

Learning Media Development of Foklore Text Which is Based on Digital in the 10th Grade of Vocational High School PAB 1 Helvetia

Yogi Andriyan Zunaeidy
Postgraduate Program, Medan State
University, Medan, Indonesia
yogizunaedy@gmail.com

M.Okny Fardian Gafari
Department Section of Indonesian
Language and Literature Education,
Medan State University

Abdurahman Adisaputera
Department Section of Indonesian
Language and Literature Education,
Medan State University

Abstract-This research aims to get learning media of foklore text based on digital, based on the result of the research of, this research done in three steps, namely the first step analysis the second step product development and the third step development and product test, the result of material expert validation for assessment of appropriateness of content which has very well criteria. the assessment of language appropriateness has the very well criteria. the result of expert validation in media for the whole assessment of product or media has the very well criteria, the effectiveness of product is through the result of students learning appropriateness has the very well criteria.

Keyword : media, foklor text, digital

I. INTRODUCTION

Argued that, learning media can be understood as everything that can convey or channel messages from sources in a planned manner, so that a conducive learning environment occurs where the recipient can carry out the learning process efficiently and effectively [6].

The main function of learning media [1], states as a teaching aid that also influences the climate, conditions, and learning environment that is organized and created by the teacher.

According to, [3] said that folklore is a cultural expression of a society through speech language that is directly related to sharing aspects of culture and the social value structure of the community. In the past folklore was passed down from one generation to the next verbally.

Faklor is a dimension of the past that can be used as the best learning media to move in the future. In this sense folklore in education is a resolution to reflect and maintain local wisdom [4].

Folklore was created by the author based on the mindset and creative ideas built independently The thoughts, ideas and mindset of the author are basically derived from the circumstances surrounding the scope of the author. Therefore, in literature there are interpretations of real-world problems. Literature has relationships in real world life. According to

[6], the benefits of learning in folklore texts (literature) in the world of education are as follows: 1). Helping language skills, 2). Develop creativity and taste, 3). Indera, 4). Reasoning, 5). Feeling, 6). Social awareness, 7). Relegius, 8). Support the formation of character.

Digital comes from the word Digitus, in Greek means fingers. When we count the fingers of an adult, there are ten. The development of digital technology that is increasingly fast gives a big influence on human life. This is evidenced by the discovery of "internet". Internet technology can accelerate the exchange of information to all corners of the world without being hampered by distance and time. Not only that, internet technology also causes human life patterns to change. Humans can not be separated from electronic devices. According to the large Indonesian dictionary, digital is all that relates to numbers for a calculation or numbering system.

States that effectiveness is the use of resources, facilities and infrastructure in a certain amount that is consciously set beforehand to produce a number of goods for the services of the activities carried out [10].

Learning effectiveness can be measured by the measurement of training effectiveness is through the validation and evaluation [8]. Similar opinions were expressed [9], which states that effectiveness refers to appropriate learning indicators (such as certain levels of achievement and fluency) to measure learning outcomes.

II. RESEARCH METHODS

This researcher uses Reserch and Develoment. The subjects in this study grade students X Vocational high school PAB 1 Helvetia as many as 32 students and the object of this study was to understand learning in folklore texts to make students effective.

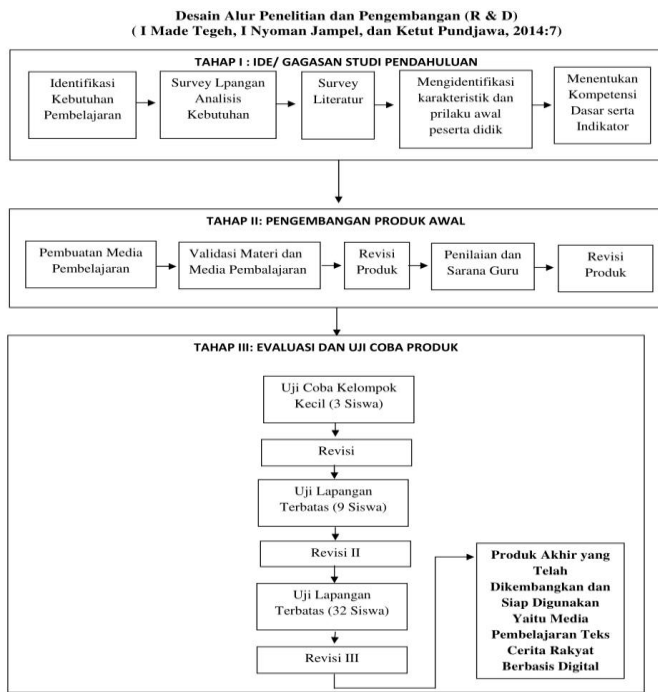


Fig. 1. Method Evaluation

III. RESULTS AND DISCUSSION

Learning media developed using the steps of research and development according to, [11] which have been developed into three stages.

