



# Cik Upik Application as Learning Media to Identify and Describe the Hikayat Values

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## ABSTRAK

Kompetensi dasar siswa untuk dapat mendeskripsikan nilai-nilai dan isi hikayat atau cerita rakyat, yang menjadi salah satu capaian pembelajaran sastra di SMA tidak dapat terealisasi secara maksimal tanpa dukungan media pembelajaran yang tepat. Oleh karena itu, tujuan utama penelitian ini adalah untuk mengembangkan media pembelajaran dalam bentuk aplikasi yang dapat digunakan untuk menggali dan mendeskripsikan nilai-nilai yang terkandung dalam cerita rakyat Cik Upik, yang merupakan salah satu bentuk sastra lisan Melayu. Pengembangan dilakukan dengan mengadaptasi model Analisis-Development-Design-Implementation-Evaluation (ADDIE), dengan melibatkan ahli materi dan ahli media sebagai validator untuk instrument dan produk pengembangan. Selain itu, seorang guru bahasa Indonesia dan 10 siswa SMA kelas X berpartisipasi sebagai subjek penelitian. Pada tahap analisis kebutuhan digunakan angket untuk mengeksplorasi kebutuhan guru dan siswa, yang digunakan sebagai rujukan dalam mendesain dan mengembangkan media pembelajaran yang sah dan teruji. Selain itu digunakan instrumen wawancara. Hasil validasi ahli materi dan ahli media serta respon guru dan siswa menunjukkan bahwa aplikasi media pembelajaran yang dikembangkan dinyatakan sah dengan kualifikasi sangat baik. Implikasinya, produk aplikasi media pembelajaran yang dikembangkan sangat layak untuk dapat digunakan sebagai media pembelajaran untuk mendeskripsikan nilai-nilai yang terkandung dalam cerita rakyat.

## ABSTRACT

The basic competence of students to be able to describe the values and content of *hikayat* or folklore, which is one of the achievement targets for learning literature in high school cannot be grasped optimally without the support of appropriate learning media. Therefore, the main objective of this research is to develop learning media in the form of an application that can be used to explore and describe the values included in the Cik Upik folklore, which is a form of Malay oral literature. In doing so, research and development model of ADDIE (Analysis-Development-Design-Implementation-Evaluation) is carried out by involving subject matter experts in Indonesian language and folklores and media experts as validators for instrument and product development. In addition, an Indonesian teacher and 10 class X students at a high school participated as research subjects. In the needs analysis stage, a questionnaire was used to explore the needs of teachers and students, which were used as a consideration in designing and developing learning media. The results of the validation of material experts and media experts as well as the responses of teachers and students show that the learning media applications developed in this study were declared valid with very good qualifications. This implied that the learning media application developed in this research and development is very feasible to be used as a learning medium to describe the values included in folklore.

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## 1. INTRODUCTION

One of the basic competencies which is the target of achievement in literature learning in senior high school is identifying and describing the values and content of folklore, both oral and written. Specifically, this basic competencies is break down into competencies achievement indicators (Khaira et al., 2022; Sumayana, 2017). Firstly, basic competencies in identifying religious, social, educational, moral, cultural, and aesthetic values included in the folklores. Secondly, competencies in analyzing folklores values associated with everyday life. Thirdly, identify the main ideas of the text of the saga (*hikayat*). The achievement of the three competencies requires the involvement of intensive interactions between students and literary works (Prasasti et al., 2019; Trisiantari, 2019). In the context of this research, *hikayat* is one of the various types of folklore such as fables, legends, and myths that are included in oral literature tradition. To achieve basic competence, which is indicated from the indicators above, it can be done by utilizing folklore as learning material to appreciate, identify, and introduce moral values or character education values such as religion, discipline, hospitality, responsibility, and tolerance (Setyawan et al., 2021; Sinamo et al., 2021; Winarni et al., 2022). Furthermore, folklore has moral

