



Favorite Characters of Malay Folklores According to Students' Choices through Learning Using Canva Media

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ABSTRACT

Among the 19 folklore titles in the Malay folklore book 'Patahnya Gunung Daik: Kumpulan Cerita Rakyat Kepulauan Riau,' there is one folklore entitled 'Apek Weng Thai' which tells the life journey of a skilled young man in the kuntao martial arts association on Lingga Island which was at that time the center of government of the Riau-Lingga Sultanate in the past. In addition to the young man's character, there is also a figure of a Chinese ethnic kuntao martial arts teacher and a warrior in the Indragiri region. This study aims to describe: 1) the favorite character of the 'Apek Weng Thai' folklore according to students' choices through learning using Canva media; 2) the similarity of the favorite character of the 'Apek Weng Thai' folklore according to students' choices through learning using Canva media per sample group. This descriptive-quantitative research was conducted in 2024 at Sekolah Kebangsaan Sahabat 4, Lahat Datu District, Sabah, Malaysia, and Sekolah Kebangsaan Terusan Sugut, Beluran District, Sabah, Malaysia. The population of this study was 5th-grade students who answered verbal questions in a questionnaire read by the teacher about their favorite folklore character, 'Apek Weng Thai.' There were 30 students from Lahat Datu and 28 students from Beluran. This study used a total sample. The research data were collected using a questionnaire filled out by the teacher. The research data were analyzed using descriptive statistical procedures, namely frequency and percentage. The results of the study: 1) the favorite folklore character 'Apek Weng Thai' according to students' choices through learning using Canva media is Apek Weng Thai; 2) the favorite folklore character 'Apek Weng Thai' according to students' choices through learning using Canva media per sample group did not differ. This means that all sample groups chose Apek Weng Thai as their favorite character.

Keywords: favorite characters, Malay folklore, students choice, Canva media

Tokoh Favorit Cerita Rakyat Melayu menurut Pilihan Siswa melalui Pembelajaran Menggunakan Media Canva

ABSTRACT

Di antara 19 judul cerita rakyat dalam buku cerita rakyat Melayu 'Patahnya Gunung Daik: Kumpulan Cerita Rakyat Kepulauan Riau' ada satu cerita rakyat yang berjudul 'Apek Weng Thai' yang mengisahkan perjalanan hidup seorang pemuda andal dalam perkumpulan silat kuntao di Pulau Lingga yang saat itu menjadi pusat pemerintahan Kesultanan Riau-Lingga pada masa lampau. Selain tokoh pemuda, ada juga tokoh seorang guru silat kuntao etnis Tionghua serta seorang pendekar di wilayah Indragiri. Penelitian ini bertujuan untuk mendeskripsikan: 1) tokoh favorit cerita rakyat 'Apek Weng Thai' menurut pilihan siswa melalui pembelajaran yang menggunakan media Canva; 2) sama-tidaknya tokoh favorit cerita rakyat 'Apek Weng Thai' menurut pilihan siswa melalui pembelajaran yang menggunakan media Canva per kelompok sampel. Penelitian deskriptif-kuantitatif ini dilaksanakan pada tahun 2024 di Sekolah Kebangsaan Sahabat 4, Distrik Lahat Datu, Sabah, Malaysia dan Sekolah Kebangsaan Terusan Sugut, Distrik Beluran, Sabah, Malaysia. Populasi penelitian ini adalah para siswa kelas 5 yang menjawab secara lisan pertanyaan dalam angket yang dibacakan guru tentang tokoh favorit cerita rakyat 'Apek Weng Thai'. Mereka berjumlah 30 siswa dari Lahat Datu dan 28 siswa Beluran. Penelitian ini menggunakan sample total. Data penelitian dikumpulkan menggunakan angket yang diisi melalui guru. Data penelitian dianalisis menggunakan prosedur statistik deskriptif yakni frekuensi dan persen. Hasil penelitian: 1) tokoh favorit cerita rakyat 'Apek Weng Thai' menurut pilihan siswa melalui pembelajaran yang menggunakan media Canva adalah Apek Weng Thai; 2) tokoh favorit cerita rakyat 'Apek Weng Thai' menurut pilihan siswa melalui pembelajaran yang menggunakan media Canva per kelompok sampel tidak berbeda. Maksudnya, semua kelompok sampel memilih Apek Weng Thai sebagai tokoh favorit.

