

# Development of Folklore Text Teaching Materials (Hikayat) in the Form of Interactive Digital Multimedia in High Schools (SMA)

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**Abstract.** The rapid development of the times requires teachers to have digital literacy skills. Teachers must master several technological sciences that can be applied in the learning process. An innovative and interactive learning process is one of the determining factors for the success of learning. The use of learning media such as e-modules, can further facilitate the learning process and have results that do not disappoint. The existence of e-modules in learning is still lacking. Teachers still use conventional media such as printed books. Some of the e-modules that have been created are still lacking in touching students. The E module still seems one way, so it feels monotonous. The purpose of this research is to develop interactive multimedia e-modules as learning resources for Indonesian subjects, especially folklore text material (saga). So far, the modules commonly used by students are conventional modules or printed modules, these modules are considered less effective, especially in the midst of the development of increasingly sophisticated information technology. Therefore, an innovation is needed in learning by utilizing technology, namely the development of digital-based modules or interactive multimedia-based e-modules. With the development of e-modules it can be an alternative source of learning for students which makes it easy to be able to learn by using laptops or computers and even gadgets, without having to spend more money to add more modules, and learning can be done anytime and anywhere..

**Keywords:** folklore, interactive digital, multimedia

## 1 Introduction

Text-based learning itself is formulated as a complete and effective formula. This is because the text is used as an embodiment of the cultural system, social system, personality system, and behavior system that applies in society. The presence of social and cultural context (values, morals) in the text can be shown as in report text and descriptive text.

Folklore texts are one of the literary genre texts that are taught at the senior high school level or commonly called SMA/MA. Folklore texts are interpreted as a story that lives and develops in the midst of society, it is not known who the author is and it is spread by word of mouth

through oral and written narratives. The stories conveyed are in the form of myths about gods, legends of the formation of a place, fairy tales played by animals, stories of ancient human heroism, and so on.

In curriculum 13, folklore texts are the material taught in literary text teaching materials in class X high school semester 1. This text aims to invite students to analyze the values contained in folklore and retell the contents contained in folklore both written or verbally.

In practice, to achieve basic competencies and learning objectives, it is necessary to create a good learning atmosphere by using strategies or media in delivering material. The media used must be appropriate according to needs so that it can help in solving student learning problems. Along with increasingly advanced technological and scientific developments, the world of education continues to experience innovation. For example, in learning we use electronic devices, such as laptops, tablets and smartphones.

The world of education is required to continue to follow the trend of increasingly advanced developments in order to be in harmony with increasingly unavoidable technological advances. The development of science and technology encourages innovation in the use of technological products in the learning process.

In the learning process, teachers cannot be separated from learning media, because media, which is known as an intermediary or conveyor of information and messages from sender to recipient, is an alternative or important supporting factor for realizing effective and efficient learning. One measure of a teacher's success in teaching is seen from how the teacher transforms knowledge to his students.

With today's developments, teaching materials can be made in digital form. These teaching materials are not only limited to print media, the presentation of printed teaching materials becomes an electronic learning medium that is connected to the internet network. Some electronic or digital teaching materials can be made in the form of interactive e-modules.

Based on the results of the analysis carried out by the author on the 2017 Revised Edition of the Indonesian language textbook for SMA/MA Class visuals in accordance with language competence. The visual material presented is in the form of text with images that are less attractive to students so that students feel bored if they just read and look at unattractive images.

Apart from teaching materials published by the Ministry of Education and Culture, other teaching materials that the author analyzes are the 2018 revised edition of the Class X Indonesian language book published by Yrama Widya. and visuals in accordance with language competence.

Based on the results of interviews conducted by the author with 4 Indonesian language teachers at SMAN 3 Padang Sidempuan, regarding the learning of folklore, there are several weaknesses that need to be corrected. First, the literary material that teachers receive is more theoretical, while what teachers need in the field is more practical. Second, students' interest in following lessons, especially in folklore text material, is still very low. This is because the learning resources and media used by teachers have not attracted students' interest in learning. In this case, the attractiveness is based on the form of material in the form of text, variations in text examples, images, variations in student exercises, colors, covers, and activities in

learning. Third, the minimal availability of teaching materials provided by schools. In this case, the teacher's role must be more creative and selective in creating teaching materials that can accommodate student activities during the learning process.

Based on the results of observations of students, they still feel less motivated, get bored easily, and even feel uncomfortable with the learning system implemented by the teacher when carrying out learning activities in class. This tends to be caused by the use of teaching materials that are deemed less innovative in terms of teaching Indonesian language learning materials. The use of teaching materials that are less innovative will later give rise to other problems, such as the low level of students' understanding of folklore texts and classroom conditions that will not be conducive when learning takes place because many students do not pay attention to the material the teacher teaches in class.

Several things that can be used as a solution for success or achievement of basic competencies are by creating interesting teaching materials, both in terms of the visuals and audio used. Using interesting teaching materials will more easily attract students' attention.

