

DEVELOPING POCKET E-BOOK TO IMPROVE RETELLING SKILLS OF FOLKLORES FOR HIGH SCHOOL STUDENTS

Silvia Yulianti

*Universitas Muhammadiyah Jakarta, Indonesia
silviayulianti32@gmail.com*

Ahmad Fadly

*Universitas Muhammadiyah Jakarta, Indonesia
ahmad.fadly@umj.ac.id*

ABSTRACT

The primary issue addressed in this research revolves around the absence of folklore books suitable for educational purposes in high schools. Consequently, the research objective focuses on developing an e-book designed to enhance high school students' proficiency in retelling folklore narratives. Employing a Research and Development (R&D) approach, the researchers engaged in data collection and analysis, product design, validation, revisions, testing, and the eventual production of the e-book. The data for this research includes various folklore sources, namely, "Telaga Warna," "Karang Nini," "Bale Kambang," and "Situ Bagendit." These sources were collected through observational techniques, interviews, questionnaire distributions, and validation tests in developing the product. The outcomes of this developmental research attained a 'very feasible' categorization, evident in the material feasibility assessment achieving 80% and the endorsement from media experts reaching 98%. Moreover, the evaluation conducted by Indonesian language teachers yielded an 88% score, while student respondents' assessment of the media resulted in an 86% score. Based on these assessment outcomes, it can be concluded that this e-book media is well-suited for educational use within school.

Keywords: learning media, digital pocket e-book, Sundanese folklore

INTRODUCTION

Folklore is an intangible cultural heritage owned by the Indonesian people. It has great potential because it not only contains stories told from generation to generation, but also implies noble values. However, its existence has not been utilized optimally. So far, folklore has been viewed more in terms of artifacts or physical remains. Susilawati, Hanifah, and Meilindani (2022) found that people used historical relics that were closely related to folklore, such as Situ Bagendit (Susilawati, Hanifah, & Meilindani, 2022). In fact, folklore has a much bigger role than just tourist attractions and tourism needs. Folklore

contains messages that play a big role in preserving the environment (Mago & Anand, 2022; Sukmawan & Setyowati, 2017). Besides, folklore contains moral values and is useful for learning (Komang Redy Winatha, Ni Putu Suci Meinarni, & Ayu Gede Willdahlia, 2021; Silalahi, Juliana, Citradi, & Cecilia, 2021; Sopian, Inderawati, & Petrus, 2019).

In the field of education, folklore can be used as teaching material in primary and secondary learning. Folklore displays imagination so that attracts students. Moreover, the internalization of noble values can be endeavored by reading folklore, understanding the message, and retelling it. In

senior high school learnings, students are expected to be able to identify the values and content contained in folklore, analyze the value and content contained in folklore, rearrange the contents of folklore, and retell the contents of folklore. In other words, the sub-competence for retelling folklore is at the most difficult level compared to the other sub-competencies. Nonetheless, retelling folklores does not only have an impact on oneself, but also on other students. The process is very important as part of education.

In general, the purpose of education is to humanize humans. Meanwhile, education, in particular, is aimed at developing capabilities and forming dignified national character and civilization in the context of educating the nation's life, developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, independent, creative, and become a democratic and responsible citizen (Bahar, 2016, pp. 11). To achieve this goal, various supporting components are needed, such as the availability of teaching materials and learning media. Teaching materials are materials used to convey knowledge. Meanwhile, learning media functions as a bridge between the material from the teacher to students. Various things can be used as teaching materials and at the same time learning media, one of which is pocket e-book of folklore.

In terms of terminology, folklore was interpreted as a story that develops among people orally. However, since last decade many folklores have been converted into writings and collected in the form of story books that could be accessed. Those folklore books were used as materials in Indonesian subjects which were useful for introducing Indonesian culture to students. However, the availability of these books is limited and can only be owned by a few students. As a result, learning becomes ineffective. Therefore, it is necessary to develop e-books that can facilitate students in accessing folklore books so that every student has the same opportunity to learn and discover the noble values in folklore.

Based on the researcher's interview with the Indonesian teacher at State Islamic Senior High School (MAN) 1 Cianjur on October 25,

2021, it was known that the majority of students did not know some of the folk tales originating from West Java. This condition was obviously concerning because it showed the chain of preservation of folklore in West Java was broken. These researchers investigated the cause further. The teacher revealed that students did not know the diversity of Sundanese (West Java) folklore because students' reading interest was low. As a result, students were not able to retell the contents of folklore because of a lack of students' understanding of the folklore they have read.