Kata kunci: tokoh favorit, cerita rakyat Melayu, pilihan siswa, pembelajaran, media Canva

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INTRODUCTION

The study of Malay folklore is not only limited to the administrative area of the state but is also not limited to the country. It is stated that Malay folklore should be viewed as a product of literary art within the cultural context. That is why Malay folklore from the administrative area of other countries can be introduced to students, such as the folklore that has been published in the form of a book entitled 'Patahnya Gunung Daik: Kumpulan Cerita Rakyat Kepulauan Riau.' This book contains 19 stories. Effendi (2012) stated that folklore certainly conveys moral messages worth understanding.

One of the 19 Malay folklore is entitled 'Apek Weng Thai.' It is 913 Indonesian words long and tells the story of the life journey of a skilled young man in the Kuntao Silat association in the city of Daik, Lingga Island, which was then the center of government of the Riau-Lingga Sultanate. His name is Mahmud, a young warrior.

Initially, Mahmud was part of a group of teenagers who often disturbed the peace of others. One night, the group of teenagers went to the durian plantation. The owner is an elderly Chinese man who is usually referred to as Apek; people often call him 'Apek Weng Thai'. He has a reasonably large durian garden and also a cottage within it. Unfortunately, he is alone, an immigrant from China.

When durian season arrived, the owner ensured that any fallen durians were not eaten by wild pigs or stolen. That night, a group of teenagers, including Mahmud, disrupted the durian orchard owner's work. They shared the tasks. Some of them carried round pieces of wood, and some carried thick planks.

When the group carrying the moon logs threw the mangosteen groves in the durian orchard area, a moment later, the group carrying the thick planks swung the planks above their heads and then hit the ground. This combination of work was to produce a sound that indicated the fall of durian fruit from its tall tree. Hearing the durian fall, Apek Weng Thai came out of the house carrying a torch.

In that thunderous atmosphere, the teenagers saw Apek Weng Thai, who failed to find the fallen durian. They all liked seeing Apek being fooled.

The teenagers did this on the following nights, after the sound of leaves that were said to be struck by durian fruit and ended with the sound of durian falling to the ground.

As a oldman, Apek Weng Thai felt something was amiss about the fallen durian, but the fruit could not be found. Therefore, he also devised a strategy to investigate the case. That is why Apek Weng Thai was aware of the teenagers' behavior that night. They ran scattered in the night, chased by Apek Weng Thai. One of them was caught. The teenager who was caught was named Mahmud. When his friends ran scattered, Mahmud did not move where he stood. He felt innocent because he did not participate in throwing thousands of trees and did not participate in hitting the ground with a wide board.

As a Kuntao martial arts teacher, Apek Weng Thai knows that Mahmud is a good teenager. That is why he did not punish Mahmud. Instead, Mahmud was asked to join the Kuntao Silat group.

The next day, Mahmud joined the Kuntao group. He is the youngest student who diligently follows Kuntao martial arts training. He quickly accepted every kuntao technique taught. Therefore, he was able to outperform other team members who had been with him for a long time.

Next, Mahmud became Apek Weng Thai's assistant, and he also adopted Mahmud as his son. Therefore, all the moves were taught to Mahmud. Because of this, Mahmud taught his older martial brothers to practice kung fu martial arts well. "Once upon a time, durian season arrived. Many durian flowers appear on every durian branch. After flowering, it produces pistils and develops into a large durian fruit, which then falls when it ripens. Apek Weng Thai is no longer busy looking after the durian plantation. The affairs of the durian plantation were also handed over to Mahmud.