The aim of this research is to develop an interactive multimedia e-module as a learning resource for Indonesian language subjects, especially folklore (hikayat) text material. So far, the modules usually used by students are conventional modules or printed modules, these modules are felt to be less effective, especially amidst the development of increasingly sophisticated information technology. Therefore, innovation is needed in learning by utilizing technology, namely the development of digital-based modules or interactive multimedia-based e-modules. With the development of e-modules, it can become an alternative learning resource for students which makes it easy to study using laptops or computers or even gadgets, without having to spend more money to add more modules, and learning can be done anytime and anywhere.

From the background explanation above, the development of teaching materials for folklore texts (hikayat) in the form of digital interactive multimedia is deemed necessary to be implemented in education, therefore, the researcher will conduct a study regarding "Development of Teaching Materials for Folklore Texts (Hikayat) in the form of Digital Multimedia Interactive in Senior High Schools (SMA)".

## **2 Literature Review**

### **2.1 Teaching Materials**

#### **2.1.1 The Nature of Teaching Materials**

Teaching materials in the learning context are one of the components that must exist, because teaching materials are something that must be studied, scrutinized, studied, and made into material that students will master and at the same time provide guidelines for learning it.

Teaching materials can be interpreted as materials or subject matter that are arranged in a complete and systematic manner based on the learning principles used by teachers and students in the learning process. Teaching materials are systematic, meaning they are arranged

sequentially, making it easier for students to learn. Apart from that, teaching materials are also unique and specific. Unique means that teaching materials are only used for certain goals and in certain learning processes, and specific means that the contents of teaching materials are designed in such a way as to only achieve certain competencies of certain targets. (Sungkono, 2009:2)

Teaching materials are external factors for students that can strengthen internal motivation to learn. One of the learning events that can influence learning activities is to include learning materials in these activities. Completely designed learning materials, in the sense that there are elements of media and adequate learning resources will affect the learning atmosphere so that the learning process that occurs in students becomes more optimal. Learning materials that are well designed and equipped with interesting content and illustrations will stimulate students to use learning materials as learning materials or as learning resources. (Hernawan, 2009:2)

Based on some of the opinions above, it can be concluded that teaching materials are materials or materials that have been prepared based on the desired competencies, contain adequate, varied, in-depth, easy to understand, and in accordance with the interests or needs of students. and will be conveyed by educators to students, so that students can more easily learn and understand a science or lesson.

### **2.1.2 Functions of Teaching Materials**

For teachers and students, teaching materials are very important in learning activities, meaning that teachers will experience difficulties in improving their learning abilities if they are not accompanied by complete teaching materials. Likewise for students, without teaching materials, students will experience difficulties in the learning process. In addition, if the teacher explains the learning material too fast and unclear. Therefore teaching materials are very important to be developed as an effort to improve the quality of learning. Teaching materials basically have several good roles, for teachers, students, and in learning activities.

Broadly speaking, the function of teaching materials for teachers is to direct all their activities in the learning process as well as being a substance of competence that should be taught to students. Whereas for students it will be a guideline in the learning process and is a substance of competence that should be learned. (Yuberti, 2014: 195)

Suryaman (2012) states that one of the main tasks of an educator is to plan lessons. Teaching materials are learning planning materials. The availability of teaching materials is the responsibility of educators who serve as a guide for educators who will direct all their activities in the learning process, as well as a core competency that must be taught to students and a guideline for students who will direct all their activities in the learning process, as well as a competency that should be learned or mastered and as a tool for evaluating achievement or mastery of learning outcomes

From several explanations regarding the role of teaching materials, it can be seen how important the existence of teaching materials is for teachers and students. Teachers will be better prepared to develop and complete the demands of each basic competency. Teachers can also explain the main points more easily. For the students themselves, they will feel more comfortable in the learning process.

### **2.1.3 Types of Teaching Materials**

Suryaman (2012) quotes the formulation of the Directorate of High School Development which states that the types of teaching materials are handouts, books, modules, Student Activity Sheets (LKS), brochures, leaflets, wall charts, and photos/drawings.

There are two forms of learning materials, namely: 1. Complete "designed" learning materials, meaning learning materials that contain all learning components in their entirety, including: learning objectives or competencies to be achieved, learning activities that students must carry out, learning materials that are arranged in an orderly manner. systematic, illustrations/media and teaching aids, exercises and assignments, evaluation, and feedback. Examples of this group of learning materials are learning modules, learning audio, learning videos, computer-based learning, Web/internet-based learning. 2. Learning materials that are "designed" are incomplete, meaning learning materials that are designed in the form of limited learning components, such as in the form of learning resources, learning media or teaching aids that are used as aids when teaching staff and students carry out learning activities. Examples of this group of learning materials include learning with various teaching aids, learning with transparency, learning with textbooks, maps, globes, human skeleton models, and so on. (Hermawan et al, 2009:4)

The third step is selecting and determining teaching materials

- 1) Relevance means that the selected teaching materials must have achievement of competency standards and KD.
- 2) Consistency means that the selected teaching materials have a consistent value. So, between KD that students must master and the teaching materials provided have continuity and similarities.
- 3) Adequacy means, in selecting teaching materials that will be used as teaching media by educators, they should be able to help students master the material to be delivered and KD.

