Development of Folklore Teaching Materials (Hikayat) Digital Form For Class X High School Students State 1 Stabat Langkat Regency

Utami Widya Putri, M. Oky Fardian Gafari, Wisman Hadi

{utamiwidyaputri22@gmail.com, oky@unimed.ac.id, Wismanhadi03@gmail.com}

Universitas Negeri Medan

Abstract. This study aims to determine the results of developing digital folklore teaching materials for class X students of SMA Negeri 1 Stabat, Langkat Regency. This type of research is development research based on the Brog and Gall development model. The test subjects consisted of class X students of SMA Negeri 1 Stabat, Langkat Regency. The results showed that the validation of the material experts included the feasibility of the content of 88%, the feasibility of presenting the learning material 88% in the good category, the aspect of language assessment 90%. Design expert validation includes initial design 91.14%, content design 86.14%, digital module typography 79.33, and illustration 87.6%. The limited trial obtained a score of 84.5%. The expanded trial obtained a score of 97.7%. The results of the effectiveness of folklore teaching materials (saga) in digital form were obtained from the results of research on product effectiveness tests based on pretest and posttest. The pretest results of students before using digital media in folklore (hikayat) with an average of 64.6% on the "enough" criteria and for students' scores after using digital media in folklore (hikayat) is 84.5% on the "good" criteria. , and it can be concluded that learning using folklore teaching materials (saga) in digital form can improve student learning outcomes. This research has implications, namely that the product developed will make a practical contribution, especially in the implementation of the learning process for teachers as additional teaching materials to make it easier for the material being taught to be independent or classical. For students to improve the quality of learning, especially im folklore material activities (saga).

Keywords: teaching materials, folklore (saga), digital media (moodle)

1 Introduction

Teaching materials are one of the important aspects in the world of education, because teaching materials are a means to support the learning process. The teaching materials used in the learning process are developed according to the needs of teachers and students and are properly utilized to improve the quality of learning. Teaching materials are very important in the learning process, meaning that without teaching materials it will be difficult for teachers to improve learning effectiveness. Likewise, without teaching materials it will be difficult for students to follow the learning process in class. Therefore, teaching materials are considered as materials that can be utilized, both by teachers and students as an instrument to improve the quality of learning.

Today there are various kinds of teaching materials that innovate. Among them are teaching materials based on technology or better known as e-learning teaching materials. E-learning is very effective to increase understanding of knowledge and increase students' interest in learning. The important reason for using e-learning is to provide interactive learning alternatives in the millennial era by utilizing existing technology. Through e-learning media, it is possible for students to learn to be very effective and run well. Because students can access well-designed and appropriate web-based learning, it can make learning fun and cause students to remember more teaching materials. (Susilo & Suhardi, 2018). [1]

One of the competencies to be achieved by learning Indonesian in the 2013 curriculum for class X Senior High School (SMA) is that students are able to identify the values and content contained in folklore (saga) both orally and in writing. With basic competence 3.7 "Identifying the values and content contained in folklore (saga) both orally and in writing". Basic competence 4.7 "Retelling the contents of folk tales (saga) that are heard and read. Folklore is a story that comes from the past, which is often introduced to the next generation. Basic competence 3.8 "Comparing the values and language of folklore and short stories. Basic competence 4.8 "Developing folklore (saga) into short stories by paying attention to the content and values. This is a special characteristic for a country that has a diverse culture and history, such as that of Indonesia. The benefit is that students learn folklore (saga) from Langkat in order to add insight into the history of an area and by studying folklore (saga) students can learn about the culture, customs that exist in the story and the environment they live in.

One of the most widely used open source Learning Management System (LMS) tools is Moodle. Moodle is designed using pedagogical principles to help educators create effective e-learning systems. The use of learning media is very important to support the success of the learning process in the classroom, one of which is computer-based learning media (Prasetya, 2008). [2]

To create a learning model as described above, a teacher can take advantage of virtual classes as one of the solutions, namely by utilizing the Learning Management System. So based on the existing explanation, it can be concluded that a teacher and students can take advantage of technological developments such as computers, smart devices (smartphones), social networks, modern learning media, and others as supporting media in learning.