The durian harvest is piling up. The number is not balanced with the number of people who buy and are given. Therefore, there was an idea to



sell durian outside Lingga Island. The area he was going to was very far away, so he only used a large canoe full of durian. After sailing for a long time and tiredly, Mahmud arrived at the mouth of the Indragiri River. While sailing, he heard a very loud rooster crowing. Mahmud knew that the sound was not a cock crowing. Therefore, Mahmud responded to the crowing by wanting the creature that owned the crowing. Immediately, a warrior with a strong body and warrior's clothes was on the riverbank near Mahmud.

The man is known to the Indragiri community as Panglima Ayam Berkokok. He crowed to search. He was so powerful that when he answered his crowing, he was immediately in front of the person who answered his crowing.

Mamud's original goal was to trade his teacher's durian, but the first time he set foot on the Indragiri road, he had to fight with Panglima Ayam Berkokok. The people thought that the young man they did not know would die instantly at the hands of their warrior.

The fight was fierce. The people's guess was wrong. For a long time, they had taken turns attacking their opponents with their moves. What they did not expect to happen was that their commander would die at the hands of a young man who was going to trade durian.

They did not just lose a reliable warrior. Mahmud changed his mind. He did not continue to trade durian. He obtained his food and drink from every trader in exchange for a security payment. Not satisfied with food and drink, Mahmud continued to kill every resident who obstructed his actions. All the commanders whose knowledge was below Panglima Ayam Berkokok did not want to die. However, efforts to overcome Mahmud's tyranny continued to be thought about. Finally, the clever people in Indragiri decided to meet Mahmud's teacher in Daik, Lingga Island.

Several envoys secretly went downstream to Indragiri and then crossed to Lingga Island. Finally, they succeeded with Apek Weng Thai. who told the purpose of their arrival.

Apek Weng Thai left with the group that picked him up. The aim is to persuade the adopted child not to act carelessly, especially in other people's areas.

Two human children, namely the Kuntao martial arts teacher, Apek Weng Thai, and his student, Mahmud, were chatting on the platform overlooking the Indragiri River. From a distance, people hoped that Apek Weng Thai's mission would be successful. However, the situation soon changed. The teacher and student fought. For a long time, they took turns hitting their opponents with their respective moves. All the moves were the same. When Apek Weng Thai attacked with his ultimate move, Mahmud immediately parried it with the ultimate move that his teacher had taught him. When Mahmud attacked with his ultimate move, Apek Weng Thai was also able to parry it with his ultimate move too.

People thought that their fight would end in a draw. It turned out not to be so. Mahmud was superior due to the power of his ultimate move, despite his young age and limited experience. However, Apek Weng Thai was tired of parrying the ultimate move because he was ancient. He only regretted teaching the ultimate move to Mahmud. Finally, it turned out that the series of fights was because two human beings, namely Apek Weng Thai as a teacher and Mahmud as a student, both died sprawling (Razak, 2020).

This study is limited to students' assessments of their favorite characters in the folklore 'Apek Weng Thai' based on the assessments of grade 5 students through learning using Canva media. That is why this research is entitled 'Favorite Characters in the Folklore 'Apek Weng Thai' according to Student Assessments in Learning Using Canva Media.'

Here are two formulations of the research problem. First, who is the favorite character in the folklore 'Apek Weng Thai' according to the choice of grade 5 students through learning using Canva media? Second, is the favorite character in the folklore 'Apek Weng Thai' according to the choice of

grade 5 students through learning using Canva media, the same for each sample group?

This literary research aims to describe: 1) the favorite character in the folklore 'Apek Weng Thai' according to the choice of grade 5 students through learning using Canva media; 2) the similarity of the favorite character in the folklore 'Apek Weng Thai' according to the choice of grade 5 students through learning using Canva media per sample group.