values that can be used as a means or medium for character education (Martha & Andini, 2022; Maziyah et al., 2022; Suhardi et al., 2021). However, the problem is that folklore which is rich of values for character education is difficult to obtain because it is not well documented. In addition, related to the massive penetration of foreign cultures to local cultures as impact of globalization, the millennial generation lacks of a deep knowledge and understanding of their local traditional values that exist in the local society. To overcome those problems, one of the alternatives that can be implemented is to facilitate students in identifying and analyzing the values of the *hikayat* by using digital learning media. In line with this, previous studies revealed that interactive learning media can attract students' attention and interest (Kusmana & Nurzaman, 2022; Maula & Fatmawati, 2022; Qodr et al., 2021). Therefore, the development of interactive media by utilizing digital technology that suits the needs of students and the learning context is an imperative for teachers at all levels of education to support the achievement of learning objectives. This implies that in literature learning in senior high schools, it is necessary to develop learning media that are in line with developments in digital technology and student needs (Buragohain et al., 2018; Herlina et al., 2022). One of the media that can be applied in learning is digital applications. Previous studies found that utilization of digital applications as learning media may fascinate students' interest in learning, and helping them to comprehend learning material more easily. In this sense, the use of digital technology-based media may help students to improve their skills in understanding of the moral values of the *hikayat* and make learning ancient literature with fun (Çetin, 2018; Masmuzidin et al., 2022). From the teacher's perspective, the use of digital applications is very helpful and accelerates the process of delivering material in a more efficient and interesting way. This support by previous study who found that the delivery of subject matter through digital media application is very enjoyable for students so that it can increase active participation in the learning process (Aeni & Yusupa, 2018; Mulawarman et al., 2020).

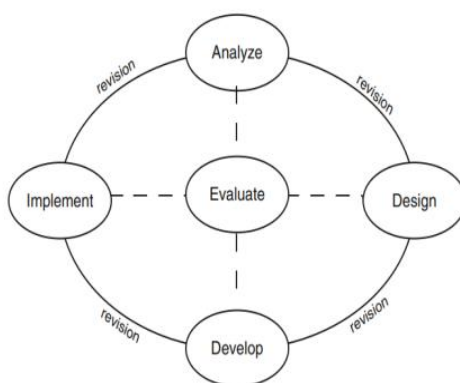
In addition, the use of digital media application is very helpful and makes it easier for teachers to deliver learning material. More specifically in literature learning classroom, the use of applications may provide students with meaningful experiences and basic competencies achievement in identifying and analyzing meaningful values in the literature (Kusmana & Nurzaman, 2022; Setyawan et al., 2021). This is implied that utilizing digital application can be used as an alternative to overcome obstacles in teaching literature in secondary schools. Therefore, developing digital application in the present study, by taking local folklore *Cik Upik* can be considered to meet the needs of teachers and students in achieving basic competencies in learning literature, especially in identifying and describing values in literary works such as *hikayat* and folklores. The main reason for taking *Cik Upik's* story in this developed application is because of the popularity of this story among the local Malay community around Lake Sipin Jambi. In addition, this story consists of enormous local wisdom values such as religion, honesty, hardworking, responsibility, courtesy, and hospitality which are very useful to be transmitted in today's society (Andriana et al., 2017; Tambunan et al., 2022).

Thus, by taking local oral literature equipped with learning elements that can be used to explore and explore the values contained in folklore is an innovation that becomes novelty in this research and development. The *Cik Upik* application contains of basic competencies description and learning objectives, definitions and examples of folklore and *hikayat*, identifying the characteristics of *hikayat*, identifying included values, quizzes for student practice to identify values, and selected collection of folklore stories. The application was developed by using the popular Microsoft Power Point software combined with the iSpring Suite software. The application can be converted and run on Android system devices. In addition, the application is equipped with a storyline and pictures to reinforce the message and information related to the stories. The aims of this study is to develop learning media in the form of an application that can be used to explore and describe the values included in the *Cik Upik* folklore, which is a form of Malay oral literature.

## 2. METHOD

This research and development were carried out by adopting the ADDIE model (analysis, design, development, implementation, evaluation) (Branch, 2010). The procedure for the model was started with analysis, design, development, implementation, and evaluation. The stages in each phase are shown in Figure 1.

Needs analysis was carried out by interviewing and distributing questionnaires to senior high school students and teachers. This need analysis stage is to analyze the characteristics of students related to the operation of Android devices, analyze students' interest in learning saga, and analyze the desired media in saga learning. The interview was conducted by using open-ended questions. The questions asked in the interview were guided by the following interview protocol as shown in Table 1.



