

## EFFECTS OF WEB-BASED APPLICATIONS IN FOLKLORE LEARNING ON STUDENTS READING INTEREST IN CLASS X OF SMA MIFTAHUL HIDAYAH DURING COVID-19 PANDEMIC

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### Abstract

This study was aimed to measure reading skill in folklore learning and its effect on students' reading interest through web-based applications (Microsoft Sway, LearningApps, and Quizziz) during the covid-19 pandemic. This study was a survey typed of quantitative research. The data collection techniques used questionnaires with a *Likert* scale. The population and the sample in this study were students of class X SMA Miftahul Hidayah Duko Timur Larangan Pamekasan. The data analysis techniques used questionnaire scores in measuring and adopting the actual score to be a scale value. The results of student questionnaire forms showed that the average score was 4.1 by 82%, so that, it could be categorized as good (B). Based on the results of the test trial, the students' reading interest in folklore learning through web-based applications (Microsoft Sway, LearningApps, Quizziz) in class X SMA Miftahul Hidayah was enhanced and suitable to be applied in the learning process during the Covid-19 pandemic.

**Keywords** : Learning, Folklore, students

### 1. Introduction

The education problems in Indonesia is still on the weakness of students' reading interests. The existence of inhibiting factors is the reason why Indonesian students' interest in reading is quite high. Through a survey conducted by the Program for International Student Assessment (PISA) in 2015, Indonesia was ranked 64th out of 72 countries in the period 2012-2015. During this period, Indonesia was recorded as a country with low level of literacy in the reading culture of the people. The government through the regulation of the Education and Culture minister (Permendikbud) Number 23 of 2015 about the growth of character, one of the goals is to strengthen the literacy culture of students, many schools have started implementing 15 minutes of reading non-lesson books before the learning begins. The habituation is expected to foster interest in reading and improve reading skills therefor the knowledge can be mastered better.

Students learning activities do not always run smoothly. Students generally experience high enthusiasm in participating in learning or vice versa experience low concentration in understanding the lessons. Sitepu (2012:33) stated that in order to achieve the expected learning objectives, educators need to conduct the educational process in an interactive, inspiring, fun, challenging, motivating student to participate actively, and provide sufficient space for initiative, creativity, and independence in accordance with talents, interests, physical and psychological development of students.

The 2019 Coronavirus Diseases (Covid-19) pandemic that is being faced by various countries throughout and has not yet ended, it has an impact for education sector. the impact of covid-19 causes a significant decrease in the quality of education, especially for students. Therefore, to balance and carry out the learning process, the learning system in this emergency period has also changed from face-to-face

learning (offline) to virtual face-to-face learning (online). This has become easier along with the rapid development of information technology (IT), the mechanisms and concepts of IT-based learning become a very basic requirement in the learning process. This concept, known as E-Learning, it brings the influence of the transformation process of conventional education into digital form of learning.

Philosophically, E-Learning demands the implementation of an independent learning system. Kusmana (2011) suggested that independent learning does not mean self-study. The most important thing in the independent learning process is to increase the willingness and skills of students in the learning process without the help of others. Efendi (1996:28), stated that as a means of teaching or learning process, science and technology are not only emphasized on the transfer or transmission of knowledge alone. But it provides opportunities for students to be able, with their own initiative, to develop the knowledge gained and relate it to other dimensions of science and to the wider problems of life around it.

The development of technology has become a potential, especially in the field of education. So, it must be responded positively and adaptively. Hussin (2018). The use of technology has enabled the emergence of learning distance and encouraged greater innovation in creating teaching methods inside and outside the class. Almeida & Simoes classroom (Fitryani. Etc., 2020:166). which takes place quickly and provides challenges to students where students are always challenged to continue to learn so that they can adapt as well as possible (Ahmadi. Supriono, 2013:104)

Hamdayama (2016: 68) argued that the use of media in the implementation of learning has an important role in learning outcomes. That is the material being studied which is abstract in nature becomes easy for students to understand. Smith Et. Al (Young Cho. Et. Al, 2018:5). Furthermore, Torkugoz (Priyambodo, 2012: 100) stated

that learning with visual media devices provides benefits, such as exploring individual honesty, creating effective communication and providing flexibility in learning activities.