Products developed in the form of digital learning media, digital-based folklore text learning media developed will be used by teachers at the level of education in Vocational high school related to Indonesian Language studies. This will help researchers to develop products that will be used by teachers in the learning process, so that teachers will implement digital media-based learning using the 2013 curriculum.

The material used in learning is folklore text. learning media will facilitate the teacher in implementing learning in school. Learning that is carried out in addition to lighten the task of the teacher will provide convenience for students in understanding and enhancing the text of folklore.

TABLE 1. DATA ANALYSIS

No.	Type of Information	Answer	Frequency			
			Teacher	%	Student	%
1.	Get to know the learning media that have been developed	Yes	1	50%	5	14,29 %
		No	1	50%	22	85,71 %
2.	Using learning media that is developed in the	Yes	0	0%	0	0%

	learning process	No	2	100 %	32	100%
3.	Requires learning media developed based on the 2013 curriculum in the learning process	Yes	2	100 %	32	100%
		No	0	0%	0	0%

The questionnaire distributed to teachers and students obtained results as follows:

1. Some teachers (50%) stated that they did not know digital media based on folktale text learning media, while the majority of students 85.71% did not know the media based on digital folktale text learning.
2. All teachers 100% stated they did not use digital learning media on the material used in the learning process and students also 100% stated they did not use digital learning media in schools.
3. All Indonesian Language teachers 100% expressed the need for digital-based learning media so that teachers recognize and use digital-based learning media, while all students 100% need digital-based learning media.

The results obtained from the validation carried out by the material experts to assess the overall product (media) in terms of obtaining a very good assessment with the percentage of feasibility assessment contents as much as 81%. Percentage of assessment of the feasibility of presenting media is 80%, the percentage of assessment of language feasibility is 83.2%. The results of the feasibility of learning media validation by media / learning design experts were stated to be Very Good with a percentage of 93.5%.

Indonesian language teachers provide assessments in the form of suggestions or input to assess or improve the media to continuously improve the quality of the media. The results of the assessment of teacher responses to the media in fact obtained an assessment of reliability of 91.2%, the ease of using media 96.8%, and the criteria for using media in folklore text learning reached 93.7%, with the average score obtained in response Indonesian language teacher 93.0%.

The first stage of individual trials involving 3 students of class X showed that students' responses to the media with media aids assessment indicators were 90.8%, convenience in using media 90%, and students' interest in using media in folklore text learning 91.6% then can get an increase in rating with an average percentage of 90.4%.

The second stage in the small group trial involving 9 students of class X showed that students' responses to the

media with media aids assessment indicators were 88.8%, the ease of using media was 88.3%, and students' interest in using media in folklore text learning 87, 2% can get an increase in the assessment with an average percentage of 90.0%.

The third response to a limited field trial involving 32 students of class X Multimedia-1 showed that students' responses to the media with media aids assessment indicators were 92.6%, convenience in using media 92.0%, and student interest in using media in text learning. 93.2% folklore can get an increase in the assessment with an average percentage of 92.6%.

The development process that has been carried out and produced the final product in the form of digital-based folklore text learning media has shown very good results on student learning outcomes. The results of the pretest conducted showed that the average value of students was at the value of 58.75 with less categories. The results of the pretest obtained by students are, three students get 70, nine students get 65, four students get 60, eleven students get 55, three students get a score of 50, and two students get a score of 45, after using media, student results very damaging to the average value above the KKM.

Based on the discussion of the results of the research described above, it can be concluded that the findings of the development of learning media for folklore text material for the feasibility of learning media were stated to be very feasible due to the validation of material experts and media design experts in the "very good" category and an increase in assessment results. Similarly, the results of student trials.

IV. CONCLUSION

Based on the results and discussion of research on the development of digital-based folklore text learning media in class X students of Vocational high school PAB 1 Helvetia, the conclusions are as follows:

1. Learning media developed into three stages, namely Phase I Analysis, are the earliest stages in the product development process. Need analysis and curriculum analysis is one of the main activities carried out in designing learning.
2. The results obtained from the validation carried out by material experts to assess the overall product (media) in terms of material obtained a very good rating with a percentage of content eligibility assessment of 81%.

The percentage of assessment of the feasibility of presentation is 80%. Percentage of language feasibility assessment of 83.2%. The results obtained from the validation carried out by media experts to assess the overall product (media) in terms of design (graphics) obtain a very good rating with a percentage of 93.5%. The results of the assessment of the teacher's response to the media in fact obtained a very good rating with a percentage of 93.0%. The implementation phase is carried out in three stages. The first stage of individual trials involving 3 students of class X showed that students' responses to the media received a very good rating with a percentage of 90.4%. The second stage of a small group trial involving 9 students of class X showed that students' responses to the media received a very good rating with a percentage of 90.0%. The third stage in a limited field trial involving 32 students of class X showed that students' responses to the media received a very good rating with a percentage of 92.6%.

3. The effectiveness of development (media) shows better results compared to the effectiveness of not using media. The text of students' folktales through posttest is 87.34, while the effectiveness of students' folklore texts without using development media through pretest is 58.75.

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