The results of these interviews were also in accordance with the results of a questionnaire given to students which contains several questions regarding the process of learning Indonesian at school, especially on folklore material. The results of the questionnaire confirmed the results of the interview regarding students' lack of understanding of folklore. The students expected special learning media to make it easier for them to understand folklore material. From these questions, students generally only knew one folklore originating from West Java, namely, "Sangkuriang" and only three students answered other titles such as "Tangkuban Parahu" and "Lutung Kasarung". From these answers it could be seen that students did not know the folklores that developed in Indonesia, especially originating from West Java.

The subsequent issue identified was a lack of interest in reading and students' understanding of folklore, which is based on the results of students' answers to the reading questions posed in the questionnaire. Some students answered that reading folklore could understand the content of reading folklore just by reading the synopsis, there were also students who answered they understood a little, and answered they did not understand folklore. This condition also has an impact on the inability of students to retell folklore.

Based on the researcher's investigation, folklore originating from West Java consists of 17 stories which are divided into two types, namely, fairy tales and legends. Of the many stories, the researcher developed three legend-type stories to be used as learning pocket e-book, namely, the stories "Telaga Warna", "Karang Nini and Bale Kambang", and "Situ

Bagendit". The researcher selected these three stories due to their embodiment of local wisdom values inherent within Sundanese culture. These narratives are considered valuable as they impart guidance and principles applicable to real-life situations.

The folklore is also related to the Sundanese proverb which is the principle of the Sundanese people, namely, *silih asah* (sharpen one another's thoughts; remind each other), *silih asih* (love each other), *silih asuh* (nurturing each other; guide each other)". It can be seen from the story "Telaga Warna" which gives a moral message about mutual love between parents and children, as well as people who love one another. Furthermore, regarding manners as well as politeness towards parents and other people. The message conveyed in the story is about how to behave towards parents, to treat other people regardless of race, ethnicity or culture, and to respect the gifts of others. Meanwhile, the story "Karang Nini dan Bale Kambang" gives a moral message about loving one another. Both Nini's character with Aki and the community who helped Nini in finding the whereabouts of Aki's character. The attitude of loyalty in the story can be used as a guide in modern life, especially for students, namely, regarding the attitude of being loyal to friends, caring for each other between friends, and helping each other when they see friends who are in trouble.

Furthermore, the message about guiding each other is contained in the story "Situ Bagendit" which gives a moral message about reminding one another about mistakes, behavior that is not exemplary. Like the character Nyi Endit who does not humanize humans or does not treat humans as living beings. Then the beggar figure "Kakek Tua (Old Grandfather)" reminded Nyi Endit to be kind to others. Of the three stories, it will make the reader feel as if he is positioning himself as one of the characters told by depicting a different character or character. That, can be useful for readers or students in real life.

Expressing opinions from the contents of folklore can also train students' speaking skills and combat feelings of lack of confidence and lack of knowledge which are usually the reasons everyone refuses to express their opinions (Sukmawan & Setyowati, 2017). As

we know that learning Indonesian teaches us about four skills, namely, listening, speaking, reading, and writing. These four skills are interconnected and must be taught and mastered by students, such as speaking skills which train students to have the courage to speak in front of their friends and be able to express their opinions and be able to retell the contents of the folklore they have read. However, if students do not understand the learning material because of low interest in reading which causes a lack of knowledge about folklore, students will also not be able to retell the contents of folklore. Therefore, the skills taught in Indonesian are interconnected in learning Indonesian material.

Based on the questions asked, students revealed that they faced obstacles when studying folklore in terms of language that was difficult to understand, complex storylines, and long story texts. In addition, the results of students' answers regarding the question whether it is necessary to use learning media to understand folklore material, namely, there are answers "yes" and "no". Nearly 90% of students answered "yes" and argued that learning media can help understand folklore such as picture book media so it's not boring. While students who answered "no" were only 10% and reasoned that it was easier to find folklore on the internet. From these answers it can be concluded that they need interesting learning media so that they can easily understand folklore and help increase interest in reading and not make them bored or bored during the learning process.

