# Development of Folklore Learning Materials Based on Deli Malay Culture with the Help of Quizizz for Class X MAN 2 Medan Model Students

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**Abstract.** This study aims to determine the results of developing folklore teaching materials based on Deli Malay culture with the help of Quizizz in class X MAN 2 Model Medan. Based on the 4-D development model, this kind of research is development research. The development of folklore teaching materials in the form of handouts has been validated by material experts and design experts. The validation results show an average of 85% with good categories. Design expert validation shows an average of 85.6 with good category. The results of the effectiveness of developing folklore teaching materials based on Deli Malay culture with the help of Quizizz were obtained from the results of research on product effectiveness tests based on the pretest with an average of 63% and posttest with an average of 84%. So it can be concluded that learning folklore based on Deli Malay culture with the help of Quizizz can improve student learning outcomes.

Keywords: teaching materials, folklore text, quizizz

## 1 Introduction

Learning material is a science, education, skill, and character building that must be studied and applied by students in a plan to meet the provisions of the competency guidelines. The material specified in learning and developing the experience is material that should really help with a focus on ability guidelines, essential skills and goal indicators.[1]

In the activities of the learning process there is an interaction between educators and students. In explaining teaching materials, educators can choose appropriate procedures and appropriate learning media to be used in conveying and explaining material, understanding, and information. This is done so that learning materials can be conveyed correctly to students in accordance with the objectives to be achieved.

One of the competencies contained in the 2013 curriculum for SMA/MA class X is that students can understand folklore. Permendikbud Number 24 of 2016 concerning Core

Competencies and Basic Competencies The example in the 2013 curriculum in the Elementary Competence section of Madrasah Aliyah class X is folklore, which is in the 3.7 "basic competence" identifying the content and values contained in folklore either orally or in writing. This basic ability is expected to make students ready to distinguish the values and contents contained in folklore both orally and in writing.Folk stories are scientific works that can explicitly be used as training materials and help students understand the surrounding insights.

Deli Malay culture-based folklore can be used as a choice of learning materials by educators during the learning process, and this study aims to provide ideas about the development of Deli Malay culture-based folklore to be used as a source of Indonesian language teaching materials.According to the information gathered, there are still insufficient student learning outcomes for comprehending folklore, particularly Deli Malay culture-based folklore.

Another element that encourages researchers to develop teaching materials for folklore based on Deli Malay culture with the help of Quizizz is the need to provide new experiences for Indonesian language educators, especially at MAN 2 Model Medan so that they have the choice to make their area a source of teaching materials.

The development of folklore teaching materials based on Deli Malay culture with the assistance of Quizizz media is one of the solutions that researchers need to find in order to address some of the issues that impede learning. With this application, students can prepare their language skills to read, compose, speak, and master syntax. This application is also not difficult and can make students race and compete with other students because it is made in a game configuration that triggers students to give replies within a certain time.

The researcher was motivated to carry out a study with the title "Development of Folklore Teaching Materials Based on Deli Malay Culture with the Assistance of Quizizz Media in class X MAN 2 Model Medan".

## 1 Theoretical Description

For students to meet the specified skill standards, learning materials consist of knowledge, instruction, skills, and character development.The material determined in the growing experience should be material that has upheld the accomplishment of ability principles and essential capabilities as well as the accomplishment of markers.[2] Based on various understandings of experts, it can be concluded that teaching materials are part of the learning content. curriculum that must be understood by students and with basic abilities to achieve competency standards for each subject in certain fields in the education unit.

The understanding of folklore as a whole is part of a collective culture that is passed down from one generation to the next among various types of collectives. Traditionally, folklore has been presented in a variety of formats, including examples presented orally and accompanied by gestures, reminders, or other means.[3] According to a variety of expert opinions, folklore is an ancient oral tradition story that has been recognized by the community and passed down from generation to generation.

The following are included in the idea of culture as a set of ideas that the community that supports it adopts:1) faith; (2) expertise;3) the overall values and norms that are lived,

practiced, followed, and preserved in interpersonal relationships within a community; (4) all ways of expressing feelings with spoken language, writing, singing, playing music, dancing, painting or using symbols.[4]

It is possible to draw the conclusion, on the basis of this viewpoint, that local culture is the result of human labor that grows, develops, and is recognized in people's lives. It is a belief, knowledge, and overall set of values and norms for relationships between people in a particular society that are lived, practiced, and obeyed due to inheritance.which is handed down through the generations.preserved.

