Development of Interactive Folklore Based on Android Oriented to Local Wisdom to Improve Reading Comprehension of Elementary School Students

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Abstract

The aims of this research are 1) to describe the process of developing interactive multimedia based on android on fairy tale material for grade 3 elementary school students based on the Rowntree development model; 2) knowing the validity of the product; 3) knowing the practicality of the product being developed. The type of research used was research and development. The development model used was the Rowntree model. This research produced interactive folklore based on android applications. The instruments used in this research were validation questionnaires and sheets for comments and suggestions from the validator. This research produced the interactive folklore based on android applications. The folklore presented was based on the local wisdom of East Java. The folklore application was equipped with games of language to improve the students' ability to understand folklore material. The folklore application was validated by multimedia experts and language learning experts with a product validity level of 85.5%. The results of the practicality questionnaire showed a combined average score of 93.3%. The advantages of the folklore application developed are that the material is packaged in a simple and attractive way, contains language games, and can be opened using a smartphone. However, the weakness of the product is that the command sentences in the quiz are less specific, and there is no discussion in the game. In addition, it can only be opened using a smartphone.

Keywords: *reading comprehension, folklore, android application.*

Abstrak

Tujuan penelitian ini adalah 1) mendeskripsikan proses pengembangan multimedia interaktif berbasis android pada materi dongeng bagi siswa kelas 3 sekolah dasar berdasarkan model pengembangan Rowntree; 2) mengetahui kevalidan produk; 3) mengetahui kepraktisan produk yang dikembangkan. Jenis penelitian yang digunakan adalah penelitian dan pengembangan model rownthree. Instrumen yang digunakan dalam kegiatan penelitian ini adalah angket validasi dan lembar pengisian komentar dan saran validator. Penelitian ini menghasilkan dongeng interaktif berbasis aplikasi android. Dongeng yang disajikan merupakan dongeng-dongeng sesuai dengan kearifan lokal Jawa Timur. Aplikasi dongeng dilengkapi dengan permainan bahasa untuk meningkatkan kemampuan siswa dalam memahami materi dongeng. Aplikasi dongeng telah divalidasi oleh ahli multimedia dan ahli pembelajaran bahasa dengan tingkat validitas produk sebesar 85,5%. Sedangkan hasil angket kepraktisan menunjukkan skor rata-rata gabungan sebesar 93,3%. Kelebihan dari aplikasi dongeng yang dikembangkan adalah materi dikemas sederhana dan menarik, memuat permainan bahasa, serta dapat dibuka menggunakan smartphone secara offline. Sedangkan kekurangan produk yaitu kalimat perintah dalam kuis kurang spesifik dan tidak ada pembahasan dalam permainan. Selain itu, produk hanya dapat dibuka menggunakan smartphone.

Kata kunci: *pemahaman membaca, cerita rakyat, aplikasi android.*

INTRODUCTION

Technological development brings significant impact in various life aspects. Nowadays, all life aspects have included technology in all of its activity. Technology, especially digital technology is able to change the interactional pattern and relationship between societies (Ngafifi, 2014). Digital technology is a technology operated using a computerized system by utilizing signal as connector towards the media as the messenger (Muhasim, 2017). This digital technology transformation is also happening in the educational world. Technological displacement has the ability to displace the learning orientation to be self-guided (Kusmana, 2011); (Lestari, 2015). It means that the evolution of digital technology can change the students' learning orientation to become more self-sustained.

Today, learning activities are not solely done through face-to-face meeting in a classroom, but can also be done by indirect meeting or also known as digital learning. Digital learning is a term to present many educational strategies which are perfected by the use of technology (Darmaningrat et al., 2018). The implementation of digital learning on educational settings has posed challenges particularly for developing countries to improve human resources and infrastructure(Aditya, 2021). Other than that, digital learning is also an effort conducted by education practitioners to achieve learning principals that are free, independent, flexible, update, mobile, appropriate, and efficient (Munir, 2012). In conclusion, digital based

learning demand the students to be more capable of manage and organize their own learning in accordance with the learning objectives.