Research on pocket books was conducted by Nur Hanifa and Anton Wahyudi with the title "Development of Pocket Book Pop-Up Learning Media on Hikayat Writing Material in Class X SMA Darul Ulum 3 Jombang, East Java" which explained that the lack of learning media on saga material caused the material to be less students are interested in (Hanifa and Anton, 2019). More than that, in the saga material there is Malay which is not understood by students. This made researchers develop pocket book pop-up learning media to improve students' writing skills in converting saga into short stories. The method used by researchers is R&D using Borg and Gall which consists of ten stages

with the results of the research that this pocket book pop-up media is suitable for use as a learning tool. A similar research was also conducted by Ivanka Pramushinta with the title "Development of the Genuk Kemiri Folklore Enrichment Book with Javanese Socio-Cultural Values in Pati Regency" (Pramushinta, 2014). The research was motivated by an assumption that demeans one's own culture or a lack of love for local culture. The research applies the R&D model by developing enrichment book media. The results of his research are in the form of Javanese language enrichment books needed by teachers and students. Furthermore, pocket book research was also conducted by Maya Mashita and Kokom Komalasari entitled "Effectiveness of Using Pocket Book Media in Citizenship Education Learning to Grow Students' Love for Regional Culture" (Mashita and Komalasari, 2016). The method used by the researcher was an experimental method carried out on class VII students of SMP Negeri 5 Malang with a research background of a lack of awareness and concern for society and students for the culture that developed from East Java. So, the researchers used Pocket Book Media as a learning tool to foster students' love for regional culture through civics subjects. The research results obtained are that there is an influence of pocket book media on students' cultural love knowledge.

Retelling is an activity of conveying, disclosing, or explaining information that has been obtained from reading or listening. Retelling can also be interpreted as retelling stories that have been read using their own language with the aim that listeners can understand and know what the storyteller is saying (Lestari et al, 2014, pp. 2). According to Lisa et al (2019, pp. 271) the ability to retell is the ability to reconstruct a story that has been read using one's own language without reducing the information contained in the story. The purpose of retelling story text is to provide information and knowledge to others orally. Meanwhile, according to Fauziddin (2017, pp. 4) retelling the contents of the story is an activity of conveying orally by providing information or explanations about the contents of the story that has been read.

Based on the description above, it can be concluded that the ability to retell is an

activity carried out to provide information by retelling the contents of the reading in a story using one's own language. Retelling the contents of the story is also done by paying attention to the vocabulary used so that information can be conveyed. This also requires students to recall the contents of the story by constructing sentences properly without reducing the information contained in the story.

The ability to retell the contents of the story is not fully mastered by all students because basically the characters of students are different. There are students who are shy and don't dare to speak in public or in front of their friends. There are also students who dare to speak in public but do not master the learning material. Therefore, the ability to retell the contents of the story needs to be applied to students to practice public speaking and understand the material being taught.

The ability to retell also has good benefits for students, namely, increasing students' confidence to speak in front of their friends, shaping students' character in interacting in front of the class, training students' imagination and language skills, expanding vocabulary, helping to shape personality and ways of thinking. students (Bachri in Sanjaya, 2016: 73). This ability is very well applied to students because it trains students' way of thinking to be able to compose sentences that will be conveyed based on information obtained from reading results.

Folklore is a type of literary work that is famous for generations or can also be called an oral literary work. Folklore usually contains stories related to local wisdom values from various regions related to events, incidents, and even myths that developed in that area. Each area has its own story and history. Even though it is oral in nature, folklore has values and messages that can be used as lessons in everyday life. According to Semi (in Gusnetti et al, 2015, pp. 184) suggests that folklore is a story owned by the people which is useful for conveying the values of people's lives. Folklore is also an oral tradition or in the form of speech which has the function of conveying the contents and moral messages contained therein (Sukmana, 2018). Another opinion regarding folklore was also expressed by Gausal (in Sari et al.,

2018) folklore is a story that is told by other people orally or by word of mouth.

Based on its type, folklore is grouped into three types, namely, legends, myths, fairy tales, fables, and sage. (1) Legend is a story that contains the occurrence of place names, mountains, rivers, lakes, and so on (Eliastuti et al, 2017, pp. 44). 2) Mites are stories developed in society that tell about life related to spirits or gods and goddesses. Mite comes from the Greek word "Mythous" which means about the life of spirits (Eliastuti et al, 2017, pp. 44). 3) Fairy tales are old prose that contain the imagination or imagination of people in ancient times Devi (2019, pp. 46). 4) Fables are stories about animals that have lives like humans who have minds, jobs, houses, and can speak. According to Eliastuti et al (2017, pp. 44) fables are fairy tales that tell about animal characters who live like humans. 5) Sage is a story that has historical elements related to supernatural powers, miracles, and so on (Eliastuti et al, 2017, pp. 44).