## **2.2 E-Module**

### **2.2.1 Understanding E-Module**

The rapid development of technology encourages the replacement of printing technology with computer technology in learning activities. The module, which was originally a print learning media, was transformed in its presentation into electronic form so that it gave birth to a new term, namely electronic module or better known as e-module (Winatha, Suharsono, & Agustin, 2018).

Electronic modules or e-modules, are defined as learning media using computers that display text, images, graphics, audio, animation and video in the learning process (Nugraha, Subarkah, & Sari, 2015).

E-module is a form of presenting independent learning materials that are arranged systematically into certain learning units, which are presented in electronic format, where each learning activity in them is connected with a link as navigation which makes students more interactive with the program, equipped with presentation of video tutorials, animations and audio to enrich the learning experience. (Wathi, 2021)

### **2.2.2 Characteristics of E-Module**

Bahyudinnor (2021) states the characteristics of the e-module as follows:

1. Self-instructional, students are able to teach themselves, not depending on other parties.
2. Self contained, all learning material from one competency unit studied is contained in one complete module.
3. Stand alone, the developed module does not depend on other media or does not have to be used together with other media.
4. Adaptive, modules should have high adaptive power to the development of science and technology.
5. User friendly, the module should also meet the rules of being friendly/familiar with the wearer.
6. Consistent in the use of fonts, spacing, and layout.
7. Delivered using a computer-based electronic media.
8. Utilizing various functions of electronic media so that it is referred to as multimedia.
9. Utilize various features in software applications.
10. It needs to be designed carefully (paying attention to learning principles).

### **2.2.3 Purpose of E-Module Preparation**

Even people who live in places far from the organizing center can follow this kind of learning pattern. Related to this, writing e-modules has the following objectives

1. Clarify and simplify the presentation of the message so that it is not too verbal
2. Overcoming limitations of time, space and sensory abilities, both for learning participants and teachers/instructors.
3. Can be used appropriately and variedly, such as to increase motivation and enthusiasm for learning; develop the ability to interact directly with the environment and other learning resources which enable students or learners to learn independently according to their abilities and interests.
4. Enables students to measure or evaluate their own learning outcomes.

### **2.2.4 Types of E-Modules**

In an article entitled "Digital Based Learning Media, Types and Examples" quotes the opinion of (Surjono, 2017) regarding the types of digital technology learning media that can be used by teachers, including:

## 1. Interactive Multimedia

In terms of terminology, multimedia is defined as a combination of various media such as text, images, sound, animation, video and others. In an integrated and synergistic manner by using tools such as computers or other electronic equipment to achieve certain goals. In this sense, it means that each multimedia component must be processed, manipulated and combined digitally using a computer or similar device.

## 2. Digital Video and Animation

Technological developments encourage many changes in students. The habit of using textbooks and notebooks is slowly decreasing. Technological sophistication gave birth to a variety of learning methods that are more effective and attractive to students. Video-based learning is an example of an effective learning method and has become a trend in e-learning for the past decade.

Video Based Learning is very useful and has captivated the world of education since its creation. Because the human brain is wired to track movement and is attracted to movement. Video can make things more interesting than just text.

For example, an animation can explain a concept, no matter how difficult the concept is, it will make children and adults sit still and watch. This includes tutorial videos spread via YouTube. Video-based learning can facilitate faster absorption of information, retain knowledge and remember it accurately. About 90% of the information students receive from the outside world to survive and develop is in visual form. Because humans basically have the ability to process images 60,000 times faster than plain text. Video-based learning has often proven to be more effective than traditional classroom learning.

### **2.2.5 Interactive E-Module**

An interactive e-module is defined as a module that combines two or more interactive text, graphics, audio, video or animation, to control a command, which then creates a two-way relationship between the module and the user (Prastowo, in Hutahaeen).

Furthermore, Hutahaeen also quoted Rita's opinion which stated that the integration of interactive e-modules with the learning process could encourage students to actively learn. Apart from that, this multimedia-based interactive e-module display will give students more freedom to choose, synthesize and elaborate on the knowledge they want to learn and master.

Arsyad in hutahaeen also revealed that the interactive e-module allows students to not only involve their sense of hearing, but also their sight. The more senses are used to receive information, the more likely it is that the information will be remembered and understood. Experts prove that there are significant differences in learning outcomes obtained through the senses of sight and hearing

### **2.2.6 E-Modules have advantages, namely:**

The advantages of e-modules include:

1. Increase student motivation, because every time you do an assignment, lessons are clearly limited according to ability.