This research has benefited from specific perspectives. First, in terms of the absorption of cross-country folklore, even though it is in one cultural area, namely Malay culture, this article is helpful because students in the Malaysian administrative area have the opportunity to appreciate folklore from the Riau Malay cultural area in Indonesia. Second, from a message perspective, this article is also helpful because it also serves as a means of conveying moral messages to students. Third, from a teacher's perspective, this article is also handy because it can serve as a discussion material among teachers about the opportunities for incorporating Malay folklore across countries.

Relevant articles were found in various online journals. Three of them are:

- 1) Delfiana, & Febri, R.(2025). Amanat Cerita Rakyat 'Badang Perkasa' menurut Interpretasi Siswa melalui Pembelajaran Menggunakan Pendekatan Konstruktivisme. *Jurnal Pembelajaran Bahasa dan Sastra*, 4(2), 233–240. <https://doi.org/10.55909/jpbs.v4i2.710>.
- 2) Sabarani, S. & Razak, A. (2023). Reproduksi, Tokoh, dan Amanat 'Sengkang Kera': Tinjauan Kepustakaan Kumpulan Cerita Rakyat Kabupaten Lingga. *Gaung: Jurnal Ragam Budaya Gemilang*, Volume 1, Nomor 1, Januari 2023, 17-38, DOI: <https://doi.org/10.55909/gj.v1i1.5>.
- 3) Third, Afriza, A., & Zulfadhli, M. (2022). Peringkat Cerita Rakyat 'Patahnya Gunung Daik: Kumpulan Cerita Rakyat Kepulauan

Riau' menurut Persepsi Siswa SMA. *Jurnal Pembelajaran Bahasa dan Sastra*, 1(5), 623–638. <https://doi.org/10.55909/jpbs.v1i5.145>

METHOD

This study uses a descriptive-quantitative method. The results of the study are described based on the results of descriptive statistical calculations. This method is also commonly used in every social education research (Konting, 2005; Fah & Hoon, 2015; Cohen et al., 2000; Darusalam & Hussin, 2021).

This research was conducted in 2024 in Sekolah Kebangsaan Sahabat 4, Lahat Datu District, Sabah, Malaysia dan Sekolah Kebangsaan Terusan Sugut, Beluran District, Sabah, Malaysia. The research agenda during this period is shown in the table below.

Table 1
Research Agenda

No.	Kind of Activity	2024	
		Febr.	March
1	questionnaire preparation	√	
2	media preparation	√	
3	field data collection	√	
4	data processing		√
5	report writing		√

The population of this study were 5th grade students who answered verbally the questions in the questionnaire read by the teacher about their favorite folklore character 'Apek Weng Thai'. There were 30 students from the Lahat Datu group and 28 students from the Beluran group.

This study used a total sample. This means that all members of the population are designated as samples. The use of a total sample is commonly used if the population size is relatively small and the research data is not analyzed using parametric inferential statistical procedures (Maxwell et al.,



2008; Yahya et al., 2007; Idris et al., 2018; Creswell, 2012).

The data of this literary research were collected using non-test instruments. The instrument in question is a questionnaire. The questionnaire is compiled systematically and objectively, making it a valid instrument if compiled following systematic and objective procedures (Fraenkel et al., 2012; Mcmillan et al., 2006; Razak, 2020). The procedure for compiling the questionnaire is described below.

First, determine the type of non-test instrument that will be used to collect research data. This article utilizes a questionnaire, considering the character of the sample and the validation function, employing the time triangulation technique.

Second, determine the type of questionnaire to use. This article uses a closed questionnaire.

Third, determine the questionnaire indicators. This article only uses an indicator of a folklore figure, 'Apek Weng Thai,' as a student favorite.

Fourth, determine the questionnaire options. This article presents three options, namely the story characters from the folklore 'Apek Weng Thai':

- 1) Apek Weng Thai
- 2) Mahmud
- 3) Panglima Ayam Berkokok.

The data collection period occurred after the participants had learned about the folklore characters of 'Apek Weng Thai' through Canva media.

The research data were analyzed using descriptive statistical procedures. The descriptive statistical measures most suitable for this data are frequency and percentage.

