Digital Folklore Text Teaching Materials Loaded with Educative Values for SMP/MTs Students

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Abstract: Folklore is oral literature conveyed by a person or group of people in a society. Folklore learning contains noble values that contain educational values that can be used as the development of character education. Character education can be done by selecting appropriate learning materials. In order for teaching materials to be as expected, it is necessary to develop teaching materials. Teaching materials developed must make it easier for students to learn the material and keep abreast of technological developments that will help students understand the material presented. This study aims to obtain digital folklore text teaching materials with educative values for SMP/MTs students. The folklore texts in this teaching material are taken from the people of Indramayu Regency. The research method used is research and development with the ADDIE development model (Analysis, Design, Development, Implementation and Evaluation). The sample in this study consisted of two categories, namely students from Indonesia and students from Malaysia. The stages in this research are (1) collection and analysis of folklore structures, (2) design and development of digital teaching materials, (3) expert validation, (4) implementation of digital teaching materials in learning. The results of this study showed that Indonesian students obtained a score of 83% and Malaysian students obtained a score of 82%. This proves that digital teaching materials for SMP/MTs students are considered very feasible for use in learning. The results of the feasibility assessment from material experts scored 84%, linguists and literature experts scored 80%, and media experts scored 62%. Overall, this teaching material is appropriate for use in learning for SMP/MTs students.

Keywords: Digital Teaching Materials, Folklore, Educative Value

1. Introduction

The Indonesian nation is rich in cultural diversity. The cultural diversity of the Indonesian people can be seen from the wealth of literature they have. Various types of Indonesian literature can be studied in literature learning in the 2013 curriculum. Rozak explained that literature courses in the 2013 curriculum were generally provided as language learning media and only a small portion were prepared as literary acquisition activities [1]. Among the literary works studied are folk tales. Folklore is defined as literature from the people, which is generally spread through speech or orally [2]. Various folk tales that grow in Indonesia contain high educational value.

Learning folklore is listed in Permendikbud number 37 of 2018 which is contained in basic competencies 3.15

Identifying information about local fables/legends and 3.16 Examining the structure and language of local fables/legends read and heard in class VII. By studying folklore students can find out the history, experience, outlook on life, customs, ideals and various other activities that surround the life of the story. This makes students more familiar with the cultural characters around their place. However, the folklore learning material contained in the learning support books is mostly text in the form of fables. Fables are fictional stories about the lives of animals that behave like humans. The fable material used is as contained in student learning books, Proficient in Bahasa Indonesia for grade VII SMP/MTs, namely stories of ants and cocoons, cats and bears, greedy turtles and monkeys, mouse deer and tortoises, arrogant frogs, lying rabbits, honest crocodiles, wolves and storks (Wahono et al). Meanwhile, legend material (folklore) is not contained in

the student study guide. The fable text learning material delivered to class VII students of MTs Ma'had Al-Zaytun is in the form of animal stories with human characteristics that contain moral values. From the fable text, students can recognize the characteristics of the fable, the structure and language of the fable, retell and act out the story in the fable text and determine the message contained in the story. To be able to determine and understand the material.

Folklore is oral literature conveyed by a person or group of people in a society. In essence, folklore (folklore) is a local identity contained in the life of traditional communities [3]. Folklore is part of a collective culture that is spread and passed down from generation to generation among any kind of collective, traditionally in different versions, both in oral form and in examples accompanied by gestures or mnemonic devices. Various kinds of folklore, especially in the Indramayu Regency area, are cultural assets that need to be studied continuously. Through folklore, cultural history can be universalized so that it gains a place in a more global area.

Folklore contains educational values that can be applied in everyday life. Value is something important and useful for humanity. Values can be in the form of concepts, principles, ways of thinking, behavior, and attitudes of a person. According to Sidi Gazalba [4]. Value is something that is abstract, it is ideal, value is not a concrete object, not a fact, not only a matter of right and wrong and according to empirical evidence, but a matter of appreciation of what is desired and unwanted, likes and dislikes. While educative comes from the English education, which means "the word education means just a process of leading or bringing up" [5]. That is, education is a process of leading / nurturing. The word educative comes from the English word educate which means nurturing / educating. Based on the description above, educational value is everything that is always upheld in educating humans towards maturity, both good and bad so that it is useful for their lives which is obtained through the educational process. The value of education in literary works is all things that can be emulated and benefited from literary works for the good of the reader so that they can be applied in their lives. Sujiono [6] explains educational values in folklore, namely moral values, cultural or traditional values, historical values, social values. Meanwhile, Asep Suhendar [7] explains, some educational values that must be developed in students are 1) the value of religious education, 2) the value of moral education.