Based on the explanation above, it can be concluded that folklore is a work of oral literature that is preserved by means of speech or word of mouth. So, this literary work has many versions and it is not known who the author is. Even so, folklore has local wisdom values that must be preserved and has a message that can be used as a guide or lesson in everyday life. Folk stories have various types, namely, legends, myths, fairy tales, fables, and sages.

Various folklore can be developed into learning media. Etymologically, the word media comes from the Latin which is the plural form of medium which has a literal meaning, namely, 'intermediary' or 'delivering'. Media also means 'something that is commonly used to convey information to recipients of information' (Sumiharsono and Hasanah: 2018). A pocket book is a small book that can be stored in a pocket and easy to carry anywhere. According to Agustien and Listiadi (in Permana and Puspasari, 2021, pp. 124) a pocket book is a book that has a small, practical and lightweight form that contains information and can be carried anywhere. Whereas pocket e-books are a combination of pocket books and digital books which have the meaning of small electronic books that contain information and material needed by

readers and can be used as learning aids (Hermawan and Ekohariadi, 2019, pp. 132).

Based on the explanation above, it can be concluded that the media used in this study is a pocket e-book, namely, a combination of pocket books and digital books. Therefore, a pocket e-book is a small book with a digital form that contains the material needed. So that the use of digital book media can be useful for teachers and students at school.

This pocket e-book has the advantage of being easily accessible via a device and can be carried anywhere. Equipped with a search feature making it easier for users to see the page they want to go to. It contains information about the material being taught and can be seen in real terms because it is in the form of text and pictures contained in it. According to Ainul Yaqin (in Sairi, 2018) the advantages of pocket e-book are that they are easy to use in operation, practical to use and do not take up space when used in devices. Meanwhile, the lack of pocket e-books. The disadvantage of pocket e-books is that they require supporting devices to access them, such as gadgets and laptops, as well as interference that causes them to be unable to open or read them. Disadvantages of pocket e-books according to Hermawan and Ekohariadi (2019, pp. 132) this pocket e-book has disadvantages in terms of the size of the writing contained in it, which is so small and the content of the material in the book is very limited. In this research, pocket e-book product is used to develop students' intensive reading skills so they can internalize noble values.

METHOD

This research is development research that produces a product in the form of an e-book that can be used in teaching folklore at school. This research model is Research and Development (R&D), which is research that aims to produce a product that can be used in delivering material during the learning process. According to Sugiyono (2020), the research and development method is a type of research that has a way of researching, designing, producing, and testing the validity of the products that have been produced.

Research procedures and steps according to Sugiyono (2020, pp. 144), namely, there are

ten steps that must be carried out. However, the researcher simplified the research stages into seven development steps, namely, (1) data analysis and data collection; (2) product design; (3) design validation; (4) product revisions; (5) product trials; (6) product revisions; and (7) product results. The simplification was carried out because it was in accordance with the needs to be achieved in development.

The seven steps are described as follows: (1) The data analysis phase and data collection are carried out by observation to obtain problem data using interview and questionnaire techniques. Interview techniques were conducted with Indonesian language teachers at MAN 1 Cianjur school with the aim of obtaining problem data which became the basis of the research. Meanwhile, questionnaires or questionnaires were given to students to find out students' understanding of folklore material. Furthermore, interviewing two informants to obtain folklore data that will be developed in e-book learning media. The collection of folklore data is obtained by listening to direct speech from the people who are the sources, namely, Mr Usman and Mr Dodi Iskandar Sinyo. The resource person told directly the folklore that became the data in this research using the regional language of West Java, namely, Sundanese. Then the researcher translated the folklore into Indonesian. This data collection technique uses note-taking, recording, and writing techniques. Then the technique of giving questionnaires to students. Then using a test to determine the effect of using e-book learning media which will be carried out to class X MAN 1 Cianjur students, totaling 50 students. (2) Product design is carried out after obtaining information and data that has been carried out in the previous stage, namely, by developing a research design based on the problem framework from the data that has been obtained. The design carried out at this stage is adjusted to the data obtained so that it becomes an attractive design and can be useful for teachers and students. E-book product was designed using hardware and software tools. The hardware is in the form of a drawing book and pencil for making sketches or design drawings. Meanwhile, the software uses Canva, Autodesk SketchBook, CamScanner, Picsart and FlipHTML

