



The Development of Multimedia Based E-Folklore to Improve Reading Comprehension of Grade IV Elementary School

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Abstract: Reading comprehension involves one of the activities related to reading gain understanding of concepts, understand words, and understand ideas. One of the challenges in learning is that many students have not been able to master reading comprehension well. The purpose of this research is to establish the validation outcomes and efficacy of e-folklore educational media. This research uses the ADDIE model. The subjects in this study include, 1 material expert, 1 media expert, 1 practitioner 6 22 large-scale pupils and 22 small-scale students. Researchers employ observation, interviews, tests, and questionnaires to gather data. Test questions and questionnaires were employed as data collection tools. The data analysis techniques used by researchers are qualitative and quantitative. The percentage of feasibility from material experts is 92.5%, media experts are 90%, and practitioner responses are 95.58% and student responses are 90.50% with an overall qualification of "Feasible". For small scale effectiveness of 0.373 while the large scale is 0.774, it can be concluded that there is an increase of 2.0% so that it can be categorized as effective. this research produces multimedia-based E-Folklore learning media efforts to improve student reading comprehension can be categorized as feasible.

Keywords: e-folklore, multimedia, reading comprehension

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Introduction

Reading plays an important role in life, especially in today's rapidly growing information age. This is in line with research (Net, 2023) stating that the development of reading comprehension of students starting from elementary school is very important to predict students' reading ability is increasing. On the other hand, research (Hoerudin, 2023) argues that reading is basically complex and involves more than just memorizing and writing, including visual, thinking, psycholinguistic and metacognitive activities. Reading comprehension means reading cognitively. In the process of reading comprehension, the reader must have the capacity to comprehend the text's content. As a result, after reading the text, readers must be able to convey their understanding of the content using their own language, both orally and in writing.

Considering the outcomes of preliminary observations of students at class IV B Tugurejo 01 Elementary School Semarang City, about learning to read comprehension, several problems have been found, namely reading comprehension of students is less than optimal, students still have difficulty in understanding the contents of narrative text, less than optimal use of learning media and student reading comprehension learning outcomes are quite low. The low reading comprehension learning is captured from the results of students' learning to read comprehension obtained an average score of 60 so there are still some students who are not complete. The causes of students' lack of reading comprehension include students' lack of interest in reading, especially long reading texts, students will only read to find answers to questions and Learning media utilization has not been executed to its full potential. In addition, Using the lecture technique, the teacher controls the learning process, and the use of learning aids is subpar.

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Prediction of the best solution for efforts to improve students' reading comprehension is to use appropriate multimedia-based e-folklore learning media, so that this learning can succeed well in accordance with the expected results. This media has been successfully applied by previous researchers, namely ((Firdausiyah et al., 2024). with the title Effectiveness of Models on Reading Ability of Folklore Material, this study has succeeded in proving that with the use of rakyat story media in reading comprehension, students' abilities increase significantly.

In this study, researchers aimed to: 1) knowing the results of the validation of multimedia-based E-folklore media efforts to improve reading comprehension of grade IV students, 2) knowing the effectiveness of multimedia-based E-folklore media efforts to improve reading comprehension of grade IV students.

Folklore is a human collective culture that is transmitted traditionally (from generation to generation) from generation to generation, either orally or through signs or reminder aids. This is similar to research conducted by Riyani et al. (2019) stating folklore as an oral tradition. The scope of folklore covers many things, including folklore, traditional expressions, proverbs, songs, dances, rhymes, and customs. Andika & Purba (2023) argue that folklore is often identified with traditions and arts that developed in historical times and have been integrated into people's lives. Folklore can be classified into three major groups, namely (1) verbal folklore, (2) partly verbal folklore, and (3) non-verbal folklore. Hidayatullah et al. (2020) argue that folklore is a non-written culture that exists in society and has a mandate that can be followed as inspiration.

Learning multimedia is a set of hardware and software based on digital technology to convey information messages from teachers to students to facilitate the delivery of material, practice, and assessment. This is in line with research by Putri et al. (2022) which argue that interactive learning media is everything related to programs and equipment that can be used as an intermediary to convey the content of unlatched material from learning resources. The use of multimedia is of course supported by technology, considering that currently it has entered the era of the industrial revolution 4.0 where technology is a necessity that cannot be separated from humans (Tazkiyah et al., 2021). Therefore, researchers developed multimedia assisted by articulate storyline 3 application technology. Eloquent narrative 3 enhances learning presentations more interesting and efficient. The elegant Storyline 3 program is not only based on writing, but can also be equipped with images, videos, sounds and equipped with quizzes and assessments to motivate students and make learning more interesting. Therefore, when developing learning materials with articulate storyline 3, students can become more active in the learning process (Maivi & Erita, 2023). In addition, this is similar to research by Budyastuti & Fauziati (2021) arguing that interactive learning media will facilitate students' use of it and interact directly with the material being studied.

