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Development and Implementation of Digital Teaching Materials for Fable Texts in Junior High Schools

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Abstract. This study aims to elucidate the design, feasibility, and implementation of digital teaching materials for fable texts intended for junior high school (SMP/MTs) students, utilizing the ADDIE model (Analyze, Design, Develop, Implement, Evaluate). Data were collected through classroom observations and questionnaires during fable text lessons. The questionnaires revealed that students disliked assignments related to fable text learning. In response, the author developed digital teaching materials for fable texts accessible via YouTube and live worksheet applications. Validation by subject matter and media experts indicated high feasibility, with scores of 91.43% and 90%, respectively. Implementation with students resulted in a comprehension rate of 90%, demonstrating that these digital teaching materials enhance student engagement and facilitate completion of fable text assignments. Consequently, these materials are recommended as supplementary resources for learning fable texts.

Keywords: digital teaching materials, fable text, junior high school students

I. INTRODUCTION

Teaching materials consist of systematically arranged materials such as textbooks, workbooks, and multimedia presentations (Kosasih, 2021). These materials play a crucial role in facilitating the achievement of learning objectives by enhancing student participation in the learning process. The attractiveness of teaching materials presented by teachers is pivotal in fostering student engagement (Sutianah, 2022). Teachers can enhance this engagement by developing teaching materials that captivate student interest. Effective teaching materials are those that effectively capture and maintain students' attention (Syaflita, Alvi, Adila, & Jaya Adi Putra, 2023). Key aspects to consider in developing engaging and comprehensible teaching materials include content appropriateness, content presentation, language clarity, and visual aids (Yani & Srimulat, 2023).

The development of teaching materials through fable-based learning in the 2013 curriculum aims to cultivate spiritual, social, and moral attitudes, critical and creative thinking skills, and communication skills of students, using the values and content embedded in fable stories (Jaja, Mudopar, Kurnia, & Muliawati, 2019). Achieving these learning objectives requires student participation throughout the learning process, which is inseparable from the appeal of the teaching materials presented by the teacher during lessons. Teachers can enhance this appeal by creating teaching materials that engage student participation.

Meilan Arsanti stated in her research that the key aspects supporting the development of teaching materials, which must be fulfilled to create materials that are interesting and easy to understand, include appropriateness of content, presentation of content, language, and graphics (Arsanti, 2018). Graphics in teaching materials play a crucial role in enhancing the quality of student learning. Therefore, graphics should vary in form to boost students' motivation (Asdar, A, & Arsyad, 2021). As technology continues to advance in the 21st century (Nor et al., 2024), graphics in teaching materials should adapt accordingly to create engaging resources. Combining text with animated images can create teaching materials that are both interesting and enjoyable (Lowe & Schnotz, 2014).

Teaching materials like these can be presented in digital form, specifically utilizing advancements in computer and information technology for their creation and usage (Mascita, 2021). The presentation of digital teaching materials requires digital devices such as computers, laptops, and gadgets. Student ownership of mobile phones or gadgets is

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crucial as a means to access digital teaching materials (Sari & Priatna, 2020). This ensures that a highly engaging and communicative study of fable texts can be achieved to meet the learning objectives. The design of these teaching materials aims to cultivate students' interest in reading and retelling texts and enables them to derive valuable lessons from the stories they read (Rozak, Mascita, & Jatmiko, 2020).

Learning fable texts is mandated in the 2013 Curriculum for Class VII in Junior High Schools, with Basic Competencies (KD) 3.15 focusing on identifying information about local fables/legends that are read and heard, and 4.15 on retelling the contents of these local fables/legends (Fikri, 2019). Fable texts are didactic stories that directly or indirectly convey moral values within the narrative (Mazella et al., 2022). This perspective explains that fable texts contain moral values intended for students, aiming to educate readers to consistently engage in good behavior and commendable actions. These moral messages are presented both implicitly and explicitly (Toha, 2010).

According to Jaja et al. (2020), fable texts featuring animals convey moral values through the story's setting, characters, and dialogues, which resonate with students' familiar environment. Teachers use these animal stories to educate, entertain, shape students' personalities, and enhance their emotional intelligence.

Based on observations made by researchers who distributed questionnaires to class VII students at MTs Ma'had Al-Zaytun before conducting the research, the results can be described as follows: 1) The majority of students, 29 out of 30 (97%), liked learning fable texts; 2) The majority of students, 13 out of 30 (43%), felt unhappy about receiving assignments related to learning fable texts.