2. In the evaluation section, students know which parts of the module have been successfully mastered and which parts of the module have not been successfully mastered.
3. Study materials are distributed more evenly within one semester.
4. Education is more effective, because learning materials are arranged according to academic levels.
5. The static presentation on the printed module can be changed to something more
6. interactive and more dynamic.
7. The element of verbalism that is too high in printed modules can be reduced by presenting visual elements with the use of video tutorials. (Bahyudinnor:2021)

### **2.2.7 Principles of E-Module Development**

In developing an e-module, there are several principles that need to be considered, namely:

1. It is assumed to generate interest for students.
2. Written and designed for use by learners.
3. Explain the learning objectives (goals & objectives).
4. Arranged based on the pattern of "flexible learning".
5. Arranged based on the needs of students in achieving learning objectives.
6. Focusing on providing opportunities for students to practice.
7. Accommodate learning difficulties.
8. Requires a careful navigation system.
9. Always provide a summary.
10. Writing style (language) is communicative, interactive, and semi-formal.
11. Packaged for use in the learning process.
12. Requires a learning strategy (introduction, presentation, closing).
13. Have a mechanism to collect feedback.\
14. Support self-assessment.
15. Explain how to study teaching materials.
16. There needs to be instructions/guidelines for using the e-Module. (Bahyudinnor:2021)



## **2.3 Folklore**

### **2.3.1 Definition of Folklore**

Teaching materials for folklore texts are often found around the students' environment, both printed and still in the form of oral literature related to the story or origin of the name of an area. In students' cognitive development, if the folklore that is used as teaching material is related to stories or the origin of the name of an area around where they live, students will be able to increase students' understanding.

Kusmana and Bella (2021:351) state that folklore is an oral tradition which is generally passed down from generation to generation to society, such as the tales of Sangkuriang, Si Kabayan, and so on. The spread of folklore is done orally so the author is unknown or anonymous, but recently there have been efforts to document it in the form of written text.

One of the literary texts is folklore texts, which are stories that were born, lived and developed over several generations in traditional society, whether people knew letters or not, were spread orally, contained anonymous survival and were spread collectively over a long period of time. (Vaziria et al, 2022:40)

Annisa and Ramadhan (2012:21) state that folklore is oral literature that originates from society and grew in society in ancient times and was passed down from generation to generation. Annisa also quoted Saputra's (2016) opinion that the contents of folklore contain the values of a diverse national culture from each region. Furthermore, the values and norms conveyed in folklore are educational.

Folk tales are fictional stories told from generation to generation and do not have a clear author. Folklore is a story that comes from the people and is spread by word of mouth until it is eventually known by the wider community. This story is classified as a fictional story whose truth cannot be proven or justified. (Mulachela:2021)

Apart from that, the poet Suripan Sadi Hutomo defines folklore as stories passed down from generation to generation orally from old to new generations. Folklore can be interpreted as a form of expression of a culture that exists in society through speech, which has a direct relationship with cultural aspects and social values of the community itself. (Mulachela:2021)

From the opinions above, it can be concluded that folklore is a fictional literary work that is conveyed by word of mouth about the characteristics and culture of a region that has life values.

### **2.3.2 Function of Folklore**

Kusmana and Bella (2021: 351) state that folklore aims to form narratives that function as a medium for expressing behavior about the values of life inherent in people's lives.

In line with the opinion above, Kusmana and Bela also cite Dandjaya's opinion which states that folklore is part of folklore. Folklore is used as parental advice to the next generation to understand, appreciate, and emulate the values of the behavior and character of the characters, dialogues, and story settings that have good values. The inheritance of these moral values is carried out as a tradition from a society that wants to maintain the character of its nation to the next generation.

Folklore can be used as an educational tool, namely to shape students' character. The values of life contained in it can become role models for students through the characters found in the story. Character education can be instilled through Indonesian language and literature subjects, especially in literary materials. Literary works can enrich the intellectual knowledge of readers from the ideas, thoughts, aspirations and life of the people depicted through the story. (Rahmayantis, 2018: 32)

## **2.4 Saga**

### **2.4.1 Definition of Hikayat**

Hikayat is an old literary work in the form of prose from Malay which contains stories, laws, and genealogies that are fictional, religious, historical, biographical, or a combination of these characteristics. Stories are useful as solace, to raise fighting spirit, or just to liven up a party. (Alfari, Sabrina: 2022)

Because saga originates from Malay, many saga are written in Malay. Then, many saga undergo a process of adaptation and translation into Indonesian with the aim that readers can better understand the contents of the saga.

According to Pertiwi, the saga is similar to folklore. Folklore can be understood as a story that does not depend on cause and effect. This is because folklore has its own way of experiencing time and place in a real and different way.

According to Pertiwi in Drono (20230), saga has its own conventions that have real and different types of identities and characteristics than usual. Hikayat tells the reality of life which is written in an essay or narrates.

Pertiwi explained that the word hikayat is taken from Arabic which means fairy tale, story or story. The form of the story that is conveyed can be in the form of prose, in terms of story motifs, there are those that emphasize supernatural powers or miracles. The stories that we often hear are stories about royal life, family life and much more.

### **2.4.2 Characteristics of Folk Tales / Hikayat**

Hikayat/folklore usually tells about kings, royal families, palaces and royal courtiers. The following are the characteristics of the saga:

#### **1. Using Classical Malay language**

Like prose and other old writings that in the background describe stories in ancient times. The use of language and the choice of diction in this saga literary work also uses classical language.

The saga that is most often found is in the Malay language. So the Malay language used in the saga is also classified as classical Malay which is rarely used today. So that the saga will look unique and increasingly have high artistic value.

Regarding the use of language, the hikayat is written using the old Malay language and of course the hikayat is not like modern literary works as it is today. (Ahmed, 2020)

## 2. Impossibility

The most common characteristic of saga/folklore is impossibility, both in terms of language and in terms of story. That is, the story told in the form of a saga is illogical or cannot make sense.