Miftahul Hidayah Senior High School, Duko Timur, Larangan, Pamekasan conducts a learning system that aligns with the National Education Standards. During the Covid-19 Pandemic, there was problems felt by teachers and students in carrying out the process, especially in online learning. The lack of facilities that can support the implementation of learning, plus monotonous learning innovations, so that in an effort to carry out learning that takes place ideally, it is still far from what is expected. In order to support the learning process and increase students' literacy in reading interest during the COVID-19 pandemic, an interactive and inspiring learning innovation is needed, especially web-based learning that makes students motivated to improve their reading literacy.

Beside that, reading is a process that someone conducts to get a message. (Artati, 2008:2). Burnes (Subadiyono, 2014:1), suggested that reading is understanding written discourse. Reading is an interactive process, which is a process when the reader is involved in exchanging ideas with the author through the text. Reading skills are necessary for a person to be able to learn from texts and are important for lifelong learning. An effective way to understand a text thoroughly is to use a reading strategy (Koch and Sporer, 2017:1).

The ability of students to understand the reading text must be balanced with the content of the message conveyed by the author. The interactive reading model can help students understand the message or content of the reading that has been read. (Bukhari, 2010:11). According to Aebersold and Field (1997: 67) Reading introduction can help learners remember a number of topic information that has been known, both from personal experience and reading. so that students get various literacy features, one of which is reading literacy through digital literacy. Stein and Glenn (In Huang, C.T and Yang, S.C, 2015:381).

Braasch (2019:2) suggested that the characterization of the reading process can attract readers when trying to build a coherent understanding. Thus, to support students to become good readers, teachers must really understand the intricacies of reading such as reading principles, characteristics of good reading, reading readiness, how students motivate them to enjoy reading and so on (Widodo, 2019:3).

On the other hand, one of the materials contained in Indonesian language lessons is literary works. Learning literature in Indonesian aims to improve the ability of students to enjoy, appreciate, and understand the literary works. (Suryaman, 118:2010).

The literature itself, according to the experts, refers to the art of literature which is seen as an imaginative work (Wellek and Warren, 2014:11-13). Literature is a work of art mediated by language whose beauty elements stand out (Nurgiyantoro, 2016: 489). Literature can also be defined as a work of art that is autonomous, independent, free from reality, authors, and readers. (Wiyatmi, 2008:18).

One of the lessons in SMA class X, the indicators and the competencies are preserving the value of the local wisdom through folklore. Basic Competencies of folklore learning include; First, identifying the value and content of folklore. Second, developing the meaning of the saga. Third, comparing the values and language of the saga with the short story. Fourth, developing the saga into short stories. Based on the mapping of the material, through the process approach, students are expected to be able to understand the content of the readings or lessons that have been studied. In addition, reading with a process approach has several stages, namely pre-reading, reading, responding, exploring, and expanding interpretation.

#### a. Prereading

In the pre-reading stage, the teacher builds the students' background knowledge and stimulates their interest. Teachers can also provide

basic concepts related to what students will learn in folklore learning.

#### b. Reading

Students begin to read examples of folklore. Through this reading stage, students can recognize the value and content of folklore, develop the meaning of saga, compare the values and language of the saga with short stories, and develop saga into short stories.

#### c. Responding

After reading the examples of folk tales, students respond the folk tales. Students can tell what are the interesting things they get after reading folklore.

#### d. Exploring

At this stage, students learn folklore deeply, starting from distinguishing the values and contents of folklore, developing the meaning of saga, comparing the values and language of saga with short stories, developing saga into short stories. Students can also look for examples other than those given by the teacher.

#### e. Expanding Interpretation

Students expand understanding, reflect understanding, and appreciate the reading experience in this final stage. Students create a project presenting a folklore. This project can be done individually or in groups.

Furthermore, there are several alternative media that can be used in folklore learning activities, both for online and offline learning. The media or methods includes the following.

#### a. Microsoft Sway

Microsoft Sway is one of the features of Microsoft Office 365. This feature can be used to present material with an attractive appearance. Media with Microsoft Sway can be used at the prereading stage. The teacher includes basic concepts related to folklore

learning materials to build students' initial knowledge. teachers can share material links that can be accessed anytime and anywhere.

b. LearningApps.org

This application can be used for material identifying information or messages from folklore and material for studying the structure and language of folklore at the exploring stage. Quiz options that can be used are matching pairs or group assignments. This quiz asks students to match one with another, so that it can be used to match structure with types of folklore. The disadvantage of this media is that the teacher cannot monitor how many students have worked directly. Students need to submit screenshots after working for grading. This media can be used for online learning.

c. Quizizz

This Quizizz media can be used for the final evaluation of learning. Quizizz is an online quiz platform used for learning. There are several types of quizzes that teachers can use. The teacher arranges the quiz via the quizizz.com link while students who will take the quiz can join via joinmyquiz.com and enter the code from the teacher.