The similarity of the favorite characters in the Malay folklore 'Apek Weng Thai' was determined by comparing the percentage values among grade 5 students in each sample group. If the percentages differ but are less than 10.00 percent, then the favorite characters, as chosen by

students within each group, are not significantly different.

RESULT

1. Favorite Characters in Malay Folklore 'Apek Weng Thai' According to Students' Choices

Of the 58 eight sample members, 5 sample members or 8.62 percent chose 'Mahmud' as their favorite character in Malay folklore through learning using Canva media. However, the most popular choice for sample members was Apek Weng Thai. This is proven by 53 sample members (91.33 percent) choosing Apek Weng Thai as their favorite character (Table 2, last column).

2. Favorite Characters in Malay Folklore 'Apek Weng Thai' According to Students' Choices per Sample Group

There are three characters in the Apek Weng Thai story, namely the Riau Malay folk tale 'Patahnya Gunung Daik: Kumpulan Ceria Rakyat Kepulauan Riau. These characters are 1) Apek Weng Thai, 2) Mahmud, and 3) Panglima Ayam Berkokok. These characters are known to sample members through learning using Canva media.

The favorite character chosen by the students in Group A, namely those from Sekolah Kebangsaan Sahabat 4, Lahat Datu District, Sabah, Malaysia, is Apek Weng Thai. Of the 30 sample members, 28 sample members, or 93.33 percent, chose 'Apek Weng Thai' as their favorite character in Malay folklore. The same thing also happened to group B, namely students of Sekolah Kebiasaan Tersuan Sugut, Beluran District, Sabah, Malaysia. As many as 89.29 percent of group members also chose Apek Weng Thai as their favorite character. Thus, there is no difference in the favorite character chosen by students across the sample groups.

Table 2
Favorite Character of Malay Folktale 'Apek Weng Thai' in Patahnya Gunung Daik: A Collection of Folklores of the Riau Islands According to Students' Choices

No.	Characters	Group-A		Group-B		Total	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
1	Mahmud	2	6,67	3	10,71	5	8,62
2	Apek Weng Thai	28	93,33	25	89,29	53	91,38
3	Panglima Ayam Berkokok	0	0,00	0	0,00	0	0,00
		30	100	28	100	58	100

DISCUSSION

Through Canva media, 5th-grade students of Sekolah Kebangsaan Sahabat 4, Lahat Datu District, Sabah, Malaysia, participated in learning about the folklore character 'Apek Weng Thai.' The teacher explained the character of Apek Weng Thai, who was alone but:

- 1) Have a martial arts school kuntao
- 2) have a durian garden and also a house building
- 3) have a sharp mind about one young man Mahmud who was caught but did not punished him
- 4) allow Mahmud to join the martial arts school Kuntao
- 5) teach Mahmud all martial arts moves, kuntao, including the ultimate move
- 6) make Mahmud a foster parent
- 7) give Mahmud the trust to take care of the property
- 8) agree to the request of the Indragiri envoy to come to Indragiri to advise Mahmud, who had acted arbitrarily in Indragiri
- 9) advise Mahmud not to act arbitrarily in a foreign country and immediately Daik
- 10) forced to fight with Mahmud because the negotiation path was unsuccessful which finally he met his death

The teacher also explains the character of Mahmud in the Malay folklore 'Apek Weng Thai'. Mahmud's characters are:

- 1) good teenager but caught by Apek Weng Thai. Mahmud did not run away from the

scene when all his friends fled for their lives in the dark of night

- 2) Mahmud thought he did not have to run because he did not directly disturb Apek Weng Thai's peace
- 3) accept Apek Weng Thai's offer to join the Kuntao martial arts school
- 4) quickly gain knowledge and high skills about Kuntao Silat at the Kuntao Silat school
- 5) trusted by Apek Weng Thai, so he was taught the ultimate move, salt unto
- 6) make Apek Weng Thai's adopted child
- 7) entrusted with managing Apek Weng Thai's assets, including trading durian fruit in Indragiri
- 8) reply to the crowing of the Panglima Ayam Berkokok rooster in Indragiri
- 9) succeeded in killing the Panglima Ayam Berkokok in a martial arts fight
- 10) kill every Commander who tries to challenge Mahmud, who behaves arrogantly.
- 11) met by his teacher, Apek Weng Thai, in Indragiri to give advice not to cause trouble in a foreign country
- 12) did not accept his teacher's advice not to cause trouble again and immediately went home to Daik
- 13) forced to fight with his teacher because of differences of opinion which ultimately led to his death

