tales of archipelago children with interesting presenting and easy to access.

Nusantara Bertutur's readers can access fairy tale published in various versions, including reading, audio, and video. Media used to access sites ranging from <https://klasika.kompas.id/> pages, *Nusantara Bertutur*' Youtube, Instagram, Facebook, and Twitter. Various media offered to be able to access *Nusantara Bertutur* can prove that *Nusantara Bertutur* is easy to reach and efficient. According to (Pratiwi et al., 2017), *Nusantara Bertutur* can be used as a medium in optimizing multiliteration culture for elementary school students. Based on *Nusantara Bertutur*

presents a simple storyline and contains values that can strengthen the character and in accordance with the needs of elementary school students. The story text for children has a simple storyline, the values of conscientiousness, and interesting images (Adipta et al., 2016; Harikrishana & Rao, 2015; Chan, et al, 2019).

Indonesian learning in the 2013 curriculum refers to text as a functional and meaningful form of language. In addition, Indonesian in curriculum learning 2013 is referred to as a science heel. Baryadi (2017; Adnan, et al) stated that Indonesian is used as an introduction in understanding science and technology. Rahmawati (2015) explained that Indonesian as a science advocate is applied in thematic learning in elementary school that is integrated with natural and social sciences. Thus, the text presented in thematic learning in elementary school needs to be considered the relevance of its content to the theme of thematic learning.

Thematic learning in elementary school contains themes related to the surrounding environment and daily life. Thematic learning places learning on one theme to study several sciences (Wahyuni et al., 2016; Shih, et al, 2010). Furthermore, it is explained that thematic learning is carried out with the aim of presenting a complete and inseparable learning (Daulay & Daulay, 2021).

With the theme is expected to provide many advantages: (1) students easily focus on a particular theme; (2) students are able to learn knowledge and develop various basic competencies between subjects in the same theme; (3) a deeper and more effective understanding of the subject matter; (4) basic competencies may be developed better by linking other subjects with students' personal experiences; (5) Students are able to feel more about the benefits and meanings of learning because the material is presented in the context of a clear theme; (6) students are able to learn more passionately because they can communicate in real situations, to develop an ability in one subject while learning another; (7) teachers can save time because the subjects presented thematically can be prepared at once and given in two or three meetings, the remaining time can be used for remedial activities, stabilization, or enrichment (Sutirjo & Mamik in Widyaningrum, 2012).

Based on Permendikbud number 22 of 2016, thematic learning is done by referring to several principles: (1) learners find out not to be told; (2) the focus of learning shall be directed at the discussion of competence through themes closest to the lives of learners; (3) there is a theme that becomes unifying a number of basic competencies related to various concepts, skills, and attitudes; (4) learning resources are not limited to books; (5) students are able to study independently or in groups in accordance with the characteristics of the activities performed; (6) teachers plan and carry out learning oriented towards different levels of intelligence, experience, and interest in a topic; (7) basic competencies that cannot be combined can be taught by themselves; (8) provide students with hands-on experience through concrete activities to understand the abstract; and (9) thematic learning designed in the syllabus is not a sequence of learning, but rather a form of learning to achieve basic competencies and teachers can make adjustments.

Referring to the description of the principles of integrated thematic learning above, the implementation of thematic learning certainly needs to be supported by adequate media and learning resources. The utilization of learning resources in the form of available textbooks is not enough to provide interesting and varied text in thematic learning. So that the learning resources should not only be limited to books. *Nusantara Bertutur* consistently presents 2 times in 1 month various content of stories and themes that vary. In order to complete the reading materials in elementary schools, *Nusantara Bertutur* can certainly be used as a medium or learning resource for elementary school students. The study aims to (1) map the theme in *Nusantara Bertutur* text based on its content and (2) describe the relevance of the theme presented in *Nusantara Bertutur* text with sub-themes in thematic learning in elementary school.

Research on thematic learning in elementary school has been conducted by researchers. Wangid et al. (2014) conducted research on how readiness of teachers in DIY to integrative thematic learning, Saputro & Soeharto (2015) examined comic media development for thematic learning of elementary school grade IV with the planting of character education, and Nugroho & Arrosyad developed thematic learning based on WEB. The previous research using the data source of the new *Nusantara Bertutur* fairy tale was conducted by Latifah (2018) who examined research on educational messages in *Nusantara Bertutur*. Based on this background, researchers are interested in studying the mapping of themes in *Nusantara Bertutur* fairy tale text and their use as thematic learning teaching materials in elementary school.