## 3. Power

Apart from impossibility, we can often find the magic of the characters in a saga. The characteristics of this type are easy to find in saga/folklore that tells of kings.

## 4. Anonymous

One of the characteristics of saga / folklore is anonymous. That is, it is not clear the name of the storyteller or the author. This is because the story is told orally. In fact, in the past, people believed that the stories told were real and that no one deliberately made them up.

## 5. Centric Palace

Saga/folklore is often themed and set in a kingdom. In addition, the setting of the place in the story is a country led by a king in a kingdom.

## 6. Spread orally

The spread of saga / folklore is done orally which allows it to be conveyed quickly compared to using written media.

In addition, through oral culture, people are also able to more intensely convey the positive values contained in the story, so that the moral message will be conveyed quickly and effectively. This oral distribution also often gave rise to various variations of folklore works.

## 7. Traditional

Characteristics of saga / other folklore is traditional, namely maintaining the customs of ancient society or customs. This makes the work cliché in its structure or way of expression.

## 8. Educate Morally or Religiously

Moral value is an extrinsic element that influences literary works. Generally, writers do not write these values explicitly, but are implied in the story. (Pangesti:2022)

### **2.4.3 Types of Tales**

Usually, this old prose has historical, religious, biographical, epic, and folklore themes that are thick with miracles. This diversity of stories makes the saga divided into various types which can be distinguished in two aspects, namely the historical aspect and the aspect of the story content.

#### a. Historical Aspect

Most of the hikayat are often found in classical Malay, but some hikayat are also written in other languages. Well, this happens because the saga comes from several countries with

different languages, religious backgrounds, and history. Therefore, when viewed from a historical aspect, saga is divided into several types, including:

#### 1. Malay

Malay saga in general is thick with elements of the Islamic religion. Examples of Malay saga, namely "Hikayat Hang Tuah", "Hikayat Indera Bangsawan", "Hikayat Malim Demam", and "Hikayat Si Miskin".

#### 2. India

The hallmark of Indian saga is that it has a religious element, namely Hinduism. The main story in the Hindu saga, namely the story "Sri Rama" and "Mattabbhroto". So, as time went by, these two stories developed into other sagas, such as "The Tale of the Five Pandavas", "The Tale of the Pandawa War", and "The Tale of Bayan Budiman".

#### 3. Arab-Persian

The majority of the religions practiced in Arabia and Persia are Islam. Therefore, the saga that appears also has an Islamic theme and contains Islamic values. Some examples, namely "Hikayat 1001 Nights", "Hikayat Bachtiar", and "Hikayat Amir Hamza".

#### 4. Java

The Javanese sagas have similar characteristics, characters, and plots to the sagas in India and Arabia. This is because Javanese culture is influenced by Islam and Hinduism. This mixture of different cultures eventually gave birth to a new culture. Some examples of Javanese sagas, namely "Hikayat Panji Semirang", "Hikayat Cekel Weneng Pati", and "Hikayat Indera Jaya" which are taken from Alingdarma's story.

### b. Content Aspect

Meanwhile, when viewed from the aspect of the contents of the story, the saga is divided into several types, namely:

#### 1. History

These stories often tell about historical figures or events. Even though it tells a story about history, the saga is still fiction or the imagination of the poet. The story in this saga is usually associated with historical stories that have happened at a certain time.

In addition, the background of events can also be adjusted to events that occurred in history. For example, such as "The Tale of Patani", "The Tale of Hang Tuah", and "The Tale of the Kings of Pasai".

#### 2. Biography

Biographical saga usually only focuses on a character. These characters can be taken from real or fictional characters. Even so, the story tells about the character's life. For example, such as "Hikayat Abdullah" and "Hikayat Senses Aristocracy".

#### 3. Religion

This type of saga tells about religious figures, events in religion, as well as life values taught in a religion. For example, such as "The Tale of the Sons of Senses", "The Tale of the Poor", "The Tale of 1001 Nights", and "The Tale of Bayan Budiman".

#### 4. Events

Event stories tell about a major event that happened but with a dramatized depiction of miracles and miracles. For example, such as "The Tale of the Kings of Pasai" and "The Tale of Tanjung Lesung".

#### 5. Story

This saga emphasizes the stories raised, especially about romance. Usually, this saga is also accompanied by a historical background. For example, such as "The Tale of Malin Kundang" and "The Tale of Roro Jonggrang".

### **2.4.4 Form of Saga**

The forms of the saga are seen from the way it is described.

#### 1. Folklore

This saga is comically described. Usually, folklore saga tells about the origin of a place or thing. For example, namely "The Tale of Rhang Manyang".

#### 2. Romance

Romance saga contains love stories and household stories, for example "Hikayat Putroe Gambak Meuh".

#### 3. Epics

As the name suggests, the epic saga tells of one's heroism. One example of the famous epic, namely "Hikayat Ramayana".

#### 4. Tambeh

The tambeh saga tells of a way of life. Therefore, the story often contains a message that can be picked up by the reader. For example, such as "Hikayat Tambek Tujoh Blah".