Folklore learning contains noble values that contain educational values that can be used as the development of character education. Based on the results of Yoyoh Komariah's [8] research on the Development of Integrated Kuningan Folklore Teaching Materials Character Values in Junior High School Literature, it is proven that Kuningan folklore can be developed into a literary teaching material based on Character Education. The conclusion of the research shows that the character values analyzed in the Kuningan Folk story include the main values that are specifically distributed to Indonesian subjects, namely: (1) logical thinking, (2) critical, (3) creative and innovative, (4) confident, (5) responsible, (6) curious, (7) polite, and (8) nationalist. These main values are shown through the nature, attitude, the behavior and actions of the characters. Then research on Folklore Teaching Materials as a Character Education Scaffold (Folklore Teaching Materials as a Character Education Scaffold) by Suherli Kusmana and Bela Nurzaman [9] also proves that the development of character education can be used to develop ideas or ideas in compiling short stories. Character education is carried out through teaching materials containing local wisdom values of folklore into short stories.

Character education can be done by selecting appropriate learning materials. In order for teaching materials to be as expected, it is necessary to develop teaching materials. According to Husni, teaching materials have an important role in the learning process, namely the references used by trainers or lecturers. For students, teaching materials become a reference that absorbs the contents so that they can become knowledge and for students, this teaching material becomes a reference in conveying their knowledge [10]. Teaching materials developed according to the needs of students.

The development of teaching materials can make it easier for students to understand material about folklore, this is evidenced by the results of the research into the Development of Indonesian Language Subjects Based on Folklore in Banjarnegara Regency by Nia Ulfa Martha and Novita Pri Andini [11], namely class X students at SMA Muhammadiyah Banjarnegara As a user, teaching materials make it very easy for students to understand folklore. This can be seen from the results of filling out the questionnaire regarding the responses of class X students to the developed teaching materials which have a valid percentage of 91.5%. This is also evidenced by the results of research into the Development of Teaching Materials for Learning to Find Interesting Things About Folklore Characters Based on Kediri Local Wisdom Marista Dwi Rahmayantis et al [12] with the subject of this study being class VII students of MTsN 4 Kediri. Data collection instruments used questionnaire and interview methods and data analysis techniques used descriptive qualitative analysis. The conclusion of the results of this study is that in terms of teaching materials to get an assessment score. 93%, in terms of the content of teaching materials received an assessment score of 92%, in terms of language received an assessment score of 96%, in terms of presentation received an assessment score of 89% and 92%. So that the overall assessment states that this teaching material is suitable for use by students. Data collection instruments used questionnaire and interview methods and data analysis techniques used descriptive qualitative analysis. The conclusion of the results of this study is that in terms of teaching materials to get an assessment score. 93%, in terms of the content of teaching materials received an assessment score of 92%, in terms of language received an assessment score of 96%, in terms of presentation received an assessment score of 89% and 92%. So that the overall assessment states that this teaching material is suitable for use by students. Data collection instruments used questionnaire and interview methods and data analysis techniques used descriptive qualitative analysis. The conclusion

of the results of this study is that in terms of teaching materials to get an assessment score. 93%, in terms of the content of teaching materials received an assessment score of 92%, in terms of language received an assessment score of 96%, in terms of presentation received an assessment score of 89% and 92%. So that the overall assessment states that this teaching material is suitable for use by students.

Teaching materials must also make it easier for students to learn material and keep abreast of technological developments that will help students understand the material presented. The development of folklore text teaching materials in accordance with technological developments is the development of digital-based teaching materials on folklore texts. Digital teaching materials are teaching materials that integrate digital technology in their preparation so that they can be studied through digital devices such as smartphones, laptops and computers. Digital teaching materials can provide the widest possible knowledge because there are links or connections with one another with other sources such as Google, YouTube, and other social media [13]. The function of teaching materials has an important role in learning. Teaching materials function as a tool to understand and learn from what is read and to understand the outside world [14]. It is intended that the teaching materials delivered can influence students' mindsets and can also influence certain knowledge and values in students' lives.