METHOD

This research is descriptive qualitative. The research object is the theme in *Nusantara Bertutur* fairy tale texts. Data are 9 fairy tale texts published from January to March 2021. Data sources are fairy tale texts published through <https://klasika.kompas.id/> pages. *Nusantara Bertutur* texts are entitled “*Pahlawan Hutan Bakau*”; “*Bekal untuk Tante Meti*”; “*Tas Daur Ulang*”; “*Pahlawan Lingkungan*”; “*Riko, Pahlawan Kecil Ayah*”; “*Semangat Raras*”; “*Pahlawan Merapi*”; “*Pahlawan Berbalut Lumpur*”; and “*Bubur Pedas Pak Toto*”. Data collection techniques use documentation, record, and library study techniques. Documentation techniques used to collect and document *Nusantara Bertutur* fairy tale text is used as data. The recording technique is used to record the story content that shows the theme in *Nusantara Bertutur* fairy tale text. Library study is applied to collect various literature that have relevance to the problems discussed. Furthermore, data collection is done through data analysis with content analysis techniques. The analysis was conducted in-depth discussion related to the content of *Nusantara Bertutur* fairy tale text to determine the theme and find the suitability of the theme with the theme in thematic learning in elementary school.

RESULT AND DISCUSSION

Theme Mapping in *Nusantara Bertutur* Fairy Tale Texts

Theme is an idea that underlies the story related to various aspects of life, such as social, political, cultural, religious, and love issues. According to Nurdin & Cahyandito (2006) the theme is the main idea in a story that shows the great value of its apparent meaning. It is also revealed that the theme is the main point of thought or idea that describes the entire content of a reading. This is in line with Widyaningrum (2012) that the theme is the main point of thought or the main idea that becomes the subject. The theme of the story is based on the content of the *Nusantara Bertutur* fairy tale text outlined below.

Environmental Theme

Environment theme is the story theme that discusses environmental care attitudes, environmental preservation, and environmental change. The environmental theme of the 9 *Nusantara Bertutur* fairy tale texts into the data in this study can be found in the content of fairy tales with the title “*Pahlawan Hutan Bakau*”. Judging from the title presented, readers must have been able to predict the content of the story presented must be related to the environment. This fairy tale text tells the story of a child who has science school assignments about planting trees. Then the child went to the somber river swamp with his uncle to do the process of planting mangrove seedlings.

In addition to the fairy tale text titled “*Pahlawan Hutan Bakau*”, there is another fairy tale text with a similar theme, namely the fairy tale text titled “*Tas Daur Ulang*”. The fairy tale “*Recycling Bag*” tells the story of a girl named Dayu who is interested in the craft her aunt worked on with plastic materials wrapped in coffee and detergent and then transformed into a beautiful bag and wallet.

Hero Theme

Hero theme is a term for a prominent figure because he has tenacity and is willing to sacrifice to defend the truth. The sacrifice of the hero initially applies to the figure who sacrificed himself to defend the independence of the country in the colonial period. Today, the definition of a hero is broader than just defending the country for independence. Some of the fairy tale texts of *Nusantara Bertutur* contain a hero theme titled “*Bekal untuk Tante Meti*”. This fairy tale tells the story of a girl named Najwa who begins to wonder to her aunt because lately she looks tired and always comes home at night. Furthermore, it is known that the aunt is a midwife who is on duty to provide counseling to villages about the dangers of coronavirus. Najwa felt that aunt Meti was a hero who was eager to build awareness of the dangers of coronavirus.

The fairy tale titled “*Pahlawan Lingkungan*”. Fairy tale is seen from the title related to the environment, but the content of the story is more prominent in the portrayal of the role of an environmental figure. So that it is more appropriate to be included in the theme of the hero. It is said that a child named Aruni started to protest because in his house there was a bad smell from the pile of garbage that was never taken from garbage dumpers in his area. Aruni had been hunting for the garbage dumper until finally Aruni met with the father of the garbage dumper who

was injured. Then, Aruni felt how troublesome it would be if in his neighborhood there is no one like the father of garbage disposal so that the father of garbage disposal becomes an environmental hero for Aruni.