#### 5. Chara

Chara is a form of saga that focuses on a commendable character. This form of saga is also included in the type of biographical saga. One example, namely "The Tale of the Noble Senses".

### **2.4.5 The Values Contained in Folktales/Hikayat**

According to (Suherli in Zacky: 2020) there are six values in the saga, namely:

#### 1. Cultural values

Values taken from culture that have developed from generation to generation in society (related to Malay culture). The characteristic of cultural values compared to other values is that people are afraid to abandon or oppose these values because they are 'afraid' that something bad will happen to them.

## 2. Moral values

Values related to moral issues. Basically, moral values relate to advice related to character, behavior or morals that readers can obtain from the stories they read or enjoy.

## 3. Religious/religious values

Values related to religious issues. Religious values are usually characterized by the use of the words and concepts of God, supernatural beings, sin and reward, and heaven-hell.

## 4. Aesthetic value

Values related to beauty and art.

## 5. Social value

Values related to life in society. Usually in the form of advice related to society. Indications of social values are associated with compliance and appropriateness when applied in everyday life.

By studying folklore, you will find out about culture, morals, religion, education, social and other life values. From saga stories, we can learn life values as a mirror for our lives.

## **2.5 Relevant Research**

Relevant research contributes in the form of product types, materials and approaches used. Some of the relevant research that underlies the development of digital multimedia folklore teaching materials is:

1. Development of Teaching Materials for Reading Tales for Class XI Language (Rika Prasetiawati, 2016) describes the process of developing teaching materials for reading tales for Class XI. Currently there are books to support learning, but they are still general in nature. The supporting book is in the form of a textbook which contains all the Indonesian Language and Literature class XI SMA/MA language subject matter. The saga reading material contained in textbooks has not been discussed thoroughly, the examples given are still limited. Second, there are no books available that contain the development of teaching materials for reading saga for class XI language students. Third, students tend to prefer books that are fun. Books that can attract students' interest in learning and develop their imagination.

2. Development of Website-Based Audio Visual Teaching Materials for Class XI. The 2020/2021 learning has adequate quality and can be accepted as one of the web-based teaching materials in the Valid (Very Good) category.

3. Amandangi in his thesis entitled "Development of Folklore Text Enrichment Materials with a Web-Based Integrative Model for Intermediate BIPA Learners" stated that enrichment materials can meet educational challenges in the 21st century era where web-based learning is a form of online-based education. This enrichment material is prepared based on the principles of independence, easy accessibility, can develop self-confidence, is holistic, meaningful, authentic, and can motivate user activity.

4. Nofrahadi (2018) in his thesis entitled "Development of Hikayat Teaching Materials Designed with Transformation Theory Based on Local Wisdom of West Sumatra" stated that saga teaching materials in the form of personality enrichment books that were developed can

be used and utilized as alternative teaching materials to increase students' competency achievements in learning saga material. Apart from that, this enrichment book can improve the quality of students' personalities and enrich students' inner experiences. The development of teaching materials is very necessary to improve student understanding.

5. Development of e-modules as a learning resource for Indonesian Language Subjects for Class and generally got a positive response and good results. And it was stated that the Indonesian language e-module as a learning resource was very suitable to be applied to students.

Based on the explanation above, it can be seen that previous research has contributed to the development of this E-module product. The similarity of the research topic lies in the form of teaching materials in the form of E-modules and folklore (Hikayat) teaching materials. The difference between this development research and previous research is the substance developed. The product in this research contains folklore text material (saga) in interactive multimedia digital form. Nevertheless, these five studies can still be used as a reference for developing teaching material products (modules) for folklore texts in the form of digital multimedia.

## **2.6 Conceptual Framework**

The framework for thinking in this development research is based on the problems faced by teachers and students, which are caused by the monotony of available teaching materials which are felt to be unable to accommodate students' needs in discovering life values. The author will focus on developing teaching materials that discuss folklore text material (saga) according to the revised edition of the 2013 curriculum. The teaching materials in question are in the form of e-modules in the form of digital multimedia.

These teaching materials will be made using the help of the Canva application. By using the Canva application, it is expected to produce interesting, innovative and interactive teaching materials so that students are more enthusiastic about understanding folklore text material (saga).

This E-Module was developed in various stages. The first stage is needs analysis. Second, product design. Third, the product development stage. Fourth, the product implementation stage. Fifth, evaluation of the final product. The following is a framework chart for this product development research.

## **3 Research Methods**

### **3.1. Location and Time of Research**

This research was conducted in one of the schools in the city of Padang Sidempuan, namely Padang Sidempuan 3 Public High School. The time for conducting the research is the even semester of the 2022/2023 academic year.

### **3.2. Development Subject and Object**

There were three subjects in this development research, namely validators consisting of expert lecturers who validated materials and media, Indonesian language subject teachers, and high

school students in class X (ten) as respondents. The object of development research is the teaching material of folklore texts (hikayat) for class X high school students.

### **3.3. Types of Research**

The type of research used is Research and Development (R & D) with the reason of developing product use through process and validation stages so that it can be applied effectively in schools.