applications. (3) The design validation stage was carried out by experts, namely, Mrs Mutiarani as material expert and Mrs Pratiwi Kartikasari as a media expert. The researcher only did two validations by giving a questionnaire to the two experts using a rating scale which aims to find out the advantages and disadvantages of the products that have been made. (4) This design revision is carried out after an assessment is based on the validation results that have been carried out by material experts and media experts. This stage is carried out to correct the deficiencies of the products that have been made. The enhancement of the product design aims to refine and optimize the product. (5) This product trial was conducted on 50 students. These students came from class X IPS 1 and X IPS 2. The selection of these classes was random. At this stage the researcher conducted two trials, namely, in the small class, which consisted of 18 students and in the large class, which consisted of 32 students. This stage is carried out to find out the use of learning media in folklore material at school. (6) The next stage is product revision after the trial run. This stage is carried out if there are deficiencies in the product that has been tested. (7) Product results, this is the final stage regarding the product being developed that is suitable for use and can be mass produced.

Data collection techniques and data analysis techniques used in this study were observation, interviews, questionnaires, and student learning outcomes tests. The interview technique was carried out with an Indonesian language teacher and two sources related to folklore. While giving a questionnaire that is given to material experts, media experts, students, and teachers to see the feasibility of learning media using the Likert scale and rating scale. Then the results of student learning tests are to find out students' understanding after using pocket e-book media. The test results are in the form of writing and video retelling the contents of folklore.

FINDINGS AND DISCUSSION

The results of the development in this research are by starting the interview process and analyzing the results of the needs of students

and teachers. The results of the need are seen from the initial data collection process carried out at MAN 1 Cianjur by giving questionnaires to students to find out students' understanding and needs in learning folklore at school. The questionnaire was given to students in the form of a Google form with questions in the form of essays. Then conduct interviews with Indonesian teachers regarding the learning process at school on folklore material and find out the use of learning media, learning resources, learning methods used by teachers when delivering material. The results of the needs analysis can be seen in table 1 below.

Table 1. Questionnaire and interview results

No	Questionnaire Results	Interview Results
1	Students currently only know a few folklores originating from West Java	Teachers do not use much learning media when explaining folklore material
2	The need for learning media that contains examples of folklore as a learning resource	Time constraints encourage teachers to use the lecture method only
3	Learning media is not utilized	Students do not know much about folklore from West Java

Based on the table above, teachers no longer use learning media as a tool to explain material to students. This is due to limited study time or reduced study time during the pandemic. The teacher has used learning media in the form of a ball which is played around instead of special media containing material and examples of folklore. From the table above it can also be concluded that students also need special learning media to understand and know folklore originating from West Java.

After knowing the needs of students and teachers at school, the researchers began to design instructional media in the form of pocket e-book which contained material and examples of West Javanese folklore. The appearance of the media is described in the following figure.

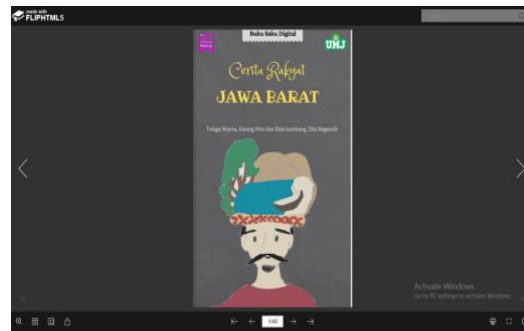


Figure 1. E-book cover

The cover display of the book represents the book's illustration and title, along with the title of the contained folklore. Furthermore, it incorporates the logos of Muhammadiyah University of Jakarta and the Faculty of Education, the institution overseeing this research endeavor. The front cover design is predominantly gray and includes illustrations of individuals and landscapes, emblematic of the chosen folklore centered around lakes, and coastal areas.



Figure 2. Book identity

The preceding section pertains to the book cover. This section provides an overview of the e-book's identity, including book titles and illustration.



Figure 3. Preface

This presentation serves as an introductory note expressing the authors' thankfulness and recognition towards those who provided assistance throughout the creation of this media.



Figure 4. Table of content

This section presents the table of contents of the e-book, facilitating user navigation by providing direct access to specific pages. In this e-book format, users can promptly access desired pages by clicking on the corresponding page listed at the bottom center.



Figure 5. Origins of folklore

This section provides an overview of the West Javanese folklore featured in this e-book. It begins with an overview of the origins of West Javanese folklore and subsequently provides a brief description of three examples of folklore featured in this media.