Reading comprehension is a basic literacy that determines individual success in (all) fields. Most of the information received by humans is conveyed through electronic media, print through oral or written (Tusfiana & Tryanasari, 2020). Reading comprehension is an important part of reading because in principle reading comprehension can improve both reading ability or interest as well as certain goals that have been set or can be achieved (Yesika et al., 2020). Without good reading skills, students find it difficult to answer questions. The important role of reading comprehension is to find the correct answer when answering questions. (Sulikhah et al., 2020). argue that without good reading skills, students find it difficult to answer questions. The important role of reading comprehension is to find the correct answer when answering questions.

Methods

This research was included in the type of R&D (Research and Development Research) research. Sugiyono (2016) states that R&D Research was a process of conducting studies to determine the efficacy of specific products. The purpose of testing a product was to test the effectiveness of a product so that it can work in the wider community (Okpatrioka, 2023). The model used by researchers was ADDIE. The development research procedure is divided into 5 stage, namely, 1) analysis, 2) design, 3) development, 4) implementation 5) evaluation (Yuniar et al., 2023). The following is figure 1. ADDIE.

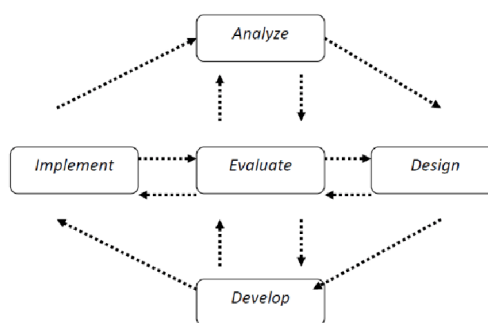


Figure 1. Stages of ADDIE Model Development (Anggriani et al., 2020)

The research subject in the development of e-folklore media was e-folklore learning media efforts to enhance the reading comprehension of Tugurejo 01 Elementary School Semarang City. This learning media as a research subject was examined by material experts, media experts. In addition, there were teachers and students as respondents regarding e-folklore media learning that has been developed. This test is conducted to determine the feasibility of the developed learning media.

Activities carried out at the analysis stage are investigating and collecting needs such as observations, and interviews related to existing problems. So that researchers can make learning media according to learning needs. In addition, researchers spread questionnaires of teacher and student needs regarding the media to be developed. The questionnaire contained questions about the suitability of the material, media and language. The design stage was carried out by designing conceptual learning media on reading comprehension material in grade IV elementary school in the form of articulate storyline 3 applications. The development stage was carried out by developing conceptual learning media in accordance with the design made. Furthermore, development was carried out by submitting to material experts and media experts, as well as product trials using 6 samples of students on a small scale. After testing the product on a small scale, the next stage was to improve the e-folklore media developed according to the suggestions of experts, teachers, practitioners and students.

Data analysis techniques regarding the results of validation by media experts, material experts, small-scale trials, and large-scale trials, as well as teacher and student responses to calculate questionnaire results were analyzed using the following formula.

Table 1. Percentage Range and Eligibility Criteria

Score Range	Classification/Predicate
$81 < \bar{x} < 100 \%$	Very worth it
$61 < \bar{x} < 80 \%$	Worth it
$41 < \bar{x} < 60\%$	Worthy enough
$21 < \bar{x} < 40 \%$	Not worth it
$0 < \bar{x} < 20 \%$	Not viable

To determine the improvement of students' reading comprehension before and after treatment, the N-Gain test was used, as for the N-Gain test formula, as follows.

$$N\text{-gain} = \frac{\text{Post test} - \text{Pretest}}{\text{Maximum Score} - \text{Pretest}}$$

Table 2. N-gain Criteria (Subaedah et al., 2023)

Nilai N-Gain	Criteria
$N\text{-Gain} < 0.3$	Low
$0.3 \leq N\text{-Gain} < 0.7$	Medium
$N\text{-Gain} \geq 0.7$	High

Results and Discussion

Result

This development research produces products in the form of multimedia-based E-Folklore learning media to improve reading comprehension of IV pupils in elementary school. The ADDIE model research approach is employed in this study. The stages are as follows. The analysis stage, at this stage the researcher analyzes why a product needs to be developed at Tugurejo 01 Elementary School Semarang City based on the problems in the field. The development of the product will answer the problem and provide solutions to problems in class IV. In this study, learning needs, student characteristics, relevant curriculum, learning models, learning methods and learning outcomes are things that will be analyzed by researchers. After the analysis stage, the researcher found several problems that occurred in class IV, namely reading comprehension of students is not maximized, students still have difficulty in understanding the contents of narrative text, less than the maximum use of learning media and learning outcomes reading comprehension of students is quite low.