The development model used in this research is Research and Development (R&D). The development model implemented is the ADDIE development model which involves the stages of model development with five development steps/phases including: Analysis, Design, Development or Production, Implementation or Delivery and Evaluations.

The first research procedure is a preliminary study and observation to find out the appropriate learning materials to be applied to improve the Indonesian language skills of high school students in the city of Padang Sidempuan. Furthermore, the results of the research will be adjusted and developed. Research and Development (Research and Development) is a research method to develop and test products that will later be developed in the world of education. (Maydiantoro)

The product developed in this study is teaching material in the form of multimedia e-modules with folklore text material (saga).

### **3.4. Development Procedure**

The material developed will be reviewed by material and media expert validators using an assessment rubric developed by researchers combining expert opinions. The teaching material in the form of this module is specifically for class X high school folklore text material which was developed with the help of student worksheets.

This research and development process contains 3 steps. First, researchers carry out product development, second, validate the product that has been developed, third, test the effectiveness of the product. To understand the development procedure, the researcher will explain the steps that will be taken in developing teaching materials for folklore texts (saga) in the form of digital multimedia.

#### **1. Learning Analysis**

At the learning analysis stage, researchers collect data that will be used as a basis for product development. This data was obtained from high school Indonesian language subject teachers and class X students at SMA Negeri 3 Padang Sidempuan. The information that researchers are looking for concerns the study of folklore texts and textbooks that are used in learning Indonesian in the classroom. Data collection tools at this stage are questionnaires and interviews. Apart from that, researchers also examined the teaching materials used by teachers in schools.

#### **2. Design (Design)**

The design stage contains three activities carried out by researchers. First, prepare a structural framework containing teaching materials. Second, determine the draft structure of teaching



materials. Third, develop evaluation tools that will be used in the concept of Indonesian language teaching materials.

This teaching material product in the form of an e-module was developed based on the results of the needs analysis and the revised edition of the 2013 curriculum. The module is devoted to folklore text material for class X SMA.

### 3. Development (Development)

What is developed from this teaching material product is in the form of content which includes teaching material, images, video material, and portfolio exercises. This module's product quality test is based on the components of appropriateness of content, appropriateness of presentation, and appropriateness of language.

Researchers will also validate the module product at this stage. Before being validated by material expert lecturers and media expert lecturers, the module product is first reviewed and checked by the thesis supervisor. The validators in product development are material and media expert lecturers and Indonesian language subject teachers. Material validation includes components of content, language and presentation. Media validation includes language, presentation and graphic components. This validation uses an assessment questionnaire with the Likhertz scale, which uses a scale of one to five.

At this stage the validator assesses and provides suggestions for improvements to researchers regarding the development of this interactive teaching material (module). Furthermore, the researcher revised the teaching materials (in the form of modules) according to the results of the validation assessment and expert lecturer suggestions. After being properly revised, according to the suggestions given by the validators, the teaching materials of folklore texts (saga) based on differentiation learning can be implemented to find out student responses.

### 4. Implementation

Researchers began distributing folklore text e-modules to class X (ten) high school students to test the content and readability of teaching materials. In this case, the researcher used class X MIA1 and 2 at SMA Negeri 3 Padang Sidempuan. This activity is carried out in order to find out how students respond to the feasibility of this teaching material product (in the form of a module).

### 5. Evaluation (Evaluation)

The evaluation phase includes internal evaluation activities, external evaluation, and revision of the developed system. The general procedure for the evaluation stage is to determine the evaluation criteria, choose the right evaluation tool and carry out the evaluation. At this stage, the researcher used an evaluation using a multimedia LKPD. The purpose of the evaluation in this study was to measure the level of understanding of class X (ten) high school students in identifying the values and content contained in folklore. This evaluation is carried out to measure student achievement of basic competencies through learning indicators.

## **3.5. Data Collection Techniques and Instruments**

### 1. Data Collection Techniques

Data collection techniques used in this study were questionnaires and interviews. The questionnaire is used to obtain data on the feasibility of the product being developed. Questionnaires were given to expert lecturers, teachers, and students. In addition, interviews were used to collect data from teachers and students related to field observations.

The data collection instruments used were teacher needs analysis questionnaires, student needs analysis questionnaires, material and media expert validation sheets, teacher validation sheets, and student response sheets. This instrument is a tool to determine the quality of the developed teaching material products.

## 2. Data Collection Instruments

### - Needs Analysis Questionnaire

The use of the questionnaire is to find out the learning activities of folklore texts in schools. This questionnaire was distributed to schools in the city of Padang Sidempuan, namely SMA Negeri 3 Padang Sidempuan. The questionnaire was distributed to Indonesian language subject teachers and class X students.

### -Interview guidelines

Interviews were conducted to find out the process of learning folklore text material containing local wisdom and to find out what is needed to develop teaching materials. The data obtained is in the form of qualitative data. Interviews were conducted with 4 Indonesian language teachers and representatives of thirty high school class X students.

### - Instrument Validity

Instrument validity test was carried out to determine the validity of the instrument before the product was implemented on students.

## 3.6. Data Analysis Technique

There are two types of data in this development research, namely quantitative data and qualitative data. Qualitative data was obtained from interviews and suggestions and criticism from material expert lecturers, media, teachers and students regarding the results of the products being tested. Then the data is synthesized to revise the teaching material product (e-module).