The developed digital folklore text teaching materials are expected to make students understand the educational values contained in these folklore texts. Research proves that digital teaching materials for folklore texts are appropriate for learning. Sarjiman's [15] research on the Development of Digital Folklore Teaching Materials in High School Based on Babad Indramayu's Moral Values proves that digital teaching materials can be seen, heard and repeated anytime and anywhere, so that they are expected to be able to contribute to increasing learning achievement student. Students want teaching materials that are more varied, in accordance with current developments, namely the digital age. Validation results from three experts (teaching materials, literature and media), and three practitioners from secondary school teachers (SMA, MA, SMK), shows that Digital Folklore Teaching Materials have fulfilled the eligibility elements of content, presentation, language and graphics. Teaching materials are then tested on a large scale. The results of this large-scale trial show that there are differences between before the experiment and after the experiment. Thus, digital folklore teaching materials are appropriate for use in class X High School (SMA).

In this study, folklore texts were taken from the folklore of Indramayu district. Researchers conducted direct interviews with religious leaders, puppeteers or elders in the Indramayu district.

Based on the background above, the authors conducted research on learning folklore texts at the VII grade SMP/MTs level, with the research title "Digital Teaching Materials for Folklore Texts Loaded with Educative Values for SMP/MTs Students."

2. Research Methods

This study uses research and development methods. Research and development methods or Research and Development (R&D) are research methods used to produce certain products, and test the effectiveness of these products [16]. The Research and Development (R&D) method in this study uses the ADDIE development model [17] which includes analysis, design, development, implementation, and evaluation. The stages of the research undertaken consisted of analysis of basic competencies, analysis of needs for teaching materials, searching for and collecting and analyzing folklore originating from the Indramayu area which contained educational values, design and development of digital teaching materials, validation of digital teaching materials.

Further the development stage in this study consists of developing teaching materials, validating and revising digital teaching materials of folklore texts containing educative values then the evaluation stage based on due diligence includes (1) analysis of the structure of folklore, (2) analysis of educative values that contained in folklore, (3) developing digital teaching material designs and expert validation, (4) implementing digital teaching materials, (5) reconstructing digital teaching materials based on input from expert validation results, (6) evaluating digital teaching materials filled with folklore texts educational values by users.

The subjects in this study consisted of two types, namely research subjects at the analysis stage of Indramayu regional folklore containing educative values. The subjects used were folklore texts and sources of oral literature in Indramayu Regency. Furthermore, the research subjects in conducting trials of digital teaching materials were students of MTs Ma'had Al-Zaytun Indramayu. The samples used were seventh grade students from Indonesia and students from Malaysia.

The instruments in this study were interviews used to obtain folklore texts sourced from elders and caretakers of the Indramayu area, analysis of the structure of folklore containing educational values, validation of digital teaching materials to measure the validity of teaching materials, and questionnaires used to measure results of the implementation of teaching materials used in learning.

3. Results and Discussion

Based on the results of interviews with the sources of folklore, namely the elders and caretakers of the Indramayu area, four folklore texts were obtained entitled Mbah Magrim (The Origin of the Cipancuh Area), The Origin of the Baleraja Region, The Origin of Haurgeulis Village, and Mama Raden. The folklore is analyzed based on the characteristics of the text of the legend and the structure of the text. Based on the results of the analysis of the characteristics of legends, it is known that those belonging to the category of text legends are the legend of Mbah Magrim (Origin of Cipancuh Area), legend of Origin of Baleraja

Region, legend of Origin of Haurgeulis Village. Then from the results of the analysis of the text structure of the folklore legends of the Indramayu area, it is stated that they have educational values.