Design stage. At this stage the researcher designs the initial design of the product that is opened by paying attention to the problems and needs. At this design stage the researcher uses a device as the Clearly Stated Storyline 3 application in which there are many features so that the use of the application is suitable for use as a learning medium. Researchers made an initial design then included material that read student understanding after the design was completed then tested and produced. At this stage the researcher realizes the design of E-Folklore learning media based on the multimedia application Articulate Storyline 3 at the previous stage. Starting with preparing equipment such as cellphones, laptops, and computers with appropriate specifications and adequate internet networks. Then the initial production stage by compiling the material components contained in the E-folklore media that have been designed.

Here are some displays of multimedia-based E-folklore media developed by researchers can be seen in Figure 2.



Figure 2. Display of E-Folklore Learning Media

Implementation Stage. At this stage, products created as e-folklore educational materials can be applied when learning activities take place in class IV. In the implementation process carried out by researchers with various kinds of product-tests including several things: material expert-test, media expert-test, practitioner expert-test, small scale test and large-scale test. Small-scale trials were conducted in class IVA Tugurejo 01 Elementary School with 6 respondents according to the criteria of 2 high criteria, 2 medium criteria and 2 low criteria. The E-folklore media that has been developed is then tested on a large scale on class IVB students. Before using E-folklore media, students were given pretest questions totaling 10 questions to measure initial knowledge before learning activities took place. After completing the pretest, it continued with the use of E-Folklore learning media. The implementation of E-Folklore learning media was carried out once a meeting. At the time of implementation the teacher uses a laptop, projector that is already available inside.

Furthermore, the validation test of the produced educational materials by researchers by material experts, media experts, teachers and students as respondents. Conducted by material experts, media experts, teachers and students as respondents. Sugiyono (2017) in (Ramdani et al., 2023). explains that

validity testing is one of the procedures used to evaluate the content of an instrument. The purpose of the validity test is to measure how accurate an instrument is when used in research. This validity test aims to test whether the product is suitable for use. Then follow up the revision of the learning media after the revision is complete, it can be considered suitable for use. Then follow up the revision of the learning media, after the revision is complete, it can be considered suitable for use. The results of the assessment given by the media expert are 90% while the material expert is 92.5% so that both are categorized as very feasible, and the results of the teacher assessment get 98.58%. The results of the small group trial obtained 88.09%. The following table of assessment of material experts, media experts, teachers and student responses are shown in the following tables.

Table 3. Result of Material Expert Assessment

No	Aspect	Indicator Count	Total Score
1.	Content Appropriateness	4	15
2.	Appropriateness of Material	2	7
3.	Language	3	11
4.	Image Appropriateness	1	4
Mean score = 92.5			

The data obtained at the material expert validation stage resulted in a total score of 37 with a total score of 40 scores, so that the percentage obtained on the feasibility of material on multimedia-based E-folklore media to improve reading comprehension obtained a result of 92.5%. The percentage value is based on the calculation of the media quality scale included in the very feasible. The following media expert assessment results are shown in Table 4.

Table 4. Media Expert Assessment Result

No	Aspect	Indicator Count	Total Score
1.	Suitability of Learning Media	5	18
2.	Display	6	20
3.	Ease of Use	4	16
Average score = 90			

From the data obtained at the media expert validation stage, the number of scores obtained on the feasibility of E-folklore media is 54 scores with a total score of 60 scores, so that the percentage obtained on the feasibility of multimedia-based E-folklore media products to improve reading comprehension obtained a result of 90%. The percentage value is based on the calculation of the media quality scale included in the criteria very feasible. The following are the results of the questionnaire assessment of the teacher's response to the learning media shown in Table 5.

Table 5. Results of Teacher and Student Response Questionnaire Assessment of Learning Media

Respondent	Value Obtained
Teacher	95.71%
Student	90.50%
Average score = 93.10%	

The average of all teacher and student assessments shows that multimedia-based E-folklore media gets an average score of 93.10% with a decent category. So that multimedia-based E-folklore media is declared practical to use as a learning media for reading comprehension.