The development of teaching materials for folklore based on Malay Deli Culture contains the folklore of the Maimun Palace in which there are characteristics of the ethnic life of the community and Malay culture related to the folklore. The purpose of developing Indonesian language teaching materials in the form of Malay folklore can foster students' love for their local culture. The basic competence of Indonesian language subjects that will be developed is to identify the values and content contained in folklore (saga) both orally and in writing. This basic competency aims to make students able to identify the values and content contained in folklore (saga) both orally and in writing. One of the literary works that can specifically be used as teaching materials to help students recognize local wisdom is oral tradition (folklore) in the form of folklore.

Quizizz is a web tool in the form of a game that is used for online learning activities.[5] Quizizz is an educational app based on games that brings multiplayer activities into the classroom and makes learning more fun and engaging.[6] Based on the explanation of some of the opinions above, it can be concluded that Quizizz is a web tool for creating interactive quiz games that are used in classroom learning. By using Quizizz, students can carry out the learning process and practice questions in class on their own electronic devices. Quizizz invites students to compete with each other and motivates them to learn so that their learning outcomes increase.

## 2 Method

The term "research development," also known as "R&D," refers to the kind of research that was used in this study.This research model is one that is used to make and test particular products to see how well they work.The improvement research model utilized in this study is the 4-D model.The abbreviations for "Define," "Design," "Develop," and "Desseminate" are "desseminate" and "define." This research was carried out in accordance with the needs analysis which refers to the activities of the learning process.

Interviews, literature reviews, questionnaires, observation sheets, product test sheets, and documentation are all methods of data collection. Literature study is used to collect theories relevant to the research conducted. The questionnaire was used to collect data on the need for learning material for folklore based on Malay Deli culture with the help of Quizizz media given by the teacher to students. The product questionnaire sheet is given to the expert to get the feasibility of the development. Documentation is used to complete the data from questionnaires and observations as well as the results of interviews conducted in accordance with the stages of research implementation.

An instrument that was given to experts in learning and learning design as a means of validating learning materials for folklore based on Deli Malay culture with the assistance of Quizizz media was used in this study to collect data.In this study, instruments were also given to students as objects.

Validators, small group trials, and limited group trials received validation questionnaires in the form of a Likert scale with scores as shown in the table below:

**Table 1.** Criteria for Answers to Validation Instrument Items with a Likert Scale

| No | Answer Criteria | Score |
|----|-----------------|-------|
| 1 | Very good | 4 |
| 2 | Well | 3 |
| 3 | Pretty good | 2 |
| 4 | Not good | 1 |

(Sugiyono, 2012)[7]

The score classification is then converted into a classification in the form of a percentage referring to Suharsimi's (2013) theory and then interpreted with qualitative sentences, according to the table below:

**Table 2.** Criteria for the Percentage of Indicators Appearing on Folklore Materials Based on Deli Malay Culture with the Assistance of the Developed Quizizz Media

| No | Answer | Score |
|----|--------|-------|
| A | Very good | 90-100 % |
| B | Well | 80-89 % |
| C | Currently | 60-79 % |
| D | Not good | 40-59 % |
| E | Not very good | < 40% |

(Suharsimi, 2013)[8]

## 3 Results and Discussion

This research is a type of research and development, and with the help of Quizizz media, it produces learning materials for folklore based on Deli Malay culture.The following will be described in this development research:1) Utilizing the Quizizz media, which is appropriate for use, to create folklore-based learning materials for folklore. 2) Enhancing the efficacy of folklore-based learning materials with the Quizizz media, which was developed.Therefore, the Four-D Model (Model 4) research model is utilized in the study of the product development of folklore learning materials based on Deli Malay culture with the assistance of Quizizz

media.There are four stages of implementation in the 4-D model research model, namely:a) definition; b) design; c) creation; and d) distribution.With the assistance of Quizizz media, this study resulted in the creation of folklore teaching materials based on Deli Malay culture.