This quantitative data is in the form of scores obtained from the results of questionnaire assessments or questionnaires in the form of numbers which are analyzed descriptively qualitatively using criteria techniques. The quantitative data was converted into qualitative form using a five-point scale. The qualitative data in verbal form is analyzed and concluded to revise the product..

## 4 Development Results And Discussion

### 4.1 Research Results

The type of research carried out by researchers is Development Research using the ADDIE model (Analysis, Design, Develop, Implement, Evaluation). The product developed is the development of teaching materials for folklore texts (Hikayat) in the form of Interactive

Digital Multimedia for students of SMA N 3 Padangsidempuan. Based on the development research carried out, the following research results were obtained:

#### 1. Analysis (analysis)

After seeing directly the teaching and learning process of Indonesian language subjects at SMAN 3 with hikayar material and also conducting interviews with several teachers, the researchers found that:

- a. SMAN 3 Padangsidempuan uses the K-13 curriculum from 2020 – 2023.
- b. In the teaching and learning process, teachers who teach rely more on textbooks from certain publishers and have not found the right way to make students more active and enthusiastic in participating in the learning process.
- c. Most students don't like the material so the scores they achieve mostly don't reach the KKM

#### 2. Design (Designing)

The next stage in the development procedure of the Addie model is the design stage.

##### a. Making module designs

The module design describes the overall relationship between the parts in the module, the module design is created to facilitate the subsequent module creation process and functions like a map in the module creation guide. The module has the following components:

1. Have clear teaching objectives
2. Contains instructions for students
3. Contains lesson material or subject matter
4. Load exercises according to the material
5. Load activities that are relevant to the material and everyday life
6. Contains evaluation questions
7. Load the answer keys to all the existing questions.

##### b. Preparation of material, exercises and assignments

The materials, exercises and activities contained in the module are compiled from various references.

##### c. Collection and manufacture of background, cover and layout

The images and backgrounds used in making the module cover are done using Canva.

##### d. Preparation of Module Feasibility Validation Instruments

In this design stage, an instrument for feasibility validation of the module is also prepared, which is a product developed by the researcher. As for this study, the validation was in the form of a checklist questionnaire for media experts and material experts. At this stage it starts with the preparation of the questionnaire grid and the preparation of the questionnaire. The

result of this stage is an assessment of the media aspects and material aspects of the quality contained in the teaching materials.

### 3. Development (development)

This stage is the stage of product realization, namely the manufacture of modules. Saga includes determining the content of the material, validation and production.

### 4. Implementation (implementation)

This stage is a product trial. Saga teaching materials that have been developed in the form of electronic modules

### 5. Evaluation (Evaluation)

In this research, only formative evaluation was carried out during stage 1 product testing and during stage 2 product testing, because this type of evaluation is related to the research and development stages carried out by researchers.

The evaluation content is a summary of the exercises contained in the module that students have previously done

## **4.2 Discussion**

### 1. Development of teaching materials for folklore texts (Hikayat) in the form of interactive digital multimedia for students of SMA N 3 Padangsidempuan

In research on developing mathematics teaching materials for class II SD/MI, researchers used the ADDIE development model. This model consisted of 5 stages, namely: analysis, design, development, implementation and evaluation.

Development research was carried out starting with direct observations at schools, namely by conducting interviews. After getting an overview of the learning process for Indonesian subjects with hikayar material, including the curriculum and teaching materials used, the researcher continued his research step, namely designing teaching materials in the form of e-modules.

### 2. The quality of the E-Module is reviewed in terms of content feasibility, language eligibility, presentation feasibility, graphic feasibility and learning characteristics suitability.

In order to know whether the development product is feasible or not, the researcher takes the next step from this development, namely making an expert validation instrument which is a questionnaire. This validation includes media aspects and independent aspects.

From the validator, the researcher concluded that the quality of the saga e-module he made was of good quality in terms of content feasibility, language feasibility, presentation feasibility, graphic feasibility and according to learning characteristics

### 3. Effectiveness of using saga teaching materials in the form of e-modules

Next, to find out the effectiveness of using the teaching materials, they were tested on subjects. Product testing was carried out in two stages.

The results of the trials carried out are the results obtained from class X students' work on the questions in the e-module, where as a whole students have achieved a score above the KKM which is worth 75.00. Where the value of the test results shows the effectiveness of the e-module created by the researcher.

Apart from that, the researchers found the answer that the e-module was well received by these students. This was obtained by researchers through a questionnaire given to several students

#### 4. Hikayat teaching materials in the form of e-Modules can improve learning outcomes

The type of research that has been carried out is RND (research and development) development research.

The E-Module trial was carried out in 2 stages and at the end of the trial an evaluation was carried out which covered all the material contained in the module.

Through the scores obtained from students in both phase 1 and phase 2 trials, it is known that the saga e-module, which is an Indonesian language teaching material developed by researchers, is able to improve student learning outcomes.

After the researchers compared the results of the phase 2 product trials on class.

By looking at the comparison of the average scores of students of 04 to 88.58.n.

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