

Development of Multiliteracy Based Folklore Reading Materials for Class X Students of SMA Rk Serdang Murni Lubuk Pakam

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Abstract. This study aims to develop multiliteracy-based folklore reading materials for class X SMA/SMK. This research uses development or Research and Development (R&D) with the ADDIE model which consists of analysis, design, development, implementation, and evaluation. The form of multiliteracy-based folklore reading material for Class X SMA Rk Serdang Murni Lubuk Pakam students is arranged according to the demands of an increasingly digital age referring to multiliteracy (reading and digital literacy). The feasibility of the material assessment was carried out by material experts from Medan State University with an average validator final assessment result of 94.8% in the very feasible category and design expert assessment validation was carried out by lecturers at Medan State University and Panca Budi University with an average final expert assessment result design is 93.9%.

Keywords: Reading, Multiliteracy, Folklore

1 Introduction

Merdeka Learning is one of the newest programs issued by the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI) designed by the Minister of Education and Culture Nadiem Anwar Makarim. The independent learning program created by the Indonesian minister of education assists teachers in completing administrative tasks, such as a more simplified form of lesson plans, but this also poses a challenge for teachers. The skills possessed by teachers in facing the 21st century era such as cyber-physical systems must be supported by advances in technology, information base, knowledge, innovation, and social media networks. Our educators should not be discouraged and neglect their duties as educators, because a teacher must have a professional nature, be competent and be able to keep abreast of developments in science and technology.

Professional teachers are required to be creative in the midst of limitations such as a lack of facilities or infrastructure in a school. Teachers must be able to rack their brains on how to keep students learning according to technological developments even in the midst of limitations. So, every child in Indonesia can continue to carry out education as they should. In the context of education, digitization can be interpreted as the ability to transform various aspects and processes of education into various digital variants.

The development of digitalization also has a good impact on the independent curriculum, teachers can increase their creativity through digitalization developments such as learning

using technology. However, due to the rapid development of digitization, expertise is needed in sorting out information in digital media. The ability to sort is found by someone through the literacy process. Currently, due to social and technological changes, literacy has developed far into a new idea which is referred to as 21st century literacy or referred to as multiliteracies (multiliteracy). Multiliteracy in learning consists of several types, such as textual literacy (in the form of existing reading texts), visual literacy (such as caricatures, symbols, traffic signs, and paintings), artistic literacy (such as poetry, instrumentals, musical poetry), performance literacy (such as theater, drama, performing, dance), digital literacy (such as internet, film, power point). Researchers feel that textual and digital literacy is a combination of multiliteracy that is worth trying to improve students' abilities in the learning process at school. Student reading materials that were originally textual based were transformed into digital form so as to increase students' curiosity and imagination.

One of the Indonesian language materials taught at the high school level is folklore/saga. Folklore is conveyed orally, so it is often said to be a form of oral literature (Nurgiantoro, 2020: 201). Getting to know folklore can be said as part of knowing the history and culture of a nation. Folklore is found in KD 3.7 and 4.7 in grade 10 SMA/SMK. KD 3.7 contains knowledge competencies, namely identifying the values and content contained in folklore (saga) both orally and in writing and KD 4.7 contains skill competencies, namely retelling the contents of folklore (saga) heard and read. However, learning folklore in class X also has several problems.

Based on initial observations that the author did at SMA RK Serdang Murni Lubuk Pakam in November 2022 it was found that folklore material was categorized as difficult material for class X students due to several reasons, including the language used in folklore texts which was categorized as difficult because many people used local languages, as well as Malay. Students have difficulty understanding the values and content in the folklore. In addition to language that is difficult to understand, the stories that are shown in the class X package are also not stories that are familiar to the students' environment, such as the tale of the senses of the nobility, the tale of the yellow flower, the tale of the wise bayan, the tale of the poor. Furthermore, the author also conducted interviews with Indonesian teachers at SMA RK Serdang Murni Lubuk Pakam regarding teaching materials and media used during Indonesian language learning in class.