Table 6. Product Validation Test Result

No	Test Subjects	Validity Result	Information
1.	Media Expert	90 %	Very Worth It
2.	Material Expert-test	92 %	Very Worth It
3.	Classroom Teacher Test	95 %	Very Worth It
4.	Small Group Trials	71 %	Worth It
5.	Large Group Trials	77 %	Worth It

After the t-test is carried out whether it can be distributed normally, the E-folklore media developed will be tested on a small scale on class IV A students at Tugurejo 01 Elementary School Semarang City with 6 students according to the category of 2 high, 2 medium and 2 high value students. While the large-scale trial was conducted by 22 students. One can determine whether the media is effective by looking at the acquisition of pretest and posttest scores totaling 10 questions. Before learning activities, students are asked to do pretest questions then after learning students are asked to do posttest questions. The result is presented in Table 4.

Table 7. Product Efficacy Test Outcomos

No	Test Subjects	Pre-test	Post-test
1.	Small Grub Trials	55.00	85.50
2.	Large Grub Trials	65.23	87.64

The last stage is evaluation, this stage is provided to researchers by the expert team on the viability of the medium to be developed, including the t-test and the n gain test. Then the normality test refers to the distribution population so that differences occur there are two normality tests used for parametric statistical approaches including the Lilliefors test and the ChiKuadrat-test (Permana & Ikasari, 2023). The results of the normality test pretest on a small scale were $0.933 > 0.05$ (Normal Distribution) while the post-test was $0.274 > 0.05$ (Normal Distribution). For the large-scale pretest distribution is $0.007 > 0.05$ (Normal Distribution) while the large-scale posttest is $0.396 > 0.05$ (Normal Distribution). Furthermore, the homogeneity test was carried out, the results of the small-scale and large-scale homogeneity tests showed homogeneous data because $T-T < T$. Furthermore, the test n gain. The results of the n gain test are presented in Table 8.

Table 8. N-Gain Test Results

Class	Students	Pre-test	Post-test	N-Gain	Criteria
Small Grub	6	55.00	85.50	0.373	Medium
Large Grub	22	65.23	87.64	0.774	High

Based on this table, the small-scale N-Gain value of = 0.373 is in the interval 0.3 to 0.7, meaning that the increase in pretest to posttest scores is included in the criteria for moderate effectiveness. While the large-scale N-Gain value of 0.774 is in the interval 0.3 to 0.7, meaning that the increase in pretest to posttest values is included in the high effectiveness criteria. From the acquisition of small-scale and large-scale N-Gain, it can be concluded that it has increased by 2.0 so that it can be interpreted that E-folklore media is very effective.

Discussion

The results showed that multimedia-based e-folklore learning media can be used effectively for education. There are multiple reasons for this, namely as follows. First, the e-folklore media is appropriate and based. The results of the needs analysis with the model developed, namely the ADDIE model, are systematic and based on theory. Sari & Ahmad (2021) argue that learning media is useful because it gives educators direction to explain subject matter systematically.

In this study, a learning media was produced in the form of E-folklore media to improve reading comprehension of grade IV Tugurejo 01 Elementary School. This media was given to material experts and media experts to conduct validation tests. Based on the validation test conducted by the material expert, it can be seen that the E-folklore media received a decent qualification but the researcher had to make revisions, especially in the language section more simplified, for that the researcher made several revisions to the teaching materials in the language section more simplified so that students could understand the learning well.

Based on the assessment or validation test conducted by media experts, it can be seen that the E-folklore media gets a decent qualification so that researchers do not need to make revisions, but researchers consider revising the media by adding features or a more attractive appearance so that during learning activities students can focus more on the front.

According to the results of the small-scale trial of class IV elementary school using E-folklore media used by researchers, it made it easier for students to understand reading comprehension to increase student enthusiasm. In the large-scale trial, there was an increase in learning outcomes, and this was justified by the grade IV teacher because there was a very clear difference, the results of learning with the lecture method without the use of learning media made students feel bored and difficult to understand the material. So with the new innovation, namely the use of multimedia-based E-folklore media, it is very helpful for students and useful for grade IV students of Tugurejo 01 Elementary School in learning to read comprehension. Based on the assessment or validation test carried out by media experts, it can be seen that the E-folklore media has received adequate qualifications so that researchers do not need to make revisions, however, researchers are considering revising the media by adding more attractive features or displays so that when learning activities take place, students can focus more on the future.

Conclusion

In the research results that have been described that the development of multimedia-based E-folklore media efforts to improve reading comprehension using the ADDIE model R&D development that has been tested on grade IV students. Then the results of the final product are in the form of multimedia-based E-Folklore which is then developed by having a decent quality tested from the results of the assessment by experts, namely media experts and material experts. So that this E-folklore media can be used by students.

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