## 3.1 The Process of Developing Folklore Teaching Materials Based on Deli Malay Culture with the help of Quizizz media for students of class X MAN 2 Model Medan

### Defining Stage (Define)
### 1.1 Results of Needs Analysis

At this point, to determine whether students comprehend the material and knowledge of folklore.Based on observations made with questionnaires, it turned out that there are still a lot of students who don't know enough about folklore because there aren't any folklore teaching materials based on Deli Malay culture developed with the help of Quizizz media that fit the curriculum and the needs of students' development. Data analysis of student needs for the development of folklore materials based on Deli Malay culture with the help of Quizizz media can be seen in table 3 below:

**Table 3.** Data from Observations at the Define Stage of the Need for Development of Folklore Teaching Materials Based on Deli Malay Culture with the help of Quizizz media to students

| No | List of Questions | Answers | Frequency |
|----|------------------|---------|-----------|
| 1 | Does the teacher use textbooks during learning more often? | - Yes<br>- No | 30<br>0 |
| 2 | What is the folklore text material in the book | - Yes<br>- No | 28<br>2 |
| 3 | Elusive package? | - Yes<br>- No | 28<br>2 |
| 4 | What do you think about the learning resources used in learning? | - Yes<br>- No | 30<br>0 |
| 5 | Folklore, is it boring? | - Yes<br>- No | 30<br>0 |

Students really need the development of folklore teaching materials based on Deli Malay culture with the assistance of Quizizz media, as described in the above description of the results of the questionnaire on student needs.

**Table 4.** Result Data at the Define Stage carried out to the teacher

| No | List of Questions | Answers | Frequency |
|----|-------------------|---------|-----------|
| 1 | What is your view if the content of the folklore material is based on Malay Deli culture, do you agree? | - Yes<br>- No | 2<br>0 |
| 2 | Is it necessary to apply folklore material in Quizizz? | - Yes<br>- No | 2<br>0 |
| 3 | Do you need Quizizz learning media in learning to improve student learning outcomes? | - Yes<br>- No | 2<br>0 |

Based on the findings of the teacher needs analysis, 2 teachers answered that they agreed if the folklore material was based on Deli Malay culture, 2 teachers said it was necessary to apply folklore material in Quizizz, 2 teachers needed learning media (Quizizz) in learning to improve student learning outcomes.

### a. Student Analysis

The cognitive development and background knowledge of the students in class X, MAN 2, Model Medan.When learning to write folklore, students this age still require stimulation (an invitation to start something) or real examples.including topics related to students' everyday lives.As the saying goes, experience is the best teacher.This expression implies that experience can serve as a source of information about various life values.

According to the findings of the needs analysis interview, students' experiences with writing folklore using only textbooks, 28 students said that learning was difficult to understand, 28 students said that learning was boring, all students agreed that learning folklore based on local Malay Deli culture all students said that there was a need for Deli Malay culture-based folklore materials with the help of Quizizz media, so it was necessary to develop Deli Malay-based folklore teaching materials with the help of Quizizz media.

### b. Concept/Material Analysis

Folklore is used to evaluate the subject matter that will be taught at this point.The goal of material analysis is to determine the most important aspects of folklore that students will learn. Compiled according to the reference and consideration of the results of the analysis of the needs of students and teachers. The results of the needs questionnaire analysis are still used as a reference in the preparation of folklore material that is developed and adapted to the needs of students and teachers, despite the fact that there are numerous adjustments and considerations involved in the preparation of the developed folklore material.The design of folklore teaching materials based on Deli Malay culture with the assistance of Quizizz media is the next step after the learning indicators and concepts have been established.

**3.2 Validity of Data Validation Results of Folklore Teaching Materials Based on Deli Malay Culture with the help of Quizizz media**

1. **Learning Design Expert Validation Results by Design Experts**

A lecturer at the State University of Medan, Dr. Evi Eviyanti, M.Pd, and Surya Masniari Hutagalung, M.Hum, carried out the validation of the learning design. The purpose of the evaluation was to ascertain the viability of a Quizizz-assisted learning material, particularly as a design.Assessment is also done to make the Quizizz media-assisted learning material more interesting to learn.