Digital based learning certainly needs broader learning resource. Learning resource is defined as anything usable to facilitate learning to reach the learning objectives (Rahmadi et al., 2018). Technology is capable to give access to the more practical and efficient learning resource, i.e. digital based learning resource. Digital based learning resource is a combination of hardware (processing, memory, input, and communication) and software (operating system and application program) to do multiple tasks (Dopo & Ismaniati, 2016). Some examples of digital learning resources are e-books, websites, smartphone applications, etc. These digital learning resources have many advantages such as practical, more efficient, easy to share, accessible anywhere anytime, and cheaper (Morais et al., 2015).

Digital learning resource can be an alternative learning resource. It is because digital learning resource is cheaper and easy to access. One of digital learning resource is multimedia. Multimedia is an integration of various media (file format) in the form of text, images (vector or bitmap), graphics, sounds, animations, videos, interactions, etc., having been packaged to become a digital file (computerized) and used to send message to public. The meaning of interactive is two-ways communication or more by the components of communication. Communication components in interactive multimedia are human connection as the product user and computer (software/application/product in particular file format, usually in form of CD). Therefore the product/CD/application is expected to establish the two-ways/reciprocal connection between the software/application and the user (Dewi, 2019).

The implementation of digital learning in the covid-19 pandemic era is hardly needed especially for elementary school level. Learning from home had been conducted by approximately 28.6 million people from elementary school to senior/vocational high school level in many provinces. Even in some places, school from home had been started since March 16th, 2020 (Arifa, 2020). This had been done to prevent the spread of the covid-19 in which the number of positive case has been increasing daily.

However, the implementation needed to pay attention to the students' pedagogical and psychological aspects. It has been stated in the Ministry of Education letter Number 4, 2020 that online school from home is aimed to give meaningful learning experience to the students without the obligation to complete all the curriculum goals. Secondly, the learning activity is focused on the life skills related to the covid-19. Thirdly, the learning tasks can be varied for each student, based on their interest and condition concerning the gap/access to the learning facility in the house. Fifthly, the products of learning from home have to be given qualitative

feedback without scoring (Surat Edaran Nomor 4 Menteri Tentang Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Coronavirus Disease (Covid-19), 2020).

Indonesian learning in elementary school is thematically integrated corresponding to curriculum 2013 guidelines. Curriculum 2013 learning demands the 21st century skill comprehension i.e. a learning that literate, characteristic, skill to be critics, collaborative, communicative, creative, and able to comprehend informatics technology (Alperi, 2019). Indonesian learning in elementary school consists of language features, competence to appreciate and understand literature, and the competence to use language that contains four aspects, reading, writing, listening, and speaking (Hidayah, 2015); (Yanti et al., 2018). One of the skills that become a priority in third grade is reading. The emphasis of reading skills is in the aspect of thorough reading, hence the reading skills taught are silent reading, quick reading, and language reading (Rahman & Haryanto, 2014). Meanwhile, according to Irdawati et al. (2015), in the third grade of elementary school, the three reading processes attempted are reading aloud, silent reading, and technical reading.

The lack of interest in reading in our society has a significant impact on the quality of the Indonesian nation. The inability to keep up with the development of science and information in the world has hindered the country's advancement. The quality of a nation is determined by its intelligence and knowledge, while intelligence and knowledge are produced by how much knowledge it gets, while knowledge is obtained from information obtained from oral and written. This also happen in elementary school level (Rintaningrum, 2019).

The corresponding factors of the case are that the elementary school learning process has not utilized the diverse and appropriate models, methods, strategies, and learning media for reading comprehension skills. Another factor is that the reading materials, learning activities, and the evaluation/exercises in the teaching materials in the school tend to struggle on low order thinking skills (Tahmidaten & Krismanto, 2020). Meanwhile, according to Wahyuni (2015), the causes of the low reading interest on students are the lack of support from family and the surroundings on creating the reading habits, the low purchasing power for books, the low number of adequate libraries, the negative effects of electronic media development, the learning model that has not engaged the students to read, and the less suited reading learning system.

The campaign to enhance the students' reading skills, one of them, is by habituating folklore. Folklore is one material taught in the third grade. The learning objective is that the students are expected to be able to describe the message in the folklore, so the students are obliged to understand the content of the folklore to decipher the message in it. Folklore is a

story in the society which is universal and can be found in any level of society (Nurgiantoro, 2018). Folklore does not only tell about human but also about animals, plants, etc. (Rukiyah, 2018). According to Habsari (2017), folklores bear several advantages, such as teaching moral value to children, habituating reading culture, and teaching children to imagine.