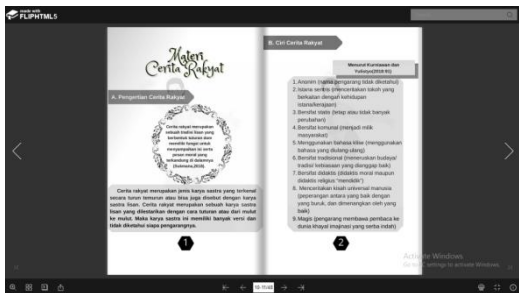


Figure 6. Folklore theory

The content in this section comprises folklore material included in the pocket e-book media. The purpose of this page is to facilitate students' comprehension of folklore material while also serving as a reference for West Java folklore. Within this media, there

are three examples of folklore originating from West Java, designed to enhance students' understanding of these narratives. An appealing layout is crucial as it can significantly influence readers' interest in engaging with the content. This factor is also a point of consideration for other researchers exploring oral literature (Harjono, Hariyadi, Priyanto, & Yugo, 2023; Wan Mahmood, 2021).



Figure 7. Examples of folklore

The examples of folklore contained in this media are entitled "Telaga Warna", Karang Nini and Bale Kambang", and "Situ Bagendit". The three folk tales are of the legend type. From each of these folk tales there is a moral message that can be used as a guide or lesson in real life.

The outcomes of this study showcase the viability of utilizing e-book learning media containing content and multiple instances of folklore originating from West Java. The evaluation of this e-book product involved assessments by subject matter experts, media specialists, and Indonesian language instructors within educational institutions. The validation process was overseen by Mrs Mutiarani for material expertise, Mrs Pratiwi Kartikasari for media expertise, and Mrs Neneng Hernika for Indonesian language instruction.

The evaluation by the material expert garnered a score of 55 out of a maximum score of 68, equating to a final percentage of 80%, categorizing it as highly feasible. Concurrently, the evaluation conducted by the media expert yielded a score of 43 out of 44, achieving a final percentage of 98%, also classified as highly feasible. The specifics of both assessments are delineated in the subsequent diagram.

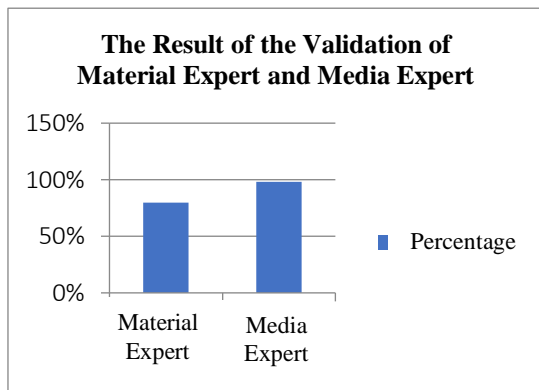


Figure 8. The results of the validation of material and media experts

The next stage is the results of the assessment from the Indonesian language teacher who teaches in class X IPS 1 and X IPS 2 at the MAN 1 Cianjur school, namely, Mrs Neneng Hernika. The results of this assessment obtained a score of 116 out of a maximum score of 132. The percentage of the score reached 88% with a very feasible category. Then the results of the product trials carried out in a small class of 18 students by giving pretest and posttest questions and the final results were recounted in video form. In this small class, the pretest average score was 65.5, while the posttest obtained an average score of 83.

Furthermore, the value of retelling the contents of folklore obtained an average value of 83. Judging from the scores obtained in the small class, the score increased and the score the good one. Hence, this product was tested on a large class of 32 students by doing the same thing, namely, giving pretest and posttest questions and the final result retelling the contents of folklore. The pretest score for this broad class earned a score of 63. While the average posttest score for this class earned a score of 84. Then the average score for retelling the contents of folk tales earned a score of 82. Testing in this broad class students had a significant increase in scores and pretty good average value.

Based on the results of product trials in this small class and the large class described above, it can be concluded that after carrying out trials using this e-book learning media there was an increase in student scores from the pretest and posttest. As well as students get a good average score on the value of retelling the contents of folklore. Therefore, it

can be concluded that students have been able to retell the contents of folklore in oral form.

The results of student respondents to e-book media in small classes obtained a feasibility percentage of 86% in the very feasible category. While the results of respondents in the broad class obtained a feasibility percentage of 86% with a very feasible category. Judging from the scores obtained by each student almost reached the maximum score. Therefore, this pocket e-book media is very appropriate to be used as a learning medium in schools, especially in folklore material.