The purpose of implementing a Learning Management System (LMS) in learning web programming is to support active and independent learning of students as measured by interest in learning and student learning outcomes. In this study, the Learning Management System (LMS) acts as a medium for sharing, discussing, and learning together by utilizing various existing features and supporting facilities. With the application of this learning, it certainly involves the activity of both parties, both teachers and students, which are expected to increase students' interest in learning which then has a positive effect on their learning outcomes.

2 Theoretical Basis

2.1 Teaching Materials

Teaching materials are all materials (both information, tools, and texts) that are systematically arranged, which displays a complete figure of competencies that will be mastered by students

and used in the learning process with the aim of planning and studying the implementation of learning. For example, textbooks, modules, handouts, worksheets, models or mockups, audio teaching materials, interactive teaching materials, and so on. [3]

Teaching materials are all forms of materials used to assist teachers or instructors in carrying out the learning process in the classroom. The material in question can be in the form of written or unwritten material. The views of other experts say that teaching materials are a set of materials that are arranged systematically so as to create an environment or atmosphere that allows students to learn.[3]

Teaching materials are one of the important supporting factors in learning. The use of teaching materials can improve student learning outcomes (Effiong, Ekpo, & Charles, 2015). [4] Teaching materials are a set of materials and resources that help teachers and students in learning. [5] Teaching materials are a set of materials that are arranged hierarchically in the form of written or unwritten materials that can be used in the learning process. [6]

Based on some of the above understandings from experts, it can be concluded that teaching materials are all forms of materials (both information, tools or text) that are systematically arranged that are used by teachers and students for the learning process in order to achieve a learning goal.

2.2 Folklore (Saga)

Folklore is an oral folklore genre that is told from generation to generation (Endraswara, S, 2013: 47). [7] There are many different categories of folklore. But basically, folklore can be divided into three major groups include: Myth (myth), legend (legend), and fairy tales (folktale) (Bascom, 1965, translation, Danandjaja, J, 1984: 50). [8]

Folklore can be interpreted as a cultural expression of a society through spoken language that is directly related to various aspects of culture such as religion and belief, the law on economic activities, the family system and the composition of the social values of the community (Isnain, 2007). [9] Meanwhile, according to the Big Indonesian Dictionary (KBBI), saga is an old Malay literary work in the form of prose that contains stories, fictitious genealogies, religious, historical, biographical or a combination of traits read for solace. Hikayat can be said to be similar to a historical story or in the form of a biography in which there are many things that do not make sense and are full of wonders.

Based on several understandings from experts, it can be concluded that folklore is a story that is passed down or passed down from generation to generation both orally and orally.

2.3 Digital Media (moodle)

Digital is a complex, flexible method that makes it a staple in human life. While Digital Theory is a concept of understanding the development of the Age of Technology and Science, from everything that is manual to automatic, and from all that is complicated to be concise (Rustam, 2016). [10]

Digital technology is a technology that no longer uses human or manual labor. But tends to an automatic operating system with a computerized system or a format that can be read by a computer.

The digital era was born with the emergence of digital, internet networks, especially computer information technology. The new media of the digital era has the characteristics of being able to be manipulated, network or internet. The mass media switch to new media or the internet because there is a cultural shift in the delivery of information. The ability of this digital era media makes it easier for people to receive information faster. With the internet, the mass media have moved in droves. The more sophisticated digital technology today makes big changes to the world, the birth of various kinds of increasingly advanced digital technology has emerged. Various groups have made it easier to access information through many ways, and can enjoy the facilities of digital technology freely and in control (Wawan, 2017). [11]

Learning Management System (LMS) is a software application that is widely used among educators both at the college level and at the high school level. Prawiradilaga (2004) explained that the Learning Management System (LMS) is a system that supports the implementation of electronic learning (e-learning) by providing learning materials, instructions for the learning process carried out by students, evaluation materials and the appearance of the results of the learning process. [12]

One of the most widely used open-source Learning Management System (LMS) tools is Moodle. Moodle is designed using pedagogical principles to help educators create effective e-learning systems. Moodle is a type of Learning Management System (LMS) software package developed to assist web and internet-based learning processes.