**Figure 1.** ADDIE's Model

**Table 1.** Interview Protocol

| Focus of research  | Sub-focus of research  | Questions   |
|--|--|---|
| 1. Suitability of learning media to the needs of teachers and students in literature learning in senior high school. | Availability of ICT supporting facilities and infrastructure | 1. How is the availability of facilities that support the use of ICT in learning?<br>2. How is the availability of internet network at school?  |
|  | Constraints in learning folklores/hikayat                    | 3. What constraints do you face in learning folklore or hikayat?  |
|  | Teacher and student needs in learning folklore               | 4. What software programs are commonly used to support learning?<br>5. What needs to be done or procured to strengthen folklore learning?<br>6. What learning media can support the achievement of the basic competencies of understanding the values of folklore/hikayat?<br>7. What if folklore learning is done with the support of Android learning media applications? |
| The appropriateness of learning media application for use in achieving basic competencies.                           | Appropriateness in terms of learning material                | 8. Is the media application developed in accordance with the basic competencies in folklore learning?<br>9. Does the Cik Upik app help students identify and describe the values in folklore?<br>10. Does the available exercise material help students identify values in folklore?  |
|  | Feasibility in terms of learning media                       | 11. Do the picture illustrations used strengthen the explanation/story presented in the app?<br>12. Is the use of terms and sentences appropriate?<br>13. Is the app easy to use in the learning process?   |
|  | Feasibility in learning process                              | 14. Is the developed app enjoyable for students?  |
|  |  | 15. Does the app increase students' engagement in learning?   |

Furthermore, learning material analysis is carried out to determine the needs of teachers and students in developing learning media application according to students' basic competencies, learning objectives, and learning achievement indicators. Then, an analysis from educational technology perspective was carried out further to find out information related to internet access, the use of devices/tablets and other gadget by students and teachers, and their familiarities in using applications such as in Android system devices. The questionnaire grid for teachers and students is presented in [Table 2](#).

**Table 2.** Questionnaire Grids of Teacher and Student Response

| No.          | Aspect            | Indicator   | Total     |
|--------------|-------------------|---|-----------|
| 1.           | Media             | Use of language in the media                                      | 1         |
| 2.           |                   | The use of images in the media is in accordance with the material | 1         |
| 3.           |                   | Instructions for use  | 1         |
| 4.           |                   | Suitability of media display combination                          | 1         |
| 5.           |                   | Ease of media use   | 1         |
| 6.           |                   | Attractiveness for students                                       | 1         |
| 7.           | Learning Material | Presentation of material  | 1         |
| 8.           |                   | Emphasis on saga material   | 2         |
| 9.           |                   | Exercise questions in accordance with the material                | 1         |
| 10.          |                   | Suitability with the syllabus                                     | 1         |
| 11.          |                   | Accuracy of terms and use of sentences                            | 1         |
| 12.          |                   | Eligibility for self-study  | 2         |
| <b>Total</b> |                   |   | <b>15</b> |

The design phase consists of the two stages. Firstly, determining students' basic competencies and learning objectives. The secondly is designing learning media application for literature learning. The development stage consists of: (1) media production using the iSpring Suite software; and (2) product validation consisting of validation from learning material experts and media expert. The implementation stage is carried out in the literature learning process to determine the feasibility of the application and students' response to media usage. The implementation of the product was carried out by Indonesian language teaching teacher participants in one of the high schools. The learning process using this application is carried out for 2 lesson hours according to the available lesson hours. The learning outcomes in the implementation are identifying and describing the values found in hikayat. This achievement is in accordance with the basic competency achievement in the curriculum. At the final stage, the evaluation was carried out to evaluate the responses of students and teachers to the application.

This research and development involved a teacher and ten senior high school students, who expressed their willingness to participate as research participants. In addition, literary learning material experts and learning media experts are involved as validators in this study. Learning material experts have competence in the field of Malay literature. They have experience in teaching Indonesian language for more than 10 years. In addition, they are creative writers in the field of folklores and literature. Media experts have expertise and experience in the field of instructional media, who are also competent in teaching Indonesian. In this study, questionnaires and semi-structured interviews were used as instruments to collect data. A questionnaire was developed containing 15 statement items that required responses from participants in the Likert scale like with 5 answer scales from 'very inappropriate' to 'very appropriate'. Furthermore, interviews were conducted to complement quantitative data from the questionnaire data. The interview is carried out to explore more specifically information related to teacher and student perception and evaluation of learning media application. Therefore, the data collected in this study is quantitative data from questionnaire and qualitative data from the interviews.