With a total score of 72 and a percentage of 90% of very good criteria, learning design experts performed validation as the first validator for the developed product design.With a total score of 72 and a percentage of 90%, the developed design passed the second validation with Very Good criteria.

2. **Results of Validation of Teaching Materials by Material Experts**

Prof. Amrin Saragih, MA, Ph.D., a lecturer at the Faculty of Applied English Linguistics (LTBI), carried out the validation.D and Dr. Shafwan Hadi, M.Hum from the State University of Medan, who is a lecturer in Indonesian Language and Literature.
With a score of 116 and a percentage of 90.62 percent, the results of the validation carried out by experts in learning materials as the first validator on the developed product design met very high standards.The second validater received a percentage of 97.65 Very Good and a score of 125.

3. **Indonesian Language Teacher Assessment Results Data**

The Indonesian language teacher's assessment of the development of learning material products assisted by the Quizizz media was carried out by Mrs. Rina Moga Sari, S.Pd., M.Pd, the MAN 2 Medan Model teacher. improve the quality of teaching materials for folklore based on Malay Deli culture with the help of Quizizz media.

With a score of 88 and a percentage of 95.65 percent, the first teacher's responses to the developed product met very high standards.The second teacher received a grade of 85 and a Very Good rating of 92.39 percent.

**3.3 Effectiveness of Learning Outcomes Data Applying Folklore Teaching Materials Based on Deli Malay Culture with the Assistance of Quizizz Media**

1. **Student Learning Test Results Limited Test**

Learning outcomes tests demonstrate the efficacy of folklore-based learning materials based on Deli Malay culture and made possible by Quizizz media.An essay test is the type of test used to measure effectiveness.There are two stages to taking this test: the pre-test and the post-test.The Pretest is administered prior to and the Posttest is administered after the developed product has been used.The trial was carried out in one class, namely class X MAN 2 Model

Medan, totaling 30 people. The following is shown in table 5 the results of learning folklore.

**Table 5.** Data on Learning Outcomes of Folklore

| No | Student Name | Student Assessment | |
|---|---|---|---|
| | | *Pretest* | Posttest |
| 1 | AHM | 60 | 75 |
| 2 | AD | 75 | 90 |
| 3 | AS | 70 | 85 |
| 4 | AP | 70 | 85 |
| 5 | AN | 75 | 90 |
| 6 | AR | 70 | 85 |
| 7 | BR | 70 | 85 |
| 8 | DA | 65 | 80 |
| 9 | DU | 60 | 75 |
| 10 | DN | 75 | 90 |
| 11 | FR | 75 | 90 |
| 12 | HP | 70 | 85 |
| 13 | IPS | 60 | 75 |
| 14 | IYS | 60 | 75 |
| 15 | IS | 65 | 80 |
| 16 | KN | 60 | 75 |
| 17 | MAM | 70 | 85 |
| 18 | MD | 65 | 80 |
| 19 | MA | 60 | 75 |
| 20 | MRH | 65 | 80 |
| 21 | MY | 65 | 80 |
| 22 | NB | 60 | 75 |
| 23 | RI | 60 | 75 |
| 24 | RNS | 60 | 75 |
| 25 | RS | 65 | 80 |
| 26 | RW | 65 | 80 |
| 27 | SM | 70 | 85 |
| 28 | SA | 65 | 80 |
| 29 | SAA | 65 | 80 |
| 30 | SR | 65 | 80 |
| **Total** | | **1890** | **2520** |
| **Average** | | **63** | **84** |

**Table 6.** Frequency Distribution of Pretest Scores of Learning Outcomes to Write Folklore before Using Folklore Learning Materials Based on Deli Malay Culture with the Assistance of Quizizz Media

| Interval | Frequency | Presentation |
|---|---|---|
| 55-59 | 4 | 13,3% |
| 60-64 | 4 | 13,3% |
| 65-69 | 8 | 26,6% |
| 70-74 | 5 | 16,6% |
| 75-79 | 6 | 20% |
| 80-84 | 3 | 10% |
| ∑ | **30** | **100%** |