Quizzes through the Quizizz media can be monitored more, because the number of participants who take the quiz can be seen by the teacher. The final results of the quiz can also be documented although it is only limited to some of the highest scores. This media helps in online learning.

**2. Research Method**

This study was quantitative with a survey type. The quantitative research method is a method for testing certain theories by examining the relationship between variables. Survey type research is used to present the quantitative description of a population. (Creswell, 2014:17). The data sources in this study were students class X of SMA Miftahul Hidayah Duko

Timur Larangan Pamekasan. The data collection techniques in this study was carried out using primary data that was taken directly by the researcher by means of a questionnaire technique (Kurniawan and Puspitaningtyas, 2016: 82). The questions in the questionnaire use a Likert Scale to represent the opinion of the respondents on each question. Likert scale is a scale used to measure perceptions, attitudes or opinions of a person or group regarding an event or social phenomenon. (Pranatawijaya, et al: 129).

The data analysis technique in this study used a questionnaire score analysis technique using five assessment categories including Very Good (SS) = 5, Agree (S) = 4, Neutral (N) = 3, Disagree (TS) = 2, Strongly Disagree (STS) = 1. By adopting the actual score conversion model into 5 scales value proposed by Sukardjo (Razaqi, 2019: 35).

a. Measuring the average score of the product:

Figure 1.

$$\bar{x} = \frac{\sum x}{n}$$

Description:

$\bar{X}$  = Average score

$\sum x$  = total of item scores

$n$  = Total item (Sugiyono, 2016: 49).

b. From the 5 scales, it can be seen that the maximum score is 5, and the minimum score is 1, so that in calculating  $M_i$  and  $SBI$  it is as follows:

$\bar{M}_i$  = ideal mean, measuring with the  $M_i$  formula:

$\frac{1}{2}$  (ideal maximum score - ideal minimum score)

$SBI$  = ideal standard deviation, it measured as:

$(\frac{1}{2})(\frac{1}{3})(\text{ideal maximal score} - \text{ideal minimum score})$

$$\text{Ideal percentage} = \frac{\text{Average score}}{\text{ideal maximal score}} \times 100\%$$

Figure 2.

c. Measuring the ideal percentage:

Based on the equation in the table above, it can be obtained guidelines for converting score of 1 to 5 to conclude the feasibility level of the media used. If the values of  $(M_i)$  and  $S_{Bi}$  are substituted into the ideal assessment category, then the criteria for the assessment category for a scale of five are generated as shown in the following table:

Tabel 1. the assessment criteria of *Likert* scale

No	Interval (i)	Category
1	$\bar{X} > 4,20$	Very Good (B)
2	$3,40 < \bar{X} \leq 4,20$	Good (B)
3	$2,60 < \bar{X} \leq 3,40$	Fair (C)
4	$1,80 < \bar{X} \leq 2,60$	Poor (K)
5	$\bar{X} \leq 1,80$	Very Poor (SK)

### 3. Result and Discussion

The results of the study of web-based learning media through the application using Microsoft Sway, LearningApps.org, and Quizziz in 20 students class X as the data source. Web-based learning media contains folklore material by mapping the material to identify the value and content of folklore, developing the meaning of saga, comparing the values and language of the saga with short stories, developing saga into short stories.

The recapitulation of the calculation score for each indicator and the overall results of the indicators from the results of collecting answers can be seen in the table below:

#### 3.1 The recapitulation of student class X SMA Miftahul Hidayah answer forms

The results of the student questionnaire forms that have been collected from the total answers of each indicator that have been carried out, it can be summarized as follows; form 20 students who answered Strongly Agree (SS) on each statement indicator that had been given through the questionnaire, there were 116 answers, those who answered agree (S) were 119 answers, those who gave neutral (N) were 45 answers, those who answered disagreed (TS) were 16 answers, and those who answered strongly disagree (STS) were 4 answers.