Furthermore, quantitative data were analyzed to describe the feasibility of learning media based on the percentage of responses to the questionnaire given after teachers and students applied learning media in the classroom. The percentage of responses is calculated from the total score divided by the maximum score and multiplied by 100. Data from interviews, both from the stages of needs analysis to implementation and evaluation were analyzed qualitatively based on thematic analysis. In doing so, the main procedures are identifying patterns, themes, and categories within the data and then using those patterns to draw conclusions about the phenomenon being studied (Miles et al., 1994). To operationalize in this study, theme analysis is applied to identify patterns, themes, and categories of values included in literary work.

### 3. RESULT AND DISCUSSION

#### Result

##### *Need Analysis Result*

Questionnaire data at the need-analysis stage shows that a basic need for students is the availability of learning media. Students really need the use of interesting digital learning media in their classroom activities.

They need an audiovisual application that can be accessed from their smartphone devices. The data showed that all of the participants (15 students) had their own devices and most of them were proficient in using the gadget. The need for digital learning media is reasonable because of the limitations and incompleteness of learning material (textbook) they usually used. As stated by the teacher in the interview, in the literature learning process, the teacher revealed that learning material in the textbooks was incomplete and required examples of stories, folklores or *hikayat* originating from the local tradition. Shortly, in this case the printed textbook as learning material that they usually used in learning need to be equipped with digital learning media. This is strengthening by the results of the interviews which show that digital learning media is highly needed, both by students and teachers. They perceive that learning media may facilitate and assist them in understanding meaning and moral values taught in literary works.

Furthermore, related to the development of android-based learning media for identifying and analyzing values of the *hikayat*, all of students support it, which is indicated by 73% of students agreeing and 27% of students answering strongly agree. With regard to the contents that need to be developed in the learning media application, 46% of students willing to an attractive design, while 27% of students need a clear explanation and interesting stories from local Malay tradition supporting by exciting pictures. To sum up, from the excerpts of the results of the study, it can be said that learning media application developed in this study is very much needed by students in literature learning, especially in studying to identify and analyses meaningful values in the *hikayat*. The application has met the criteria of appropriateness, highly needed by students and teachers to be used as complementary learning material to identify, analyze and describe various values included in the *hikayat*.

### Design

At the design stage it is carried out by designing learning media application which starts from creating flowcharts as a locus of developing applications, followed by composing storyboards as product development designs. The flowchart and storyboard are presented in Figure 2.