The product trials conducted by researchers at the MAN 1 Cianjur school got good results. The trial received a very feasible category with a high score. The following is the diagram of the results of product trials in small and large classes.

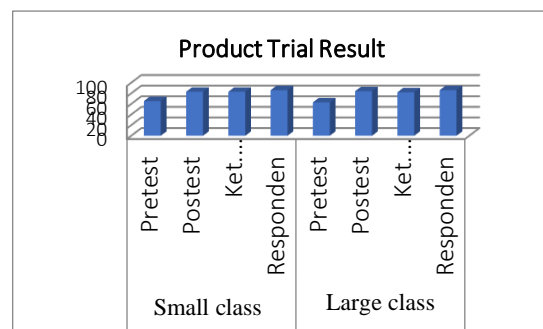


Figure 9. Product Trial Results

From the diagram of the trial results above, it's evident that there was a notable improvement in student scores between the pretest and posttest phases. Additionally, the assessment of students' ability to retell folklore content also garnered commendable scores. Hence, the conclusion can be drawn that both small and large class trials yielded scores within the 'very good' category, indicating substantial progress. Furthermore, students' responses to the e-book media also fell within the 'very good' category, reflecting positive reception and engagement with the material.

CONCLUSION

Based on the results obtained from the research on the development of e-book media, it can be concluded that (1) This e-book learning media which contains material and

examples of folklore originating from West Java is declared appropriate based on expert assessments. (2) Material expert validation results obtained a score of 55 out of a maximum score of 68 with a percentage of 80%. While the validation results from media experts obtained a score of 43 out of a maximum score of 44 with a percentage of 98%. Both get very feasible category. (3) The results of the teacher's assessment obtained a score of 116 out of a maximum score of 132 with a percentage of 88% and received a very feasible category. While the results of student respondents in small and large classes obtained an average eligibility of 86% and got a very feasible category. (4) The product trials were conducted on 50 students of class X MAN 1 Cianjur and came from classes X IPS 1 and X IPS 2. The product trials were divided into small classes and large classes. The small class has 18 students while the large class has 32 students. The test results obtained very good scores because student scores increased, namely, in the pretest and posttest. As for the value of the ability to retell, which requires students to be able to retell the contents of the story orally, this gets a good score. The average score of the students' pretest in the small class was 65.5. While the posttest obtained a value of 83. The average score for the ability to retell the contents of folklore obtained a value of 83. Then the average

pretest score of students in the broad class obtained a value of 63. While the average value of the posttest obtained a value of 84. Furthermore, the average value ability to retell scored 80.

The suggestions derived from this study encompass several key points. For students: It is recommended that students use the e-book media as a comprehensive tool to comprehend folklore narratives, enabling them to proficiently retell these stories orally. Additionally, students can leverage this learning resource as a reference material to explore and delve into various folklore materials and examples originating from West Java. For teachers: This e-book media should serve as an instrumental learning aid in classroom settings. Utilizing such accessible and user-friendly learning media, like this e-book containing West Java folklore materials and examples, can significantly streamline the teaching process and enhance engagement during lessons. For future research: The findings and insights gathered from this research on e-book media can serve as a valuable reference for future studies. Researchers interested in exploring similar topics or delving into e-book development within educational contexts can utilize this study's outcomes as a foundation for their own investigations.

REFERENCES

- Bahar, H. (2016). *Etika dan profesi kependidikan*. Fakultas Ilmu Pendidikan Universitas Muhammadiyah Jakarta.
- Eliastuti et al. (2017). *Sejarah Sastra*. In Media.
- Fauziddin, M. (2017). Upaya meningkatkan kemampuan bahasa anak usia 4-5 tahun melalui kegiatan menceritakan kembali isi cerita di kelompok bermain aisyiyah gobah Kecamatan Tambang. *Jurnal Obsesi*, 1(1), 44.
- Gusnetti, S., Syofiani, & Isnanda, R. (2015). struktur dan nilai-nilai pendidikan dalam cerita rakyat Kabupaten Tanah Datar Provinsi Sumatera Barat. *Jurnal Gramatika*. Retrieved from <http://dx.doi.org/10.22202/jg.2015.v1i2.1238>
- Hanifa, N., & Wahyudi, A. (2019). Pengembangan media pembelajaran pop-up buku saku pada materi menulis hikayat di kelas X SMA Darul Ulum 3 Jombang, Jawa Timur. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 7(4).
- Harjono, H. S., Hariyadi, B., Priyanto, P., & Pranowo, Y. (2023). Cik Upik application as learning media to identify and describe the hikayat values. *Journal of Education Technology*, 7(2).