These are in accordance with the results of a study by Wijaya (2018) which showed that literature, in this case folklore, can be applied to expand language skill aspects of especially the beginners in reading and writing. Folklore can live up literacy through growing students interest in reading and allowing them to choose interesting materials that possess good moral value; it also creates comfortable atmosphere to get students involved actively, and also attempted continuously (Atikah et al., 2019). Folklore can grow the children's intelligence because every children can grow imagination, tighten relationship, risen love, moral values, and new knowledge as media to engraft character learning to children (Fitroh, 2015); (Sulaiman, 2020). Reading folklore had to be designed as good as possible so that students are eased to understand the content. Certainly, this needs adequate learning resources that can help students increase their motivation in reading.

To adjust the learning materials, especially folklore, with the digital learning needs nowadays, the folklore material has to be packed in interactive multimedia. Interactive multimedia currently used in many learning media make students independent to learn. Interactive multimedia is defined as a combination from text, art, sound, animation, and video which is presented by computer, digitally manipulated, and can be controlled and presented interactively (Tresnawati et al., 2016). Then, in order to be easily used, interactive multimedia needed to be manifested as a smartphone application.

Recently, almost all aspects can be accessed through android smartphone application. Thus, the material packaging in the form of android apps would ease students in learning and drawing their interest. Other than that, the android application is capable of supporting school from home in the current pandemic era. Folklore learning material can also be presented as interactive multimedia installed in smartphone to sustain the today's era of learning from home. The assumption is supported by prior research by Wulandari et al. (2017) that showed that the use of interactive multimedia in learning activity is worthy, practical, effective, and interesting.

To make the folklore material fit to the students' need in East Java particularly, the chosen folklore was adapted to the characteristic of East Java society. The current research and development used east java folklores. Local wisdom is a part of a social culture that has a close relation with the character and point of view of the society. The value characterization is

important to be established through learning material especially in elementary school. Character building in elementary school is a campaign to internalize moral values which have close relations with social norms (Saidah, 2017), so it needs habituation towards the values by folklores.

Other research on folklore is the development of "I Sangging Lobangkara" balinese folklore as an android based game. This research described the developing process of android game that introduces and maintains the Balinese folklore "I Sangging Lobangkara". The game of Balinese folklore "I Sangging Lobangkara" was developed using Android Studio with library libGdx. The result of this research showed that the Balinese folklore "I Sangging Lobangkara" game in Android was successfully applied in all of the android's features tested and there was not any error found (Ardani et al., 2020). Next research about folklore is "Adventure Game Application as a Digital Media to Introduce Baturraden Folklore". This research produced a 2D game "Baturraden Adventure" as a digital media to introduce the Baturraden folklore. This game can be run on smartphones with Android operating system. From the tests performed, all the functions and controls of the game were successful and met the expectation (Mustafidah & Ramadhani, 2018). The next research about folklore is "Application of Batu Belah Batu Bertangkup Folklore in Riau Province with Augmented Reality". The result of this research concluded that the application can display 3D animated in dim light with the intensity of 30 lux light and the distance to display an object was at least 5 cm to 90 cm with an angle of 10-90 degrees. Based on the user validation, 90% of the respondents strongly agreed that the Batu Belah Batu Bertangkup folklore was made in the form of an Augmented Reality application (Yulianti et al., 2019).

Current research about the android aplication in learning is "Android-based game and blended learning in chemistry: Effect on students' self-efficacy and achievement". The study showed that the use of android-based-game and blended learning can be emphasized as media in chemistry learning to gain better self-efficacy and achievement among students (Fitriyana et al., 2020). Another research was aimed at developing the autoplay media based mathematics teaching materials. The results showed that autoplay media based mathematics teaching materials could improve the students' understanding of mathematical concepts (Hanifah, et al. 2019). Another research is "Minangkabau Language Learning Based on Android Application". The result of this research showed that the application of Minangkabau language learning based on Android which was useful for Indonesian society especially the Minangkabau community. The appearance of this application consisted of some main menus such as Vocabulary Menu, Dialogues Menu, Folklore menu, Minangkabau language material

menu and verse and Proverb menu that allowed the students to learn the Minangkabau language efficiently and effectively (Oswari et al., 2020).