The fairy tale text titled "*Pahlawan Berbalut Lumpur*" is also a fairy tale with a hero theme. This fairy tale tells the story of a small family with a father figure who works as a funeral officer covid-19 corpse. The fairy tale told the night was raining heavily and there were bodies that had to be buried then Dad had to still go to carry out the task even in a state of heavy rain and heavy rain. Thus, the story is themed hero because it is reviewed from the side of the sacrificed father who crashed into the rain to keep burying the body of covid-19.

Caring for Others Theme

In addition to the theme of the environment and hero, it found *Nusantara Bertutur* fairy tale text based on the content of the story containing a theme about the availability. This theme can be seen from the fairy tale text titled "*Riko, Pahlawan Kecil Ayah*". This fairy tale contains a story about a boy's concern for the surrounding environment. The fairy tale told a boy who wants to help his father who is cleaning his house that is a mess due to natural disasters. Not only that, the child has a caring nature towards others and likes to help as told in the text of the fairy tale.

The fairy tale text titled "*Pahlawan Merapi*" is one of the fairy tale texts from 9 data that contains the theme of caring for others. This fairy tale contains a story about the concern of a family through the movement of providing masks for the victims of the eruption of Mount Merapi. This mask is provided and distributed free of charge to the refugees of Mount Merapi.

Similar to the two fairy tales above, the fairy tale titled "*Bubur Pedas Pak Toto*" contains the theme of caring for others. This can be seen from the content of the story that tells the story of a child's admiration for a porridge man named Mr. Toto who always provides porridge for free to those who need it one day a week.

Preserving Culture Theme

Preserving culture theme appears in the fairytale text with the title "*Semangat Raras*". This fairy tale text tells the story of a girl named Raras who has a penchant for traditional dance dancing. Raras and her mother had a dance studio that later stopped being used as a place to practice dancing since the coronavirus outbreak. Raras, who has a longing to practice dancing with friends, has the idea to record her training activities using a mobile phone and send them to a group of parents of dance rehearsal students in her workshop. In limited circumstances due to coronavirus, Raras still has the determination to practice and teach dance moves to his friends.

Based on mapping the theme by looking at the content of *Nusantara Bertutur* fairy tale text, it can be concluded that from 9 fairy tale texts are divided into 4 themes that include themes of environmental, hero, caring for others, and preserving culture. Furthermore, based on the theme as the main idea in a story, there are points that show the suitability of the content of the story with sub-themes in thematic learning in elementary school.

Themes Relevance in Nusantara Bertutur Fairy Tale Text with Sub-themes of Thematic Learning in School

The themes in thematic learning can be seen in the theme network in the elementary school teacher's book (Mawardi, 2014). Permendikbud number 57 of 2014 explained in detail about how to use the elementary school teacher's book that the design of each theme in the learning is divided into subthemes containing all the basic competencies that must be achieved by students. 1 learning theme consists of 4 sub-themes and is still divided into several learnings. *Nusantara Bertutur* fairy tale text that various phenomena of surrounding life are very related to natural and social sciences. Thus, *Nusantara Bertutur* text can be used as a text in the thematic learning seen from the learning subtheme. The following outlines the suitability of the content of the story with sub-themes in thematic learning in elementary schools.

Table 1. Identify the suitability of the story content with the theme and sub-theme of thematic learning in elementary school

Text	Title	Related Theme	Related Subtheme	Class and Semester
1	<i>Pahlawan Hutan Bakau</i>	<i>Peduli Terhadap Makhluk Hidup Ekosistem</i>	<i>Ayo, Cintai Lingkungan Komponen ekosistem</i>	IV/ Odd V/ Odd