The teacher ends the explanation about the character Panglima Ayam Berkokok in the Malay folklore 'Apek Weng Thai via Canva media. The final character is given very little information. What is known about this character:

- 1) attack the agile commander who has a high level of loyalty that is unmatched by other commanders in Indragiri
- 2) looking for enemies by crowing like a chicken crows in a loud voice
- 3) can appear instantly in front of the person who replies to his crowing to be killed
- 4) immediately appeared in front of Mahmud because Mahmud answered his crowing
- 5) killed while fighting with Mahmud on the Indragiri riverbank

In a separate place, namely at Sekolah Kebangsaan Terusan Sugut, Beluran District, Sabah, Malaysia, teachers teach the folklore character 'Apek Weng Thai.' The learning materials are identical to those used by teachers in the Lahat Datu District, including the use of Canva media.

The results of this research provide an opportunity for further research. Alternative titles for further research are:

- 1) The Use of Project-Based Learning Approach in Learning Appreciation of Malay Folklore 'Apek Weng Thai'
- 2) Theme of Malay Folklore 'Apek Weng Thai' according to Student Choice through Learning Using Canva Media
- 3) Message of Malay Folklore 'Apek Weng Thai' according to Student Choice through Learning Using Constructivist Approach
- 4) Theme and Message of Malay Folklore 'Apek Weng Thai' and Learning Implementation Plan

The use of Canva media in learning the Malay folklore character 'Apek Weng Thai' has proven to give a positive impression. The students have high spirits when paying attention to the Canva media, which is channeled through the overhead projector, and at the same time, listening to the teacher's explanation about the character. This condition is also described by several researchers in scientific

articles in online journals (Khulsum et al., 2019; Kastiyawan, et al., 2017).

From his name alone you can tell that he is Chinese. At that time, his last place of residence was in Kampung Cina, Daik. For Malay people, the term 'peak' refers to a greeting for Chinese men (Chung Kuo) who are relatively old, typically over 50 years old. As the former center of government during the Lingga-Riau empire, the presence of ethnic Chinese in Daik has a very long and unique history.

It is said that when Daik was first made the center of government, there were not many people living in Daik. Most of them are native Daik (and surrounding) people descended from Megat Kuning from Tanah Peninsula, Malacca.

In Daik, Apek Weng Thai is alone. He has no younger siblings or older brothers. The older man also had no children or other biological relatives. Most people only know that Weng Thai is a martial arts expert, good at playing Kuntao.

At that time, Daik was during durian season. Weng Thai's durian garden is also quite large. He was waiting for the durian garden. He also takes care of the durian garden himself. He also sells the durian to make ends meet.

There is a small group of young men in Daik. They like to engage (read: make people angry, create trouble) Apek Weng Thai the most. One young man quickly hits a mangosteen leaf branch, and a moment later, another young man hits the ground with a thick board. This scene is exactly like the process of a durian falling to the ground. When the older man immediately comes down from the hut to pick up the durian, everyone is happy.

The group of young men also often take Weng Thai's durians that are lying at the base of the durian tree that Weng Thai has not had time to pick up. Weng Thai knows exactly that the durians that are gone were stolen by a group of naughty young men.