**Table 7.** Frequency Distribution of Posttest Scores of Learning Outcome Writing Folklore after Using Folklore Learning Materials Based on Deli Malay Culture with the Assistance of Quizizz Media

| Interval | Frequency | Presentation |
|---|---|---|
| 65-69 | 2 | 6,6% |
| 70-74 | 3 | 10% |
| 75-79 | 6 | 20% |
| 80-84 | 6 | 20% |
| 85-89 | 9 | 30% |
| 90-94 | 4 | 13,3% |
| ∑ | **30** | **100%** |

The average value (mean) of student learning outcomes on the pretest was 63, while on the posttest, it was 84, as shown in the table above. On the basis of these findings, it is evident that the average value of student learning outcomes increased by 21%.

The Pretest assessment of folklore material yielded a score of 1890, with an ideal score of 3000, as part of the school learning process. The subsequent scores were as follows:

$$\text{Effectiveness} = \frac{Total\ score\ obtained}{Total\ score\ ideal} \times 100$$

$$= \frac{1890}{3000} \times 100 = 63\%$$

The posttest (Quizizz) student learning outcomes on folklore material received a score of 2520, with an ideal score of 3000, while the acquisition score is as follows:

Effectiveness $\qquad = \dfrac{\textit{Total score obtained}}{\textit{Total score ideal}} X\ 100$

$$= \frac{2520}{3000} x100 = 84\%$$

The percentages at the pre- and post-tests differ by 12%, with the post-test score being higher than the pre-test.Therefore, Quizizz media has a 21 percent impact on folklore content.Therefore, it is possible to draw the conclusion that the developed learning material for folklore based on Deli Malay culture with the assistance of Quizizz media was more effective by 84 percent in the "good" category, and the student lecture method was more effective by 63 percent in the "sufficient" category.Therefore, Quizizz has been proven to be useful as an additional learning tool for students studying folklore content.

**Table 8.** Summary of the Average Pretest and Posttest

| No | Group | Average Value | Difference |
|----|-------|---------------|------------|
| 1 | Before (*Pretest*) | 63 | |
| 2 | After (*Posttest*) | 84 | 21% |

Table 8 shows that there is a 21-point gap between the scores on the pretest and the posttest, with an average pretest score of 63 for "enough" and an average posttest score of 84 for "good."It is possible to draw the conclusion that using Quizizz media to learn Indonesian can improve student learning outcomes, particularly when it comes to writing folklore.

### 1. Limited Test Results on Student Responses

At the development stage, after the pretest and posttest, a student response questionnaire was given to 30 students in class X-IPA 11.With the assistance of the media Quizizz, the purpose of the student response questionnaire was to assess the students' interest or response to the learning process of folklore based on Malay Deli culture.It can be seen in table 9 below:

**Table 9.** Limited Trial Results Data on Student Motivation

| No | Question | Respondent's Answer | | | | Amount score |
|----|----------|----|---|----|----|--------------|
| | | SS | S | KS | TS | |
| 1 | At the beginning of following this lesson, the impression | 10 | 12 | 4 | 4 | 88 |
| 2 | I'm not attractive | 7 | 15 | 5 | 3 | 86 |

| | No | | SS | S | KS | TS | |
|---|---|---|---|---|---|---|---|
| | 3 | At the beginning of following this lesson, the impression | 9 | 15 | 4 | 2 | 91 |
| | 4 | I think this lesson is boring | 12 | 10 | 5 | 3 | 91 |
| | 5 | At first I was confused by | 10 | 13 | 5 | 2 | 91 |
| | 6 | teacher's explanation | 17 | 10 | 2 | 1 | 103 |
| | 7 | After listening to the preliminary information, I started to understand | 16 | 11 | 2 | 1 | 102 |
| | 8 | learning goals and objectives | 22 | 5 | 1 | 1 | 106 |
| | 9 | When facing difficulties in the eyes | 22 | 6 | 1 | 1 | 109 |
| | 10 | lessons, I'm trying to find alternative solutions to the problem | 21 | 7 | 2 | 1 | 110 |
| | **Total Score** | | | | | | **977** |
| | **Score Percentage** | | | | | | **81,4%** |

The total score of the questionnaire that was given to students in order to see how they responded to a limited trial of the development of Quizizz media-assisted learning materials applied to folklore materials was 977, with an 81.4 percent score that met the criteria for Good (B).