2	<i>Bekal untuk Tante Meti</i>	<i>Hidup Rukun</i>	<i>Hidup Rukun di Rumah</i>	II/ Odd
		<i>Berbagai Pekerjaan</i>	<i>Jenis-jenis Pekerjaan</i>	IV/ Odd
		<i>Pahlawanku</i>	<i>Pahlawan Kebanggaanku</i>	IV/ Odd
3	<i>Tas Daur Ulang</i>	<i>Menuju Masyarakat Sejahtera</i>	<i>Masyarakat Peduli Lingkungan</i>	VI/ Even
4	<i>Pahlawan Lingkungan</i>	<i>Lingkungan Sehat, Bersih, dan Asri</i>	<i>Bekerja sama Menjaga Kebersihan dan Kesehatan Lingkungan</i>	I/ Even
		<i>Hidup Bersih dan Sehat</i>	<i>Hidup Bersih dan Sehat di Rumah</i>	II/ Odd
		<i>Berbagai Pekerjaan</i>	<i>Pekerjaan di Sekitarku</i>	IV/ Odd
5	<i>Riko, Pahlawan Kecil Ayah</i>	<i>Peristiwa Alam</i>	<i>Bencana Alam</i>	I/ Even
		<i>Hidup Rukun</i>	<i>Hidup Rukun di masyarakat</i>	II/ Odd
6	<i>Semangat Raras</i>	<i>Kegemaranku</i>	<i>Gemar Bernyanyi dan Menari</i>	I/ Odd
		<i>Praja Muda Karana</i>	<i>Aku Suka Berkarya</i>	III/ Even
		<i>Berbagai Pekerjaan</i>	<i>Pekerjaan Orang tuaku</i>	IV/ Odd
7	<i>Pahlawan Merapi</i>	<i>Peristiwa Alam</i>	<i>Bencana Alam</i>	I/ Even
		<i>Hidup Rukun</i>	<i>Hidup Rukun di Masyarakat</i>	II/ Odd
		<i>Pahlawanku</i>	<i>Sikap Kepahlawanan</i>	IV/ Odd
		<i>Menuju Masyarakat Sejahtera</i>	<i>Masyarakat Peduli Lingkungan</i>	VI/ Even
8	<i>Pahlawan Berbalut Lumpur</i>	<i>Berbagai Pekerjaan</i>	<i>Pekerjaan Orang tuaku</i>	IV/ Odd
		<i>Pahlawanku</i>	<i>Pahlawan Kebangganku</i>	IV/ Odd
9	<i>Bubur Pedas Pak Toto</i>	<i>Hidup Rukun</i>	<i>Hidup Rukun di Masyarakat</i>	II/ Odd
		<i>Menuju Masyarakat Sejahtera</i>	<i>Masyarakat Peduli Lingkungan</i>	VI/ Even

Based on the above identification, it is known that *Nusantara Bertutur* fairy tale text is in accordance with the theme and subtheme of thematic learning in elementary school both in low and high grade. Here's a description of the suitability of the content of the story with the theme and subtheme of learning when implemented as text in integrated thematic learning.

1. Pahlawan Hutan Bakau

This fairy tale text "*Pahlawan Hutan Bakau*" can be used as a text in learning with the theme of caring for living things and subthemes come for loving the environment. This can be seen from the excerpt of the following story.

- (1) *"Hari ini kita akan menanam bibit pohon bakau jenis Rizhopora Mucronata berusia 4 sampai 6 bulan yang siap tanam," kata Paman Agus Bei memberitahu*
- (2) *Sebelumnya Margo terlebih dahulu menanam bibit pohon bakau dengan arahan Paman Agus Bei dan direkam oleh Dannisa. Kemudian Dannisa ikut menanam juga. Bibit pohon bakau ditanam dengan sebatang kayu ukuran satu meter, kemudian diikat agar bibit tidak rusak atau mati terkena air pasang.*

Excerpts (1) and (2) above show activities that show the love of the environment by planting mangrove seedlings in the swamp area of the river as mangrove trees grow. In addition, based on the story found also the suitability of the story with the theme of ecosystem and sub-theme of ecosystem components. This can be seen from the background of the story that depicts the condition of a river swamp that is fertile with mangrove trees and equipped with fish that live in it. This is evident from the quotation (3).

- (3) *Selesai menanam bibit pohon bakau, mereka bertiga menuju ke tempat perangkap ikan yang telah di pasang Paman Agus Bei beberapa hari lalu, kemudian menggantinya dengan perangkap kosong. Hari ini mereka mendapat ikan kakap besar yang akan di masak gulai oleh bibi di rumah!*

2. Bekal untuk Tante Meti

The theme of living harmoniously with the sub-theme of living harmoniously at home is seen in the fairytale text *"Bekal untuk Tante Meti"* because of Najwa's concern for her aunt who is getting busy and feeling tired. Najwa prepares provisions for his aunt as an encouragement ampak in the following quote.