From the analysis of basic competencies in the curriculum, digital teaching materials for folklore texts that contain educational values can be developed. The steps for developing teaching materials can be seen in Figure 1 as follows.
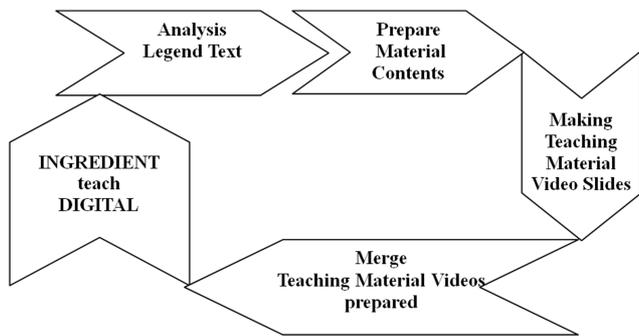

Figure 1. Steps to Develop Digital Teaching Materials.

This folklore text digital teaching material was designed and developed in digital form, using Microsoft PowerPoint or PowerPoint Presentation (PPT). Microsoft PowerPoint is a Microsoft Office application program that is useful as a media presentation using several slides [18]. Each slide is given animation effects and transitions to make the presentation look more interesting. After all the slide shows are given animations and transitions, then each slide is recorded with the author's voice then made into a video (export to video). After it becomes a video, then the videos from each slide are combined using the PowerDirector application with accompanying music given in each of the video displays.

The preparation of the framework for digital teaching materials is based on the structure of the contents of the teaching materials. The contents of the designed teaching materials consist of titles, introductory words, basic competencies, concept maps, the first material is accompanied by sample questions, the second material is accompanied by sample questions, practice tests (practice questions), competency tests, individual assignments, glossary and biodata. Learning in digital teaching materials uses an inductive approach. An inductive approach is an approach that begins by presenting a number of special circumstances which can then be concluded as a fact, principle or rule [19]. In this digital teaching material, learning begins by giving specific examples and then comes to the generalization. In other words.

The following is the preparation and development of digital folklore text teaching materials with educational values for SMP/MTs students.

1) Frontage and Title

The front of this digital teaching material contains the title of the teaching material, namely "Digital Teaching Materials for Folklore Texts Filled with Educative Values for Middle School/MTs Students." Then draw the red and white flag as a sign that the folklore in this teaching material is a story from Indonesia or the folklore of the Archipelago.

Figure 2. Frontage and Title.

2) Preface section

This section contains an introduction from the author covering the uses and benefits of digital teaching materials.
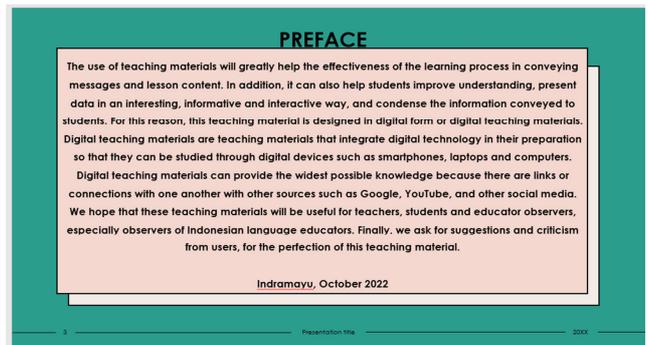

Figure 3. Preface section.

3) Basic competencies

This section contains the basic competencies that will be studied in digital teaching materials including basic competencies 3.15 identifying information about local fables/legends that are read and heard, 3.16 examining the structure and language of local fables/legends that are read and heard.
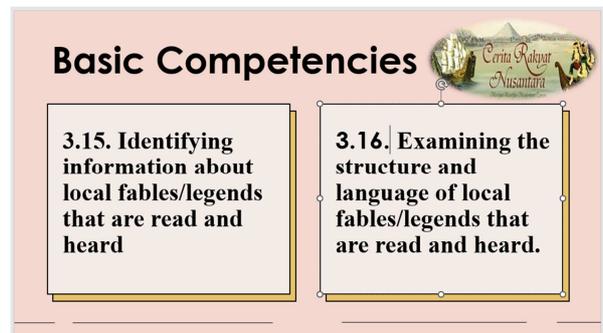

Figure 4. Basic Competencies.