This research is different from the previous research. In this study, we developed an interactive fairy tale application, which contained a typical East Javanese fairy tale. In addition, in this application, games were provided to improve the students' understanding of the folklore presented. Therefore, this research was aimed to 1) describe the developing process of android based interactive multimedia application of folklore material in third grades of elementary school based on the Rowntree development model, 2) to describe validity of the interactive folklore, and 3) to describe practicality of the interactive folklore.

METHODS

Using research and development, the model of the research was the Rowntree research model. The model consists of three stages; planning, developing, and evaluating (Agustine et al., 2014). The model was chosen to simplify the developing steps and enrich of description in each developing stages. Thus, the developing steps would be simpler but were still based on thorough data description.

In the planning stage, the researcher used folklore text in scope of East Java, which had been adapted to one of the third graders; the learning topics were animals and plants. The text had been mapped and reduced. The text reduction process was based on the story's interesting level and its moral value's usefulness. If there were any flaws, the researcher would replace the story. Then, the researcher applied a particular word game which had been reconditioned to the third graders of elementary school's need and comprehension level. If any of the game is inappropriate, then it would also be replaced. In the last planning, the experts' validation instrument was prepared corresponding to the android based interactive multimedia folklore material.

The development stage, overall, was divided into two steps including the illustration step and the application development step. The illustration stage was done by illustrating the folklore. Then, the application development stage was done by developing the apps by imbuing the folklore with language games and assessment. The assessment was aimed to give experience to the player/student who had done the language games correctly.

The evaluation stage was also done in two stages. First, the developed prototype was self-evaluated. The researcher re-identified the developed prototype. If any incompatibility was found, the prototype would then be reworked. Second, after the prototype was self-evaluated, it was then reviewed by the experts. The expert review was observation done by expert of Indonesian learning and media. If any flaws were found, then it would be revised.

The subject of the research was 30 third graders of elementary school in Kediri. The object of the research was android based folklore interactive multimedia. The instruments used were the validation form, questionnaire, and observation form. The validation sheet was used to obtain the data related to the validity of the product being developed. Questionnaires were used to determine the teacher's responses regarding the products being developed. Practicality questionnaires were used to determine the practicality of the products that have been tested.

The data analysis used were qualitative descriptive and descriptive quantitative. The qualitative descriptive data analysis in the research was used to process the data from comments and validators suggestion in validation form. The quantitative descriptive data analysis was used to analyze the data from the expert validation assessment. The instrument validity level was taken from the instrument validation result through expert validation. The validation criteria based on the validation result were 85.01% - 100.00 % (very valid), 70.01 % - 85.00 % (valid), 50.01 % - 70.00 % (less valid), and 01.00 % - 50.00 % (not valid) (Akbar, 2013).
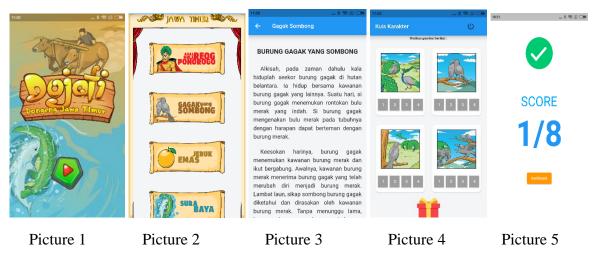
RESULT AND DISCUSSION

Android-based Folklore Product Development

The product development was conducted based on the Rowntree model explained on the previous chapter. The development process was started from planning process. The stories and the language games were decided in this stage by the explained criteria. There were eight folklores chosen in which all of them were exclusively from East Java. Eight of them were a) the Origin of Reog Ponorogo, b) the Arrogant Crow, c) the Golden Orange, d) Sura and Baya, e) Karapan Sapi Madura, f) the Legend of Watu Ulo, g) Ki Kures and Antaboga Dragon, and h) the Story of Burung Baka. The folklores were chosen by adapting the cognitive skill level of the third graders of elementary school. The language games included matching sentences, word square, sentences scramble, filling the blanks, storytelling pictures, and matching pictures. Furthermore, the researcher prepared the product validation instrument which would be filled by the expert reviewer.