Based on the results of interviews conducted by the author, it was found that students only used textbooks and enrichment modules provided by schools and BOS. RK Serdang Murni Lubuk Pakam High School has a library but in the library there is no reading material related to folklore/saga. then based on these problems the author feels that multiliteracy-based reading materials (especially textual and digital literacy) are very suitable to be applied to class X SMA RK Serdang Murni Lubuk Pakam in folklore material. The novelty in the research that the authors have conducted compared to other studies is because multiliteracy is a model that is rarely used and the authors have not found research that is exactly the same as what the authors have done in folklore/saga texts. The research that the authors conducted involved textual literacy in the form of animation that can be watched via digital media (youtube) in a study entitled **Development of Multiliteration-Based Folklore Reading Materials in Class X High School Students of RK Serdang Murni Lubuk Pakam.**

2 Research Methods

This research was conducted at SMA RK Serdang Murni Lubuk Pakam for the 2022/2023 academic year. This research is a Research and Development (R&D) study using the ADDIE (Assume, Design, Development, Implementation, Evaluation) model development method which aims to develop multiliteracy-based folklore reading materials for class X students at SMA Rk Serdang Murni Lubuk Pakam.

The ADDIE research method consists of five stages, namely Analysis, Design, Development, Implementation and Evaluation.

Table 1. Research Instruments Grid

No	Data	Data source	Research Instruments
	Analysis of learning problems	Teacher	Interview
	Analysis of props needs	Teacher and student	Questionnaire
	Expert judgment/validation	Validator (Lecturer of Indonesian Language and Literature)	Validation of questionnaire
	Participants responses to development results	Student	Student response questionnaire
	Implementation of learning	Teacher	Questionnaire
	Observation of student activity	student	Assessment rubric students

Product validity in this study was reviewed based on the results of validation by expert lecturers and Indonesian language teachers. The aspects of the assessment indicators by experts are as follows.

Aspects and Indicators Evaluation Quality Method Expert Learning

No	Aspect	Indicator
1	Quality content Material Reading based Multiliteracy	1. Accuracy draft 2. suitability material with development material reading story people based developed multiliteracy
2	Quality Material Reading based Multiliteracy	3. exactness RPP device prepared with material reading story people based developed multiliteracy 4. suitability material reading story people based developed multiliteracy with need student
3	Assessment Results Material Reading based Multiliteracy	5. exactness applications material reading story people based developed multiliteracy with concept
4	presentation sheet working student	6. Worksheet Systematics Students who are based on the material reading based multiliteracy

Total assessment score can be sought with formula :

$$p = \frac{\sum x}{n}$$

Description :

Q : Presentation scores

$\sum x$: amount answer each respondent from each indicator

N : total score whole respondents throughout aspect

Result of score rating above, then averaged and converted at scoring for determine appropriateness the resulting product based on opinion expert. Interpretation score appropriateness method categorized as as following Material teach stated worthy when achieve more from 60%.

Table Interpretation Of Eligibility Scores Material Reading Folk Stories Based Multiliteracy

Percentage	Criteria
0-20	very weak
21-40	weak
41-60	enough
61-80	worthy
81-100	very worthy

(in Ulfah, 2014:28)

Measurement effectiveness material reading story people based multiliteracy done through activity pretest-posttest . Pre and post-test results be measured use standardized gain formula (David E. Meltzer, 2020: 126) as following :

$$Gain (g) = \frac{\text{average post test score} - \text{average pre test score}}{\text{maximum score} - \text{pre test score}}$$

For normalized gain classification shown in the table following :

Table Normalized Gain Classification

Coefficient normalized	Classification
$G < 0.3$	Low
$0.3 \leq g < 0.7$	Currently
$g \geq 0.7$	Tall

3 Results And Discussion

The results of research regarding the development of multiliteracy-based folklore reading materials for Class X students of SMA Rk Serdang Murni Lubuk Pakam. The research model used refers to the ADDIE research, the presentation of the research data is explained as follows:

The process of developing multiliteracy-based folklore reading materials for Class X students of SMA Rk Serdang Murni Lubuk Pakam was carried out based on the ADDIE research model which was carried out in five research steps. The first stage of the analysis was carried out by analyzing the learning needs of folklore at SMA Rk Serdang Murni Lubuk Pakam, the problems experienced by teachers and students along with the reading materials used at school (package books and enrichment modules). Next, the design stage is carried out, the author designs multiliteracy-based folklore reading materials adapted to the needs of students. Furthermore, a product assessment was carried out by material experts, design experts, Indonesian language subject teachers and students of SMA Rk Serdang Murni Lubuk Pakam. Next is the implementation stage, the product is tested on individuals (3 students), small groups (10 students) and limited classes. Then an evaluation was carried out in the form of assessing the effectiveness of multiliteracy-based folklore reading materials for Class X SMA Rk Serdang Murni Lubuk Pakam students

The form of multiliteracy-based folklore reading material for Class X students of SMA Rk Serdang Murni Lubuk Pakam is structured differently from the reading material used by the school. Multiliteracy-based folklore reading material for Class X students of SMA Rk Serdang Murni Lubuk Pakam. This reading material is in line with the demands of an increasingly digital age, so modern reading materials are needed that refer to multi-literacy (reading and digital literacy). It is hoped that after the teacher introduces this reading material to students, they will be able to 'create' something in the form of a short story.

The feasibility of the material assessment was carried out by material experts from Medan State University with an average validator final assessment result of 94.8% in the very feasible category and design expert assessment validation was carried out by lecturers at Medan State University and Panca Budi University with an average final expert assessment result design is 93.9%. The assessment was also carried out by Indonesian language teachers at SMA Rk Serdang Murni Lubuk Pakam with a percentage of 90.3% in the very decent category. Next, a limited field test was carried out on 30 students of SMA Rk Serdang Murni Lubuk Pakam and got an average of 92.4 in the very decent category.

The effectiveness of multiliteracy-based folklore reading materials for Class X students of SMA Rk Serdang Murni Lubuk Pakam was obtained from the results of student learning carried out in two stages, namely during the pre-test and post-test. Students are directed to make a short story adapted to multiliteracy-based folklore reading materials. The results obtained during the pre-test were 2,132 with an average of 71. After using multiliteracy-based folklore reading materials and carrying out the post-test, the total score of students increased to 2,431 with an average of 81 in the "good" category.

4 Conclusion

The process of developing multiliteracy-based folklore reading materials for Class X students of SMA Rk Serdang Murni Lubuk Pakam was carried out based on the ADDIE research model which was carried out in five research steps. Multiliteracy-based folklore reading material for Class X students of SMA Rk Serdang Murni Lubuk Pakam. This reading material is in accordance with the demands of an increasingly digital age, so modern reading materials are needed that refer to multiliteracy (reading and digital literacy). It is hoped that after the teacher introduces this reading material to students, they will be able to 'create' something in

the form of a short story. The feasibility of the material assessment was carried out by material experts from Medan State University with an average final validator assessment result of 94.8% in the very feasible category and validation of the design expert assessment was carried out by lecturers from Medan State University and Panca Budi University with an average assessment result final expert design is 93.9%. The assessment was also carried out by Indonesian language teachers at SMA Rk Serdang Murni Lubuk Pakam with a percentage of 90.3% in the very decent category. The effectiveness of multiliteracy-based folklore reading materials for Class X students of SMA Rk Serdang Murni Lubuk Pakam was obtained from the learning outcomes of students carried out in two stages, namely during the pre-test and post-test. The results obtained during the pre-test were 2,132 with an average of 71. After using multiliteracy-based folklore reading materials and carrying out the post-test, the total score of students increased to 2,431 with an average of 81 in the "good" category.

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