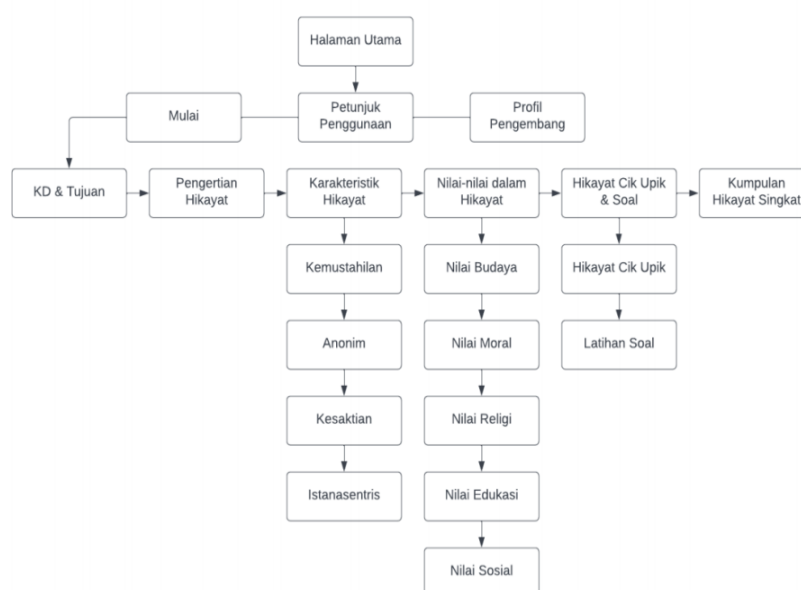


Figure 2. Flowchart of the Learning Media Application Design

### Application Development

At the application development stage, the product is developed according to the flowchart and the storyboard. Product development is carried out by using *iSpring Suite* and *web2apk builder* softwares. Product development is carried out in several stages. The first stage is preparation. In this stage we prepare all of the elements to be included in the product, such as learning materials, pictures, illustrations, and questions for exercises. The second is production stage, which is the process of creating product by combining materials, pictures, illustrations and questions into one integrated Android-based application according to the design. The third is product validation from learning material expert and media expert. Some excerpt snapshot from the application product is show in Figure 3.





Figure 3 Snapshot of the Application

At the validation stage, the first validation is conducted by the material expert. At the first validation the product obtains score 52 of a maximum score of 75. It means that percentage of appropriateness is 69.33%, categorized in the "fairly or proper" category. From the first validation there are several improvements that need to be done. The improvement including correcting an explanation in the application. In this case several words have multiple interpretations so that need to be changed with more proper diction. Another improvement are in shortening Cik Upik story as suggested by validator. The validator found that the story is too long (16 pages) for the application. In addition, illustrations also need to be adapted refer to the explanation. After the revision for the first validation and improvement process has been completed, the second validation is carried out by the same learning material expert. Based on the second validation, the product gains a total score of 64 or a 85.33% percentage. Meaning that the product can be classified in the "very appropriate" category. This category means that learning material included in the product can be implemented in teaching and learning process in the classroom.

Furthermore, after completing the material validation, the product was given to the media validator. From the results of the first media validation, a score of 65 (81.25%) was obtained, which means it is quite feasible. After improving the product according to the validator's suggestions, especially in adding some illustrations, strengthening message, and fixing problem in the button, a score of 78 (97.50%) was obtained, which means "very feasible". It means that from learning media perspective, the product is very feasible to be implemented in teaching and learning process in the classroom. To sum up, the products developed in this study, *Cik Upik* application—after going through the stages of needs analysis, design, product development, implementation, and evaluation have met the criteria of validity and feasibility to be used as learning media. Therefore, this product can be recommended to teachers and students in literature learning, especially to assist in achieving basic competencies in learning *hikayat*.

### Implementation and Evaluation

From the results of interviews with teacher participants, it can be stated that from the appearance, the application developed has the right blend, font selection, and exciting color contrast. Likewise, the sentences used according to the participants are easy to understand. Overall, the application developed in this study greatly facilitates and helps teachers and students in identifying and describing the values contained in the saga in line with the basic competencies that must be achieved in teaching.

Furthermore, the questionnaire results reveals that the response of students after using the *Cik Upik* application is also very positive. Quantitatively, most students (86%) stated that the application they used was very feasible to use. This indicates that the application is very helpful for students to achieve basic competencies in learning *hikayat*, especially in identifying and describing values included in the *hikayat*. In addition, qualitative data from interviews with students also strengthens the findings that the learning media application is very helpful and easy to use by students to identify, describe, and understand the values of *hikayat*. Based on the results of the interviews, it was revealed that the application made it easier for students to recall and understand

*Cik Upik's* storyline. Likewise, the moral message conveyed in the story becomes easier to understand and concretized through attractive animated images. The findings above suggest that *Cik Upik* application can be used as learning tools that are in line with the needs of teachers and students. Teachers and students are greatly facilitated in the literature learning process by using this application to achieve basic competence in identifying, describing, and understanding meaningful values of *hikayat*.

## Discussion

The results of the study show that *Cik Upik* application meets the needs of teachers and learners to be able to explore, identify, and understand the values contained in the *hikayat*. This means that the application, after going through the development procedure and validation of material and media experts can be used as a reliable learning tool to support the achievement of basic competencies in learning *hikayat*. In addition, the use of learning media applications developed in this study facilitates students' understanding in the values contained in the *hikayat*. This finding is in line with findings of previous studies which show that the appropriateness and the accuracy of the learning media can make it easier for students to understand information and messages of learning materials according to learning objectives (Udayani et al., 2022; Yuliani & Hartanto, 2022). In line with this, systematic presentation of learning material, interesting illustrations, and integration with stories also make it easier for students to describe the values of *hikayat*. This finding is also in line with research results which show that the use of technology-based learning media may facilitates teaching and learning activities in more effective and attractive ways (Hendawi & Nosair, 2022; Jang et al., 2021).