The second stage was the development stage. This stage began with illustration making where all the assets were manually sketched on paper. Then, the sketches were traced and colored in two applications, Adobe Illustrator CC 2019 and Adobe Photoshop CC 2019. These digital pictures were saved in .png format for pictures with no background. After completing the illustration process, the research conducted the application development step. The application development also consisted of several steps, i.e. User Interface (UI) design

and User Experience (UX) design, coding, finishing, and final revision. The result of the UI and UX design was a rough plan called wireframe, the silver lining of the application interface. In the process, we had decided several features and application efficiency considering that the application was for third graders of elementary school, and also considering some of the additional image assets to support the application interface outside the current list such as buttons, title screen, etc. Afterwards, in the coding step, the algorithms of the current texts were prepared. The processing software was Flutter; it was executed to the android application so that the resulted format was .apk.

The developed product was an android based interactive multimedia application. The beginning interface contained the name of the application titled "DOJATI" which was the abbreviation of "Dongeng Jawa Timur", as shown in Picture 1. Next, the students were directed to open the main menu by the button. On the first screen, the folklores were presented to the students, as shown in Picture 2. After the students chose the desired folklores, the folklore text popped, as shown in Picture 3. After finished reading, the students were asked to do the quizzes (Picture 4) presented in form of interesting language game as described in previous chapters. Lastly, as the students had completed the quiz, a scoring screen would pop up automatically (picture 5).

Picture 1   Picture 2   Picture 3   Picture 4   Picture 5

After finishing the steps, the application was tested for certain times to troubleshoot the flaws or bugs that still happened. It was then revised to get the desired final result.

The next stage was the product evaluation stage. The evaluation stage of the product was conducted in two steps, self-review and expert review. Self-reviewing was conducted by installing the interactive multimedia on android smartphone, reviewing the beginning interface, folklore text, language games up to the scoring section. The self-review result showed that there were some English terms such as quiz, scoring, dashboard which were still irrelevant for a multimedia in Indonesia. Second, there were still unclear imperative sentences

in the language games. Third, there was some mistype based on PUEBI. After completing the self-review, then the product was revised.

The next step was an expert review. In this step, the product was validated by two experts, learning multimedia expert and material/content expert specialized in Indonesian language by giving the product and validation form.

The Validity of Android-based Folklore Products

The result of the multimedia expert validation and from material expert validator is showed on the table 1 below.

Table 1. The Results of Expert Validation

Aspects	Results	Category
multimedia expert validation	76 %	Valid
material expert validation	95%	very valid

The suggestion from multimedia validator was that the media needed music to assist and motivate the students. In addition, the imperative word in the quizzes had to be clear an in accordance with the learning objectives. The suggestions from the validator were as follows: when scrolled, the interface would be better if the menu or the above letters are faded below the line. In scramble quiz, it would be more efficient if the word can be directly chosen from the box. If impossible, it can be written as in the display but the order need to be clear. There should be notification whether the answer is wrong or right in the screen. The combined validation showed the score of 85.5%, meaning that the developed product, according to the experts, was very valid. In conclusion, the product was likely to be tested in school or distributed broader.

The Practicality of Android-based Folklore Products

Products validated by the experts then were tested to determine the practicality of the multimedia that had been developed. This product was tested at State Elementary School (SDN) Ploso 2, SDN Kebonagung, and SDN Benjeng 1. After trying the application that had been distributed, the teacher filled out a questionnaire related to practicality. The practical aspects that were asked were about ease of use, suitability for learning objectives, the ability of the application to be used independently, the ability of the application to help students understand the material, the ability of the application to create a pleasant learning atmosphere, the use of language that is easy to understand, and the ability of the application to improve the student literacy. The results of the questionnaire were showed on the Table 2.