The recapitulation of the calculation score for each indicator and the overall results of the indicators from the results of collecting answers can be seen in the table below:

	<b>Indicator</b>	<b>Validator score</b>
<b>1</b>	Menurut saya aplikasi Microsoft Sway sangat menarik diterapkan saat diadakannya pembelajaran jarak jauh	<b>83</b>
<b>2</b>	Menurut saya aplikasi LearningApss sangat menarik diterapkan saat diadakannya pembelajaran jarak jauh	<b>80</b>
<b>3</b>	Menurut saya aplikasi Quizziz sangat menarik untuk diterapkan saat diadakannya pembelajaran jarak jauh	<b>81</b>
<b>4</b>	Dengan menggunakan metode Microsoft Sway, saya merasa bersemangat untuk membaca	<b>80</b>
<b>5</b>	Dengan menggunakan metode Learning Apss, saya merasa bersemangat memahami dan mencermati bacaan	<b>79</b>
<b>6</b>	Dengan menggunakan metode Quizziz, saya merasa bersemangat untuk rajin berlatih	<b>75</b>
<b>7</b>	Dengan Microsoft Sway, saya lebih dapat mengeksplorasi/ mencermati pembelajaran sastra.	<b>87</b>
<b>8</b>	Dengan LearningApss, saya lebih dapat mengekspresikan/ mendeskripsikan pembelajaran sastra.	<b>80</b>
<b>9</b>	Dengan Quizziz, saya lebih dapat mengerjakan tes/tugas dalam pembelajaran sastra.	<b>81</b>
<b>10</b>	Saya lebih suka pembelajaran sastra dengan menggunakan aplikasi Microsoft Sway.	<b>85</b>
<b>11</b>	Saya lebih suka membaca dan mengikuti materi pembelajaran sastra dengan aplikasi LearningApss	<b>87</b>
<b>12</b>	Saya lebih suka mengerjakan soal di Quizziz daripada mengerjakan soal dikertas.	<b>80</b>
<b>13</b>	Dengan aplikasi Microsoft Sway saya menjadi lebih paham dengan materi dalam pembelajaran sastra.	<b>79</b>
<b>14</b>	Guru harus lebih sering memberikan materi melalui aplikasi LearningApss	<b>84</b>
<b>15</b>	Saya menjadi lebih semangat untuk mempersiapkan pembelajaran sastra dengan aplikasi Quizziz agar mendapatkan nilai yang memuaskan	<b>83</b>
<b>Σ Validator Score</b>		<b>1224</b>
<b>X Score</b>		<b>4,1</b>
<b>Ideal percentage (%)</b>		<b>82</b>

3.2 The average result is calculated based on the recapitulation of the scores collected from each indicator.

$$\sum x = 1224$$

$$n = 300$$

$$\bar{X} = \frac{\sum x}{n} = \frac{1224}{300} = 4,1$$

3.3 The criteria

Total indicator = 300 items

Maximal ideal score = 5

Minimal ideal score = 1

$$\overline{Ml} = \frac{1}{2} (5 + 1) = 3$$

$$Sbi = \left(\frac{1}{2}\right)\left(\frac{1}{3}\right) (5 - 1) = 0,7$$

$$\bar{X} = 4,1$$

Table 3. of measuring ideal assessment criteria

	Interval	Category
1	$\bar{X} > 4,20$	Very good (A)
2	$3,40 < \bar{X} \leq 4,20$	Good (B)
3	$2,60 < \bar{X} \leq 3,40$	Fair (C)
4	$1,80 < \bar{X} \leq 2,60$	Poor (D)
5	$\bar{X} \leq 1,80$	Very poor (E)

Category quality = Good (B)

$$\text{Ideal percentage} = \frac{4,1}{5} \times 100\% = 82\%$$

#### 4. CONCLUSION

This study concludes that based on the results of learning trials using web-based applications for class X students of Miftahul Hidayah Sumber Duko Larangan Pamekasan using Microsoft Sway, LearningApps.org, Quizziz applications during the covid-19 pandemic is feasible or suitable to use. This is evidenced by the responses collected from students' answers using questionnaire forms which shows that students get the average score 4.1 with the percentage 82% so that it can be

categorized as good (B). Based on the results of the trial that have been carried out, reading interest in folk stories through web-based applications (Microsoft Sway, LearningApps, Quizziz) in class X SMA Mifathul Hidayah is feasible or suitable to be applied in the learning process during the Covid-19 pandemic.

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