The positive results of this research and development, which are indicated by the enthusiastic responses of teachers and students in the learning process by using *Cik Upik application*—are possible because of the following reasons. First, the application developed in this study contains of interesting visual aspects that attract students to use it with fun. Second, the design of animation, characters, background colours, as well as the readability of text and proper typography may help students visualize the story so that it makes it easier for students to understand the storyline (Ali et al., 2021; Khaira et al., 2022). Third, in the *Cik Upik* application, learning materials are developed and presented with effective language and sentences to support the achievement of learning objectives to identify and describe values included in the *hikayat*. Fourth, learning material *Cik Upik* story lives in the treasures of Jambi Malay tradition and culture so that it makes easier for students to understand the values of education, togetherness, and Malay local wisdom that live for generations. Integrating local wisdom into Indonesian literature teaching materials may instil cultural values for students (Dwi Saputra et al., 2022; Fuad et al., 2020).

Not only in the context of literature learning in Indonesia, empirical studies in the global context on the utilization of local folklore for literature learning show positive results for the cultivation of values and character education. Previous study findings show that folktales, riddles and proverbs utilized in teaching literature in traditional education contexts in Africa may provide huge impact in character building and equip children with moral values, such as honesty, integrity, courage and solidarity (Akanbi, 2018; Sone, 2021). Traditional folklore plays an important role in character education in the society. It can be shown that these folktales not only provide entertainment, but also provide moral lessons to the community. Furthermore, other positive findings related to the use of folklore to improve comprehension of reading skills were highlighted (Yaacob & Lubis, 2022; Yusuf, 2022). In other contexts in Asia, there are also previous studies also emphasizes the importance of revitalizing and teaching traditional values derived from folklore to pre-school and primary school children to counteract the influence of Western culture (Guo, 2022; Lee, 2022). Likewise, in the socio-cultural context, it also shows that folktales have important educational value in improving children's health development, providing moral education, enhancing language development, creativity, and aesthetic abilities. The implication is that folklore can be used as a means to provide knowledge and develop character values for students (Birhan et al., 2021; Hart et al., 2022). In the specific context of oral tradition, every folktale contains educational values (Johan et al., 2022; Mphasha, 2022). Educational values in this context can be principles of law, behaviours, way of life, or teachings of virtue from religion. Folklore is a reflection of the thoughts of the people of its time. The values taught in these folktales become an integral part of people's lives. Therefore, these values in any society in any country are constantly revitalized and passed on from generation to generation through education.

Thus, the results of this current study confirm the results of previous studies that show the feasibility and effectiveness of learning media in achieving learning outcomes. The use of the *Cik Upik* application in teaching literature implementation in the classroom is very helpful for students in identifying and describing the values contained in *hikayat*. The limitations of this study include the limited participants. This study involving one teacher and ten students from one senior high school. Likewise, the utilization of technology and software is simple so that the interactive aspects are still limited. Therefore, further research and development needs to be carried out involving larger subjects and the use of more recent technology to produce better application products.

## 4. CONCLUSION

Based on the results of the study and discussion, it can be concluded that the development of learning media application in this study may fulfil the needs of teachers and learners in achieving Indonesian language learning objectives at school. The application is very helpful for teachers and students in achieving the basic competencies to identify and understand the values contained in the *hikayat*. The application can be said to meet the eligibility criteria to be implemented in learning literature in senior high school. Therefore, this learning media application is highly recommended to be used by teachers in learning *hikayat* at school. By using the application, students can achieve the learning objectives in an interesting way. At the same time cultural transmission can be taught to students to instill religious values, togetherness, honesty, hardworking, responsibility, courtesy, and hospitality which are very dominantly included in *hikayat*, folklores and old literature. Most of these values included in *hikayat* Cik Upik. Therefore, the *Cik Upik* application developed in this study can be used as a helpful learning tool for students to achieve basic competencies to identify and describe the meaningful values of *hikayat*.

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