4) Learning objectives

This section contains the learning objectives to be achieved in learning.
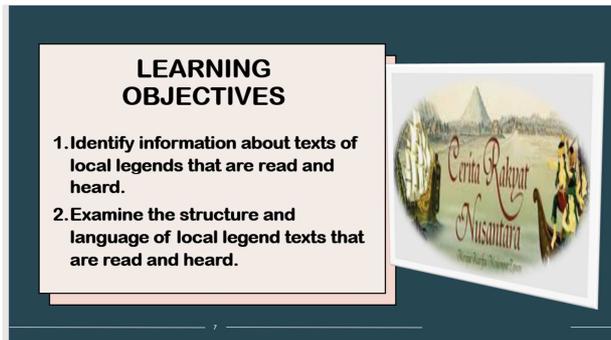
Figure 5. Learning objectives.

5) Concept maps

This section contains a mapping of the material concepts that will be taught in this teaching material.
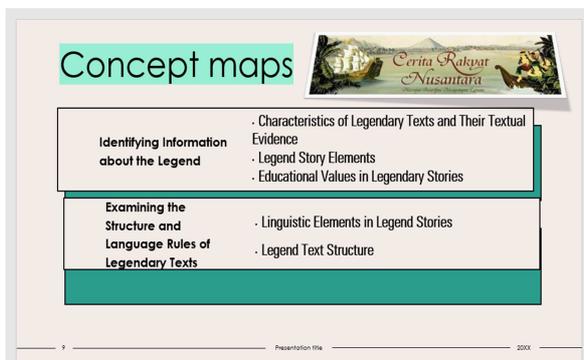

Figure 6. Concept maps.

6) First Material

This section contains material that will be taught including material on the characteristics of legendary texts and their textual evidence, elements of legendary stories and educational values in legendary stories.

7) Second Material

This section is the second material covering linguistic structure and linguistic elements in legendary stories.

8) Practice Test (Practice Questions)

This section contains questions about exercises.

9) Competence test

This section contains the competency test for the material that has been submitted.

10) Individual task

The section contains individual assignments in the form of students composing a story with the theme of honesty or generosity according to the structure of the text of the story.
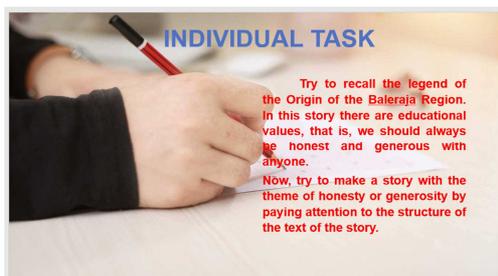
Figure 7. Individual task.

11) Glossary

This section contains a list of words and their explanations related to folklore containing educational values in this teaching material.
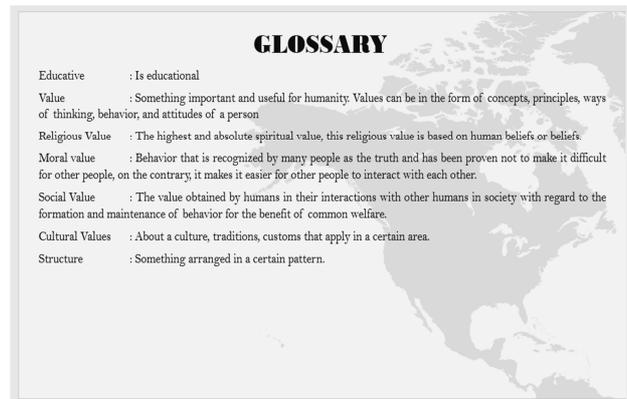
Figure 8. Glossary.

12) Biodata

This section is the author's biodata.
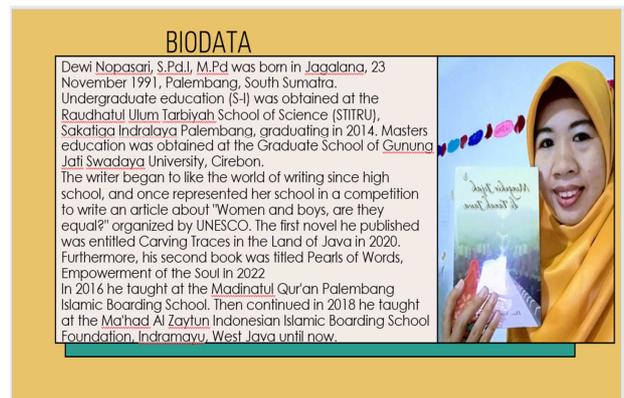
Figure 9. Biodata.