Digital teaching materials for fable texts need to be designed to include quizzes with practice questions about the fable text material. These materials will serve as supplements to existing teaching materials used in learning fable texts at school. The goal of this research is to develop digital teaching materials for fable texts that facilitate students' understanding and enhance their enjoyment of assignments related to fable text learning.

The objectives of this research are:

1. Describe the design of digital teaching materials for fable texts for Class VII students in Middle Schools (SMP)/MTs.
2. Assess the suitability of digital teaching materials for fable texts for Class VII students in Middle Schools (SMP)/MTs.
3. Evaluate the outcomes of implementing digital teaching materials for fable texts in Class VII students in Middle Schools (SMP)/MTs.

The research assumes that digital teaching materials for fable texts can enhance students' learning achievements in Class VII SMP/MTs. These materials are designed to facilitate better understanding of fable texts, thereby increasing students' satisfaction with assignments related to learning fable texts.

However, this research is limited to the development of digital teaching materials specifically for fable texts used in Class VII SMP/MTs. The development process involves several stages: needs analysis, design, development, validation by experts, implementation, large-scale testing, resulting in effective digital teaching materials for fable texts. Creating such materials requires extensive knowledge, particularly in visualizing text in animated forms.

II. METHODS

The research method used in this study is the Research and Development method. The development approach follows the workflow developed by Branch (2009), known for the ADDIE approach (Analyze, Design, Develop, Implement, and Evaluate). This procedure was chosen for its systematic and detailed steps. The data used in this study consist of (1) needs analysis for digital teaching materials of fable texts; (2) design of digital teaching materials development for fable texts; (3) feasibility of digital teaching materials of fable texts for use in learning.

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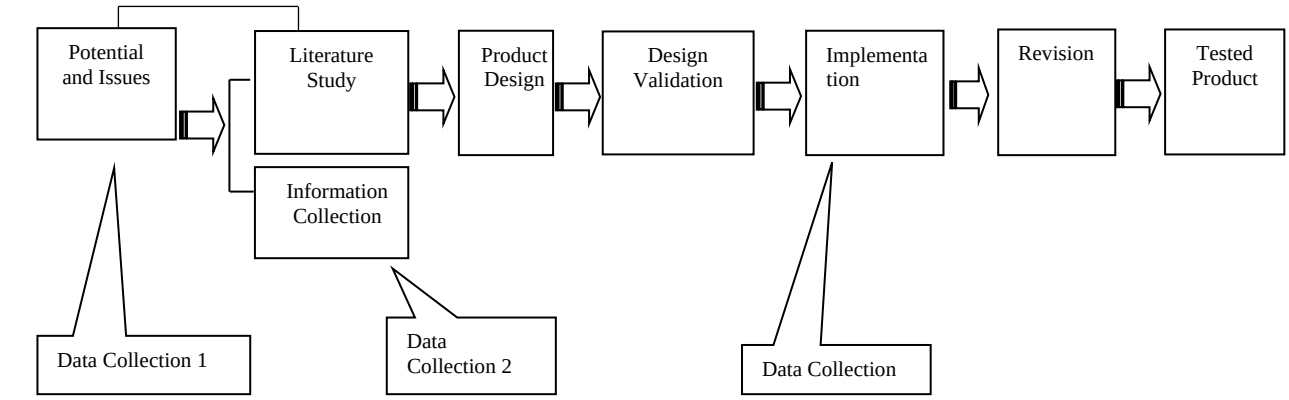

Figure 1. Stages of Level 1 Development Research

The sampling procedure in this study used a nonprobability sampling technique, where all members of the population were used as samples. The sample consisted of 30 students from class VII A at SMP Negeri 1 Gantar and 30 students from class VII N 1 at MTs Ma'had Al-Zaytun Indramayu. This study collected data through questionnaires, observation and documentation. The questionnaires were given to subject matter experts and seventh-grade students to assess the feasibility and attractiveness of the digital fable text instructional materials. Observations were conducted to monitor teacher activities before and after implementing the digital animated instructional materials, which were then analyzed.