- (4) *"Ini, Najwa buatkan roti panggang, enak, lho," kata Najwa menyodorkan camilan itu.*
- (5) *Mata Tante Meti terlihat berbinar. Dia segera melahap roti buatan Najwa. "Wah, terima kasih, Najwa sayang. Tante suka rotinya. Sejak siang Tante juga belum makan," kata Tante Meti sambil memegang perutnya.*

Furthermore, the theme of various jobs with sub-themes of work around me is seen in the portrayal of aunt Meti who is a midwife. This is reflected in the following excerpt.

- (6) *Tante Meti pasti capai setelah banyak berkeliling, gumam Najwa dalam hati. Tante Meti adalah bidan desa yang bertugas di kampung-kampung yang jauh dari tempat Najwa tinggal.*

In addition to the theme of living harmoniously and various jobs. This fairy tale text can be utilized in learning the theme of my hero with my proud hero sub-theme. This can be seen based on the following excerpt.

- (7) *Ya, Tante Meti adalah pahlawan bagi Najwa. Pejuang yang bersemangat membangun kesadaran warga akan bahaya virus korona.*

3. Tas Daur Ulang

The fairy tale text of *"Tas Daur Ulang"* has relevance to the theme of learning towards a prosperous society with a sub-theme of environmentally caring society. This is seen in the story when a child named Dayu goes to take his mother's order in the form of bags and wallets. Then Dayu saw three women folding and cutting plastic used coffee wraps and detergent which were then made into wallets and bags.

- (8) *Dayu mengangguk. Dayu melihat ada tiga ibu-ibu di rumah Tante Uli. Mereka sibuk menggunting, melipat bungkus bekas kopi dan detergen. "Tante semua sedang membuat apa?" tanya Dayu penasaran. "Kita sedang membuat tas dari sampah plastik yang tidak terpakai. Ini contohnya," sahut salah seorang ibu berambut ikal.*

4. Pahlawan Lingkungan

The fairy tale text *"Pahlawan Lingkungan"* can be associated with the theme of learning about a healthy, clean, and beautiful environment with sub-themes in collaboration to maintain the cleanliness and health of the environment. In addition, the content of this fairy tale text story also has relevance to the theme of clean and

healthy living with the sub-theme of clean and healthy living at home. This can be seen based on the following excerpt.

- (9) *"Harusnya, Pak Iman tidak membiarkan sampah-sampah di bak sampah rumah kita sampai menumpuk, Ibu?" kata Aruni kesal.*
- (10) *"Mungkin Pak Iman sedang ada sesuatu yang dikerjakan sehingga belum sempat ke rumah kita mengambil sampah," tanggap Ibu.*
- (11) *"Ada yang mau ikut, Ayah?" Ayah yang sejak tadi memperbaiki kandang ayam tiba-tiba muncul di belakang Aruni.*
- (12) *"Aku mau, Ayah," sahut bocah kelas lima sekolah dasar itu riang.*
- (13) *Setelah ganti pakaian, Aruni menyusul ayahnya di depan. Seketika, rona wajah Aruni berubah. "Kita akan ke mana dengan sampah-sampah ini, Ayah?" kata Aruni setelah melihat ayahnya memegang dua kantong plastik besar berisi sampah.*

Themes related to various works with sub-themes of work around me are also contained in the content of this fairy tale text story. This can be seen from the following excerpt.

- (14) *"Orang seperti Pak Iman adalah pahlawan bagi lingkungan. Beliau rela berjibaku dengan sampah-sampah kotor demi tanggung jawabnya pada kebersihan lingkungan. Jasa mengangkut sampah itu juga pekerjaan mulia dan patut mendapatkan apresiasi," lanjut Ayah.*

5. Riko, Pahlawan Kecil Ayah

Theme of natural events with sub-themes of natural disasters contained in the content of the fairy tale text *"Riko, Pahlawan Kecil Ayah"*. Note the following excerpt.

- (15) *"Iya, Nak. Ayah juga senang kondisi Gunung Merapi telah normal dan kita bisa kembali ke rumah," tanggap Ayahnya.*
- (16) *Riko, Ayah, dan 340 warga Cangkringan, Sleman, kini, sudah bisa kembali ke rumah masing-masing, setelah dua hari tinggal di pengungsian karena kenaikan aktivitas Gunung Merapi.*

In addition, it appears from the next quote about its conformity with the theme of living in harmony sub-theme of living harmoniously in the community.