The teaching materials developed were then validated by experts and practitioners. After getting the results of validation by experts and practitioners, then given an assessment using a Likert scale with an assessment category of 80% - 100% Very good, 60% - 79.99% Good, 40% - 59.99% not good, 20% - 39.99% Not Good, 0% - 19.99% Very Bad. Based on the components of the validation results carried out by material, language and media experts as well as the results of assessments from educational practitioners (Indonesian teachers) as shown in table 1, the digital teaching materials developed as a whole are declared fit for use in learning.

Table 1. Expert and Practitioner Validation Results.

No	Component	Average Score	Information
1	Material Expert	84	Very Worth it
2	Linguist/Literature Expert	80	Very Worth it
3	Media Expert	68	Worthy
4	Practitioner	86	Very Worth it
Total		318	
Average		79.5	Worthy

After the teaching materials were declared fit for use in learning, trials were then carried out on students from the Indonesian region and students from the Malaysian region. The trials were carried out before (pretest) and after (posttest) the use of digital teaching materials. The trial results can be seen in table 2 below.

Table 2. *Pretest and Posttest Trial Results of Digital Teaching Materials.*

No	Component	Average Score	
		Pretest	**Postest**
1	Indonesian students	80.9	83
2	Malaysian students	80.8	82
Total		161.7	165
Average		80.85	82.5

The comparison of the pretest and posttest trials can be seen in the following figure 10.
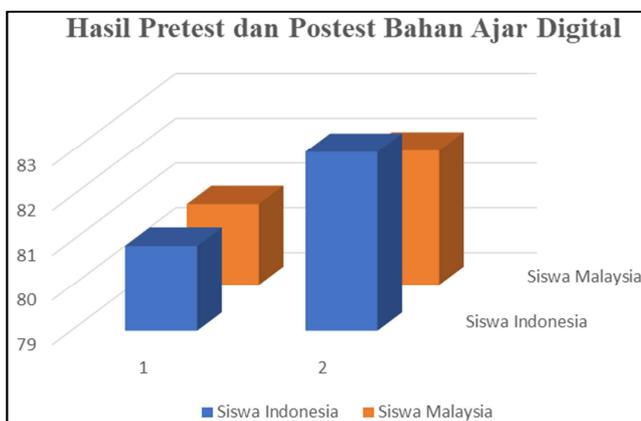

Figure 10. *Diagram of Pretest and Posttest Results of Digital Teaching Materials.*

Based on the diagram above, if the value is O2 (posttest) greater than the O value 1 (pretest) then the teaching materials can be said there is a difference. The results of the teaching material trials shown in the diagram above show that Indonesian students had a pretest score of 80.9 and a posttest score of 83 while Malaysian students obtained a pretest score of 80.8 and a posttest score of 82. This means that the posttest result is greater than the pretest score. So there is a difference between before and after using digital teaching materials of folklore texts containing educational values for SMP/MTs students.

Based on the results of observations on the results of the implementation of digital teaching materials, folklore texts filled with educational values for Indonesian and Malaysian students, it can be seen that students are very interested in using digital teaching materials. This can be seen from students being active in reading texts in digital teaching materials, students can also mention the characters in the story, students can retell the contents of folklore orally, students can also determine the educational values contained in folklore and are able to answer questions orally.

4. Conclusion

This folklore teaching material is designed in digital form, using Microsoft PowerPoint or PowerPoint Presentation (PPT). Each slide is given animation effects and transitions to make the presentation look more interesting. After all the slide shows are given animations and transitions, then each slide is recorded with the author's voice then made into a video (export to video). After it becomes a video, then the videos from each slide are combined using the PowerDirector application with accompanying music given in each of the video displays. Furthermore, the teaching material videos are uploaded to YouTube and can also be accessed by scanning the QR Code.

The results of the implementation of digital teaching materials for folklore texts in Indramayu district containing educational values for SMP/MTs students in Indonesian students obtained a score of 83% and Malaysian students obtained a score of 82%. This proves that digital teaching materials for SMP/MTs students are considered very feasible for use in learning. The results of the feasibility assessment from material experts scored 84%, linguists and literature experts scored 80%, and media experts scored 62%. Overall, this teaching material is appropriate for use in learning for SMP/MTs students.

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