The development of the ADDIE model research by Robert Maribe Branch involves the following five stages:

1. Analysis. The author conducts literature and field studies to analyze needs by observing the learning process in the classroom, studying methods, media, teaching materials, and student behavior, and distributing questionnaires to obtain feedback.
2. Instructional Material Design. The author creates the initial design of the instructional materials, determining tools, materials, appearance, and layout. The materials, consisting of text, images, and animations, are uploaded to YouTube and accessed via QR Code. The instructional materials are developed based on two Basic Competencies and designed digitally using Canva, Audio Recorder, Microsoft PowerPoint, and Adobe Premiere Pro.
3. Instructional Material Development. The digital instructional materials are compiled and tested on a small scale (30 students) to obtain preliminary validity. The author prepares an evaluation questionnaire covering content feasibility, language, presentation, and graphics. After validation and revision by experts, the materials are tested on a larger scale (30-100 students).
4. Implementation. Implementation is carried out at SMP Negeri 1 Gantar and MTs Al-Zaytun for seventh-grade students. Teachers use projectors and laptops to teach the digital instructional materials. Pre-tests are conducted on 30 students to assess their initial abilities, which are then analyzed and revised.
5. Evaluation. The author evaluates the implementation results by conducting post-tests on 30 students to assess their final abilities after using the digital instructional materials. Pre-test and post-test scores are compared using SPSS to measure the effectiveness of the materials and make necessary revisions.

III. RESULTS AND DISCUSSION

Based on the average description of the results of the analysis of needs for teaching materials in the aspect of using digital teaching materials, it can be concluded that students' needs for digital teaching materials are in the good category, namely students need digital teaching materials in learning fable texts.

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The prototype of digital teaching materials for this fable text uses the fable text contained in the student handbook, the fable text is created in an audio-visual display that can be opened via the YouTube application and a live worksheet link to support students in learning the fable text material.

Researchers used applications: Microsoft Power Point, Canva, Audio Recorder, and Adobe Premier Pro to create this digital teaching material. By using these applications, digital teaching materials can be made more interesting, interactive and effective in increasing students' understanding (Santoso, Kamaludin, & Safarova, 2023). Microsoft Power Point to display text with animation and transition effects (Adi, 2017). The background of each slide uses an animal image. The video display "The Story of Ants and Cocoons" was created using the Canva application, Audio Recorder, and Adobe Premier Pro. A story board is created to determine the images that will appear, voice actors and accompanying music. Collecting images and making animations on Canva, recording voice actors with Audio Recorder, instrumental music and animal sounds as accompaniment downloaded from the internet. Combine text, animated images and sound using Adobe Premier Pro to render videos saved in mp4 format. Next, the teaching material video is uploaded to YouTube and can also be accessed by scanning the QR Code.

Based on the results of teaching materials and validity tests of digital teaching materials for fable texts, it can be said that digital teaching materials for fable texts for students can be used effectively and are very feasible in the learning process and can improve students ability to master the material in learning.

Qualitative data collected from input, suggestions, and field trials in open questions regarding teaching material products that have been tested aims to find out the following: 1) Design of digital teaching materials for fable texts for SMP/MTs students, 2) Results of implementation of the materials digital teaching of fable texts for SMP/MTs students. The research discussion is presented in the form of descriptions and tables which are described in detail in the following descriptive explanation.

The expected results from the needs analysis process based on the average description of the results of the analysis of needs for teaching materials in the aspect of using digital teaching materials can be concluded that students' needs for digital teaching materials are in the good category, namely students need digital teaching materials in learning fable texts.

Digital teaching materials were prepared as an effort to follow up on the results of the needs analysis, including the need to develop teaching materials to help students understand the material so that it is easy to understand. Apart from that, it is an effort to provide supporting teaching materials for teaching materials that are already available in Indonesian language learning for SMP/MTs students (Rozak et al., 2020).

Following up on the results of the needs analysis, the next research stage is the design stage, at this stage the term creating a blueprint or design-build is known. In this research, what was produced was digital teaching materials that were adapted to student characteristics and learning objectives. The digital teaching materials prepared begin with a cover display, foreword, basic competencies, learning objectives, learning concept map, learning activities, first material and exercises, second material and exercises, and competency tests. The results of the design of the teaching materials are then implemented in designs using the applications: Canva, Audio Recorder, and Adobe Premier Pro. Material is presented in the form of videos uploaded to YouTube, while assignments can be accessed online using live worksheets. Digital teaching material products for fable texts are included in the type of non-printed teaching materials in the form of animation.