- (17) *Sampai di rumahnya, Riko meletakkan tas berisi pakaian-pakaiannya, sedangkan Ayah langsung bergotong royong membersihkan abu vulkanik di luar rumah bersama para tetangga.*

6. Semangat Raras

This fairy tale text tells the story of a little girl named Raras who has a penchant for dancing. He often practiced dancing in his mother's sanggar and became a coach for his friends. The story content in the fairy tale *"Semangat Raras"* can be attributed to my favorite theme with the sub-theme of singing and dancing. This can be seen from the story excerpt below.

- (18) *"Bu, aku rindu menari bersama teman-teman," lirihnya. Ibu yang sedang menyapu lantai lantas mendekati Raras dan memeluknya.*

In addition, the theme of learning young praja karana with sub-themes I like to work is also contained in this fairy tale. The sub-theme I like to work on can be seen in the following excerpt.

- (19) *"Raras, Ibu punya ide," kata Ibunya. Ibu meminta Raras mengambil telepon genggam. Ibu kemudian menuliskan pesan ke salah satu grup tari yang dikelola beliau. Anggota grup itu adalah para orangtua dari anak-anak yang berlatih menari di sanggar milik Ibunya Raras.*

7. Pahlawan Merapi

This fairy tale text when used as a text in thematic learning can be associated with several themes, including natural events with sub-themes of natural disasters, living harmoniously with the sub-theme of living harmoniously in the community, my hero with a sub-theme of heroism, and towards a prosperous society with a sub-theme of environmentally caring society. Themes with different sub-themes can be outlined in the excerpt below.

(20) *"Oh, ini. Ayah mau bagikan ke para pengungsi Gunung Merapi, Rohman. Ayah mau jadi sukarelawan di sana," jawab Ayah. Di Boyolali, ada beberapa desa yang digunakan sebagai tempat penampungan pengungsian sementara bagi warga yang tinggal di lereng Merapi. Mereka mengungsi karena Gunung Merapi sudah memasuki status siaga.*

(21) *"Tugasnya bermacam-macam Sayang. Ada yang membantu mengevakuasi warga, membantu distribusi logistik, dan membantu di dapur umum. Membantu bidang kesehatan jika punya keahlian di bidang itu. Melakukan pendampingan belajar atau juga bisa mendongeng untuk menghibur anak-anak di sana, biar mereka tidak jenuh," jawab Ayah.*

Based on the quotations (20) and (21) seen in the quotation (20) contains the theme of natural events with sub-themes of natural disasters and my hero with a sub-theme of heroism seen in the attitude of father to volunteer. The quote (21) contains the theme of living harmoniously with the sub-theme of living harmoniously in the community and the theme towards a prosperous society with a sub-theme of environmentally caring society.

8. Pahlawan Berbalut Lumpur

The theme of various jobs with sub-themes of my parents' work as well as the theme of my hero with my proud hero sub-theme contained in the fairy *"Pahlawan Berbalut Lumpur"*. Take note of the following excerpt.

(22) *"Iya, Nak. Ayah harus tetap berangkat karena ini tugas Ayah. Petugas pemakaman jenazah Covid-19 harus selalu siap kapan pun," jawab Ayah lembut.*

(23) *"Selamat ulang tahun, Ayah, pahlawanku. Semoga sehat selalu dalam lindungan Tuhan," kata Rina sambil memeluk Ayah.*

It can be seen from the quote (22) the profession of the father is the funeral officer covid-19 corpse. The quote (23) shows the pride of a child to the sense of responsibility and heroism that the father has.

9. Bubur Pedas Pak Toto

The interesting and simple story of a porridge seller is told in this fairy tale. Mr. Toto, a porridge seller who cares for others, shows the message contained in this story about caring for the environment. This can be attributed to the theme of living harmoniously with the sub-theme of living harmoniously in the community and the theme towards a prosperous society with a sub-theme of environmentally caring society. Both themes and sub-themes can be seen in the excerpt below.

(24) *"Iya, Dek. Kalau Jumat, biasanya cukup panjang. Hari Jumat khusus, pembelinya gratis, tidak membayar."*

(25) *"Begini, Dek. Dari Senin sampai Minggu, Bapak berjualan dan dapat untung. Setidaknya, ada satu hari di mana Bapak bisa bersedekah untuk orang yang membutuhkan. Masih banyak yang tidak bisa makan dan meninggal dalam kondisi kelaparan. Setidaknya, Bapak ingin membantu mereka."*

Both of the above quotations describe the theme of harmonious living as well as community concern for the surrounding environment. Based on the description of the relevance of fairy tales as text in text-based learning, it can be concluded that *Nusantara Bertutur* based on the content of the story can be used as an alternative reading in the learning thematic in addition to the book.