## Stage of Dissemination (Disseminate)

The dissemination stage is the final step in the 4-D process, and it involves distributing more widely developed folklore teaching materials.This stage aims to evaluate the efficacy of Quizizz media-supported folklore learning materials.The product development trials now involve a larger group.There were 145 students in class X MAN 2 Model Medan who participated in the trial.This stage's data focuses on the efficacy of folklore learning materials and the motivation of learners to learn to write folklore through the distribution of a learning motivation questionnaire.In addition, the information gathered at this point is used to evaluate the efficacy of using Quizizz media to develop folklore learning materials and measure students' motivation to learn. The data obtained at this stage can be seen in table 10 below:

**Table 10.** Test Result Data Expanded on Student Motivation

| No | Question | Respondent's Answer | | | | Amount score |
|---|---|---|---|---|---|---|
| | | SS | S | KS | TS | |
| 1 | At the beginning of this lesson, the impression | 60 | 45 | 20 | 20 | 435 |
| 2 | I'm not attractive | 52 | 49 | 26 | 18 | 425 |

| No | Statement | | | | | Score |
|---|---|---|---|---|---|---|
| 3 | At the beginning of this lesson, the impression | 59 | 59 | 15 | 12 | 455 |
| 4 | I think this lesson is boring | 70 | 46 | 15 | 14 | 462 |
| 5 | At first I was confused by | 72 | 48 | 17 | 8 | 474 |
| 6 | Teacher's explanation | 79 | 50 | 8 | 8 | 490 |
| 7 | After listening to the preliminary information, I started to understand | 75 | 48 | 15 | 7 | 481 |
| 8 | Learning goals and objectives | 80 | 52 | 9 | 4 | 498 |
| 9 | When facing difficulties in the eyes | 86 | 49 | 7 | 3 | 508 |
| 10 | Lessons, I'm trying to find alternative solutions to the problem | 86 | 45 | 10 | 4 | 503 |
| **Total Score** | | | | | | **4731** |
| **Score Percentage** | | | | | | **81,5** |

The total score of the questionnaire, which was used to determine students' motivation for participating in the expanded trial of developing folklore learning materials with the assistance of Quizizz media, was 4731, with an 81.5 percent score that met Good criteria (B).Based on the motivation's results, folklore learning materials and Quizizz media were deemed effective.

## 4 Conclusion

The process of compiling folklore learning materials based on Deli Malay culture with the help of Quizizz media was developed in 4 (four) stages, namely: defining, designing, developing, and disseminating. At the define stage, an examination of the needs of educators and students is carried out. Then set informative targets, namely basic competencies, indicators of competency achievement, learning objectives, and the extent of learning material for folklore based on Deli Malay culture with the help of the developed Quizizz media. Then at the design stage (planning), the layout design of the material in the planned learning media is carried out. And at the development stage, is the stage of developing the layout of the material that has been made in the previous stage into a more complete display of learning material. In addition, the disseminate stage is the dissemination stage to students.

The validity of learning materials based on Malay Deli folklore with the help of Quizizz media is an increase in learning outcomes. From the results of the research, the assessment of the material expert validator said that the product developed with a content feasibility percentage was 90.9%, then a presentation feasibility assessment was 95.4%, then a language assessment was 96.2%. Furthermore, the results of the assessment by the design expert validator said that the product developed was with an initial media design introduction percentage of 89.2%,

content design 87.5%, and typography 95.8%, illustration content 91.6%. The results of the feasibility of media presentation quality are 91.02%. The results of product assessment by Indonesian language teachers with a percentage of 85.55%.

The effectiveness of teaching materials for folklore based on Malay Deli culture with the help of Quizizz media is an increase in learning outcomes. Based on the pretest and posttest, student learning outcomes showed a 21 percent difference between pretest and posttest, with an average pretest score of 63 percent and an average posttest score of 84 percent.Therefore, it is possible to draw the conclusion that using folklore teaching materials based on Deli Malay culture with the assistance of Quizizz media can improve student learning outcomes in Indonesian subjects, particularly with regard to folklore materials based on Deli Malay culture.

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