3 Research Methods

The research used is Research and Development or research and development methods, this method is used to produce certain products and test the effectiveness of these products. The research method according to Suharsimi Arikunto is the method used by researchers in collecting research data. This study refers to the modified Borg and Gall model from Sugiono, this model includes 1) Potential and problems, 2) Data collection, 3) Product design, 4) Design validation, 5) Design revision, 6) Product trial, 7) Product Revision, 8) Usage Trial, 9) Product Revision, 10) Mass Product. [13] The Brog and Gall Development Procedure, which has developed a collection research technique in this study, uses a questionnaire, namely the expert validation questionnaire and the teacher's response.

The collection technique in this development researchusing a questionnaire (questionnaire), namely an expert validation questionnaire andteacher response questionnaire. The data analysis technique used is descriptive analysis, which describes the data that has been collected as it is. The data were obtained through expert validation, teacher responses, and student trials. The data is presented in the form of a Likert scale that has been given a score. Then the data were analyzed descriptively quantitatively, namely calculating the percentage of indicators for each category in the developed learning media, with the formula:

$$\text{score percentage} = \frac{\textit{Number of indicators per category}}{\textit{Number of category total indicators}} \times 100\%$$

4 Results and Discussion

4.1 The Process of Developing Folklore Teaching Materials (Hikayat) in Digital Form for Class X Students of SMA Negeri 1 Stabat Langkat Regency

The product development process in the form of folklore teaching materials (saga) in digital form is applied through three stages, namely analyzing the need to develop a product, and testing product development which will then produce digital products. 1) The first stage is to analyze the needs of teachers and students. Based on these stages, data was obtained that students needed product development in the form of folklore material (saga) in digital form. 2) The second stage was applied by designing the product to be developed. 3) The last stage was conducting product trials.

4.2 Validity of Folklore Material (Hikayat) in Digital Form

Table 1. The Validity of Material Expert.

Component	Material Expert Validation Result
Content Eligibility	90%
Serving Eligibility	92%
Language Eligibility	88,5%

Table 2. The Validity of Design Expert

Component	Design Expert Validation Result
Design Eligibility	86%

4.3 The Effectiveness of Folklore Teaching Materials (saga) in Digital Form

After conducting the trial, the next step is to see the effectiveness of the product on student learning outcomes. Learning outcomes can be seen after conducting pre-test and post-test to 32 students of class X SMA Negeri 1 Stabat Langkat Regency. The pretest is given before using the developed product and the posttest is given after using the developed product (material).

The average value (mean) of student learning outcomes through the pretest is 64.6% and the posttest is 84.5%.

Based on these results, it can be seen that the average value of student learning outcomes after using the media increased by a difference of 20 increments. The table above also shows that student learning outcomes in folklore material (saga) through the pretest have the lowest score of 55 and the highest score of 80, while the results Student learning on folklore material (saga) through posttest has the lowest score of 70 and the highest score of 95.

Calculations obtained from the product effectiveness test show that the results of developing digital folklore teaching materials (saga) are more effective than learning folklore materials (saga) that do not use media. This is evidenced by the learning outcomes of students using digital media (moodle) with an effectiveness of 84.5%, while the effectiveness of learning that does not use developed products (materials) is 64.6%. Based on this explanation, it can be concluded that folklore teaching materials (saga) in digital form are effectively used and can improve student learning outcomes, especially in folklore materials (saga).

5 Conclusion

Feasibility Results The development of Digital-Based Folklore teaching materials was declared feasible because all assessment results were in the "very good" category. The results of the material expert's validation were declared "very good" with all aspects of the assessment getting an average value of 90%, and the validation results by the media design experts were declared "very good" with all aspects of the assessment getting an average score of 86% declared "very good". Then the results of the Indonesian language teacher's response with an average of 95.8% "very good" criteria. The results of individual trials were declared "very good" with an average percentage of 84.5. The results of the small group trial were declared "very good" with an average percentage of 90. And the results of the limited field trial were declared "very good" with an average percentage of 97.7. The results of student learning abilities in folklore material (saga) in digital form after using the developed learning media are in the "very good" category with an average value of 84.5 and the average value before using digital folklore learning media is 64, 6 which is included in the "good" category. With that, it can be concluded that folklore teaching materials (saga) using Moodle media can improve student learning outcomes, especially in folklore materials (saga).

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