Table 2. The Results of the Questionnaire

Aspects	Results	Category
Questionnaire 1	93.8%	Very practical
Questionnaire 2	90.6%	Very practical
Questionnaire 3	96.9%	Very practical

The score of the first practicality questionnaire was 93.8%, whereas the second questionnaire was 90.6%. The score of the third questionnaire was 96.9%. Thus, the average practicality score was 93.8%. These results indicate that the product was very practical. The comments of the teachers related to the products that have been developed are as follows: first, the learning materials presented in the application needed to be reproduced; second, students were not used to learning to use the pattern of language games presented in the third application; third, teachers welcome digital literacy through interactive fairy tales based on this android application.

The findings of this research show that the Android based Folklore Products meet the valid and practical criteria. The product developed has been declared valid based on the assessment of language experts and learning media experts. Linguists provide an assessment seen from the aspect of the relevance of the material and exercises with the competencies that must be mastered by students that have been declared appropriate or good. The accuracy of the product has been declared accurate. The fairy tale used is in accordance with East Java local wisdom, the scientific truth, and the concept of meaningful learning. The systematics and presentation of the product have been attractive to students, and are displayed in accordance with the concept of student-centered learning. In terms of compatibility with language, legibility, and communicativeness, it has been assessed as good so that this product is generally very valid for use by students in elementary schools. Based on the assessment of multimedia experts, judged from the aspect of the product operating instructions, the product developed is easy. The arrangement of the story board is coherent and clear. The product display is in accordance with the characteristics of students in elementary schools. The integration of images, audio text, color and typeface are appropriate. The product display is neat and the language in the application is easy to understand. From this description, it is concluded that the product that has been developed is considered valid by learning multimedia experts.

The product also has been declared practical based on the results of trials in three schools which have been described in the previous chapter. Teachers and students find it easy to operate the product, namely the fairy tale application. The games contained in the application can be played independently by students because the instructions are clear enough.

The game is in accordance with the material taught in the third grade of elementary school. Therefore, based on the assessment of teachers from the three schools mentioned, the product has been declared very practical and can be used by elementary school students

This is because folklore are presented in the form of interactive multimedia is display the material and evaluations that are packaged as attractively as possible so the use of interactive folklore can increase student involvement in learning. According to Rustini (2016), the advantages of using multimedia are that students are fully concentrated and involved in the learning process; they are more active in learning according to their respective abilities. In addition, this product developed is the answer to the challenges of digital-based learning models, which are currently being implemented throughout Indonesia due to the COVID-19 pandemic. Product is packaged in the form of an Android application that it can be opened via a smartphone. Smartphones can provide multimedia platforms that facilitate student learning activities that cannot be replaced by textbooks (Zhang. Ho. & Ho, 2014). So far, there have been many complaints related to the internet connections when digital learning is carried out, so this interactive folklore developed does not require an internet connection after being installed on a smartphone.

The purpose of language learning is to acquire the ability to use language for various purposes, in accordance with a communicative approach in language learning. Every game carried out in learning activities must directly support the achievement of learning objectives (Syihabudin, 2020). The language games displayed in interactive multimedia are adapted to the level of language development of students, especially third grade elementary school students, making it suitable for training students to reading comprehension. In addition, the folklore displayed is more diverse, featuring elements of humans, animals (fables) and plants. The folklore is accompanied by an adapted library source so that the authenticity of the story can be traced. The folklore has full of moral values that make possible for students to gain positive characters. The folklore is appointed according to the local wisdom of East Java, which might not be recognized by some East Javanese people themselves. Through this application, it is hoped that the students can introduce various folklore that describe the values of the East Java community life. By knowing the value of local wisdom, students can participate in preserving folklore, especially in the East Java community. The results of this study also in line with Kharisma & Arvianto (2019); Kumullah & Tayibu (2021) research that reveals that the Android application development can improve the reading skills of 1st grade elementary school students and has a positive impact on the student learning outcomes.

CONCLUSION

The product developed is an interactive folklore based on an android application. The folklore is based to the local wisdom of East Java. The folklore application is equipped with games to improve the students' ability to understand folklore material. The folklore application has been validated by multimedia experts and language learning experts with a product validity level of 85.5%. The results of the practicality questionnaire show a combined average score of 93.3%. The advantages of the fairy tale application developed are that the material is packaged in a simple and attractive way, loaded with language games, and could be opened using a smartphone offline. However, the product weakness is that the command sentences in the quiz are less specific, and there is no discussion in the game. In addition, it can only be opened using a smartphone.

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