Thematic learning in elementary schools is carried out by integrating various concepts of science, skills, and attitudes in one learning theme (Ananda & Fadhilaturrahmi, 2018). Themes used in thematic

learning in elementary school are themes related to students' daily lives or themes that are close to students. It is stated by (Mawardi, 2014) that the themes and subthemes in thematic learning are themes related to the activities and activities of students daily.

Based on the mapping of fairy tale text themes, it is known that the themes that appear include the environment, heroes, caring for others, and preserving culture. When associated with themes and subthemes in thematic learning in elementary school, story content with specific story themes can fill the theme and subthemes of thematic learning in elementary school. Based on the results of the above research, the theme contained in *Nusantara Bertutur* fairy tale text can be integrated into the theme and subtheme of thematic learning elementary school. Thus, *Nusantara Bertutur* fairy tale text can be used as an alternative text in thematic learning to understand conceptual science, attitudes, and skills based on the achievement of the integration of basic competencies in thematic learning.

CONCLUSION

Referring to the description of the results and discussion, several things can be concluded from this study. The conclusion: (1) mapping the theme based on the main idea or the main idea in general the content of the story in *Nusantara Bertutur* fairy tale text published in January to March 2021 is the themes of the environment, hero, caring for others, and preserving culture. (2) *Nusantara Bertutur* fairy tale text has relevance as the text in thematic learning is seen from the content of the story and is associated with the theme and sub-theme of thematic learning. Thus, *Nusantara Bertutur* fairy tale text is an alternative reading or text in thematic learning in addition to textbooks. Based on the results and discussion above, it can be concluded that the integration of themes in the thematic elementary school (1) Environmental theme can be utilized in the learning of *Tema Peduli* for the environment, namely the subtheme *Ayo Cintai Lingkungan* for grade IV/Even, *Tema Ekosistem* is subtheme of *Komponen Ekosistem* for grade V/Even, *Tema Menuju Masyarakat Sejahtera* is sub-theme of *Masyarakat Peduli Lingkungan* for grade VI/Even, *Tema Lingkungan Sehat, Bersih, dan Asri* are sub-theme of *Bekerja sama Menjaga Kebersihan dan Kesehatan Lingkungan* for grade I/Even, *Tema Hidup Bersih dan Sehat* are subtheme of *Hidup Bersih dan Sehat di Rumah* for grade II/Odd, and *Tema Berbagai Pekerjaan* is subtheme *Pekerjaan di Sekitarku* for grade IV/Odd. (2) *Tema Pahlawan* can be utilized in learning *Tema Hidup rukun* is sub-theme of *Hidup Rukun di Rumah* for grade II/Odd, *Tema Berbagai Pekerjaan* is subtheme of *Pekerjaan* yaitu kelas IV/Odd, *Tema Pahlawanku* is sub-theme of *Pahlawan Kebanggaanku* for grade IV/Odd. *Tema Berbagai Pekerjaan* is subtheme of *Pekerjaan Orang tuaku* for grade IV/Odd, and *Tema Pahlawanku* is subtheme of *Pahlawan Kebangganku* for grade IV/Odd. (3) *Tema Peduli Sesama* can be utilized in the learning of the theme *Peristiwa Alam* is subtheme of *Bencana Alam* for grade I/Even, *Hidup Rukun* theme is sub-theme of *Hidup Rukun di Masyarakat* for grade II/Odd, *Pahlawanku* theme is subtheme of *Sikap Kepahlawanan* for grade IV/Odd, *Menuju Masyarakat Sejahtera* theme is subtheme of *Masyarakat Peduli Lingkungan* for grade VI/Even. (4) *Melestarikan Budaya* theme can be utilized for theme learning of *Kegemaranku* is subtheme of *Gemar Bernyanyi dan Menari* for grade I/ Odd, *Praja Muda* theme is subtheme of *Aku Suka Berkarya* for grade III/Even, and *Berbagai Pekerjaan* theme is subtheme of *Pekerjaan Orang tuaku* for grade IV/Odd.

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