One day, Weng Thai caught a young man red-handed stealing durian. Unfortunately, only one was caught. The young man's name was known as

Mahmud. What did Apek Weng Thai do to Mahmud? As a martial artist, Weng Thai was able to read the young man's facial expression. Weng Thai knew very well that Mahmud was the victim of a mischief perpetrated by another young man who had not been caught. That was why he did not punish Mahmud. On the contrary, he treated Mamud well and very well. Weng Thai then included the young man in the group of his students who studied martial arts. After some time following the kunai training, it turned out that the young man, who was a former durian thief, was the one Weng Thai trusted and could rely on the most. Weng Thai considered the young man as his son. That was why Weng Thai passed on all his martial arts knowledge to him. Mahmud became a young Weng Thai who possessed reliable knowledge of kuntao martial arts.

The following year, also during durian season, Mamud, as a young Weng Thai, went to Indragiri. He uses a canoe to get (read: sell) durians belonging to his adoptive parent, Apek Weng Thai. At that time, in the Indragiri region, there lived a great commander who had the title is Panglima Ayam Berkokok. Anyone who dares to respond to the Panglima Ayam Berkokok boasting means they dare to fight to the death with him. This news also reached the young Weng Thai, Mamud. When young Weng Thai responded to the crowing of the Panglima Ayam Berkokok, a few moments later, the figure of the Panglima Ayam Berkokok appeared in front of Mamud. There was a big fight between the Panglima Ayam Berkokok and the young Weng Thai. The wider community watched the fight. The fight was exciting and long. If usually, the Panglima Ayam Berkokok can always easily finish off his opponent's soul, but this time, he faced significant difficulties from Mamud. Finally, the Panglima Ayam Berkokok died at the hands of young Weng Thai. This fact was completely unexpected by the people present. Thus, the young Weng Thai emerged as a new force to replace the Panglima Ayam Berkokok.

Feeling great and flattered in a foreign country, the young Weng Thai became big-headed. He felt

that he was the strong and great one. He also felt that no one else could defeat his martial arts. That was why he easily killed innocent people if they did something that he thought was not pleasing.

In the new place, the young Weng Thai always felt that he was right. Finally, the idea arose among the Indragiri community to find someone who could defeat the young Weng Thai. After the search efforts always failed, it was decided to go to Daik to persuade his teacher, Apek Weng Thai, to advise Mahmud.

Once upon a time, the two Weng Thai met in the territory of the young Weng Thai in the Indragiri region. Apek Weng Thai advised Mamud to return to Daik and stop acting arbitrarily in other people's places. Mahmud ignored the advice. Finally, the teacher and his favorite student engaged in a fierce battle, exchanging moves.

Both of them used their martial arts skills. They were both equally clever, both were warriors. Both had the same moves. However, Mamud looked fast and agile as he played the moves taught by his teacher, who was also his opponent at the time. On the other hand, Apek Weng Thai looked out of breath every time he used his moves. However, considering that Apek Weng Thai was rich in experience, Mahmud was hit many times and fell. No matter how fast Mahmud fell because of his teacher's kuntao, he rose as fast as lightning and immediately played his moves to avoid his teacher's blows.

Over time, Mahmud no longer saw the person he was facing as his teacher. Mamud saw the person he was facing as an enemy. Given that Mahmud excelled in breathing due to his young age, Apek Weng Thai was repeatedly hit with heavy blows. Apek Weng Thai was at his wits' end because he did not have a final move that could defeat his student. Why? In the past, when he was in Daik, all moves were taught only to Mamud; not a single move was left behind. Moves were equally exhausted, blows were equally weakened, and on a wooden bridge, the two Weng Thai finally both breathed their last breath and died (Razak, 2003).



CONCLUSION

This article contains two research conclusions. First, the favorite character of the folklore 'Apek Weng Thai' according to the choice of grade 5 students from Sekolah Kebangsaan Sahabat 4, Lahat Datu District, Sabah, Malaysia, and Sekolah Kebangsaan Terusan Sugut, Beluran District, Sabah, Malaysia, who learned using Canva media, is Apek Weng Thai. Second, the favorite character of the folktale 'Apek Weng Thai' according to the students' choices through learning using Canva media per sample group is not different. This means that all sample groups chose Apek Weng Thai as their favorite character among the other two.

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