- <https://doi.org/10.23887/jet.v7i2.57254>
- Hermawan, A. F., & Ekohariadi. (2019). Pengembangan aplikasi buku saku digital berbasis android sebagai media pembelajaran mobile. *Jurnal IT-Edu*, 3(2).
- Komang Redy Winatha, N. P. S. Meinarni, & A. G. Willdahlia. (2021). Adopting Indonesian folklore as an instructional media through cards games. *JTP-Jurnal Teknologi Pendidikan*, 22(3). <https://doi.org/10.21009/jtp.v22i3.17428>
- Lestari, E. P., et al. (2014). Peningkatan menceritakan kembali cerita anak dengan metode cooperative script pada siswa kelas vii b. *Jurnal Pendidikan Bahasa dan Sastra*, 3(1), 2.
- Mago, P., & Anand, R. (2022). Ecological worldview in folklores and folk tales leads to environmental conservation. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.4164904>
- Mahmood, W., & Wan Halizawati. (2021). Keris Siamang Tunggal: Unveiling Malay Artistic Culture. *International Journal of Language, Literacy and Translation*, 4(1). <https://doi.org/10.36777/ijollt2021.4.1.041>
- Mashita, M., & Komalasari, K. (2016). Efektivitas penggunaan media buku saku dalam pembelajaran pendidikan kewarganegaraan untuk menumbuhkan cinta budaya daerah siswa. *Jurnal Program Studi PGMI*, 3(1).
- Permana, C. D., & Puspasari, D. (2021). Perancangan buku saku sebagai bahan ajar mata pelajaran humas dan keprotokolan kelas XI OTKP 2 di SMKN 1 Bojonegoro. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 9(1), 124.
- Pramushinta, I. (2014). *Pengembangan buku pengayaan cerita rakyat genuk kemiri bermuatan nilai sosial budaya jawa di kabupaten pati* (skripsi). Fakultas Bahasa dan Seni. Pendidikan Bahasa dan Sastra Jawa, Universitas Negeri Semarang.
- Sairi, A. P. (2018). Pengemangan buku saku (e-media) termodinamika berorientasi Android. *Jurnal Ilmu Fisika dan Pembelajarannya*, 2(2).
- Sanjaya, A. (2016). Penerapan metode bercerita dalam mengembangkan kemampuan berbahasa dan karakter peserta didik di sekolah dasar. *Jurnal Ilmiah Guru*, 20(1), 73.
- Sari, E. E., et al. (2018). Struktur cerita dan nilai pendidikan cerita rakyat di kabupaten kebumen sebagai materi ajar sastra di Sekolah Menengah Pertama. *Jurnal Basastra*, 6(1).
- Silalahi, R. M. P., Juliana, R., Citradi, H., & Cecilia. (2021). Moral Value Comparison in Indonesian and British Folklores in Children Literature. *Anglophile Journal*, 2(1). <https://doi.org/10.51278/anglophile.v2i1.267>
- Sopian, I., Inderawati, R., & Petrus, I. (2019). Developing e-learning based local-folklores for eighth graders. *English Review: Journal of English Education*, 8(1). <https://doi.org/10.25134/erjee.v8i1.1813>
- Sugiyono. (2020). Metode penelitian kuantitatif, kualitatif, dan r&d. Alfabeta.
- Sukmana, E. (2018). Aspek sosial budaya dalam cerita rakyat Enyeng di Desa Cipancar. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 5(1).
- Sukmawan, S., & Setyowati, L. (2017). Environmental messages as found in indonesian folklore and its relation to foreign language classroom content analysis of the pedagogical content knowledge.

Arab World English Journal
(AWEJ), 8(1).
<https://doi.org/10.24093/awej/vol8no1.21>

wisata situ bagendit ii kabupaten
garut. *Jurnal Wacana Ekonomi*,
21(2).
<https://doi.org/10.52434/jwe.v21i2.1821>

Sumiharsono, R., & Hasanah, H. (2018).
Media pembelajaran. CV Pustaka
Abadi.

Susilawati, W., Hanifah, H. S., & Meilindani,
S. N. (2022). Tourism facilities dan
tourist satisfaction pada objek