The results of the validation of this digital teaching material product were carried out by two validators, namely the material validator and the media validator, with the following results: 1) the results of the material expert validation stated that the teaching material product in the feasibility aspect of the teaching material content showed a percentage of 91, the linguistic aspect showed a percentage of 95, the material presentation aspect shows a percentage of 84, and the graphic aspect shows a percentage of 96, so that the average validation percentage result from material experts is 91%. Based on the percentage of these results, the validation of teaching material products according to material experts is stated to be very good, so that teaching material products are very suitable for use in learning activities. The statement of the suitability category for teaching materials uses a Likert scale, namely Very Good (SB), Good (B),

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Fairly Good (CB), Not Good (TB), Very Bad (STB). The Likert categories are given weights: 5-4-3-2-1. Based on this measurement, it is then analyzed according to Likert provisions, resulting in a Likert value in the form of a Likert percentage. The Likert values are then compared with the Likert scale with the following intervals:

- Very Good : 80%-100%
- Good : 60%-80%
- Fairly Good : 40%-60%
- Not Good : 20%-40%
- Very Bad : 0%-20%.

The results of the Likert scale measurements were analyzed descriptively-qualitatively until results were obtained in the form of final conclusions (Retnawati, 2015). Furthermore, this final conclusion is used as the basis for determining the teaching materials in question, whether the teaching materials are suitable or not suitable for use in schools. 2) validation of digital teaching materials carried out by media experts to determine the feasibility of learning fable texts stated that the results of validation of teaching material products in the graphic aspect with results showing a percentage of 95%, in the animation aspect showing a percentage of 87%, in the audio aspect showing the percentage is 85, and the ease of use aspect shows a percentage of 87, so the average validation percentage result from media experts is 90%. Based on the percentage of results, the validation of the teaching material product according to media experts is stated to be very good, so that the digital teaching material product of fable texts is suitable for use in learning activities.

From the validation results, the two experts stated that teaching materials are very suitable for use in learning because they meet the characteristics of teaching materials as stated by Schorling and Batchelder (Nurfalah, Haryanti, & Susilo, 2019) that there are four characteristics of good teaching materials, namely containing sections, as follows: 1) Recommended by experienced teachers, 2) Teaching materials are in accordance with educational objectives, student needs and community needs, 3) Contain quite a lot of text and exercises/assignments, 4) Contain illustrations that help students learn.

Apart from validation from experts, the assessment of teaching material products was also carried out by class VII Indonesian language teachers with the following results: 1) The results of teacher A's assessment of teaching material products in the suitability aspect of the content of teaching materials showed a percentage of 97%, the linguistic aspect showed a percentage of 100%, in the material presentation aspect it shows a percentage of 100%, and in the graphic aspect it shows a percentage of 100%, so that the average validation percentage result from language experts is 99%. Based on the percentage of results, the validation of the teaching material product according to teacher A for Indonesian language subjects was declared very good, so that the digital teaching material product for fable texts is very suitable for use in learning activities. 2) The results of teacher B's assessment of teaching material products in the aspect of appropriateness of the content of the teaching material show a percentage of 100%, in the linguistic aspect it shows a percentage of 80%, in the material presentation aspect it shows a percentage of 96%, and in the graphic aspect it shows a percentage of 92%, so that the average percentage of validation results from language experts is 92%. Based on the percentage of results, the validation of the teaching material product according to teacher B for Indonesian language subjects is stated to be very good, so that the digital teaching material product for fable texts is very suitable for use in learning activities.

The average assessment results from two Indonesian language subject teachers regarding digital teaching material products showed a percentage of 95.5%, so it can be concluded that the fable text digital teaching material products developed are very suitable for use in learning. In accordance with the scale conversion table, the achievement level percentage of 95.5% is a valid qualification, so the teaching materials do not need to be revised.

The results of research conducted at two schools, namely Gantar 1 State Junior High School and Ma'had Al-Zaytun Private Tsanawiyah Madrasah showed the following results: a) evaluation results of exercise 1 on KD 3.15 Identifying information about local regional fables/legends that are read and heard At SMP Negeri 1 Gantar on the

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material the following results were obtained: 1) the average score obtained in the pre-test using a multiple choice assessment instrument with four answer options got a score of 60, so the average score obtained by students was 62.67, 2) in After implementing the post-test, the average student score was 85.33 with a percentage of 85.33%. When compared with the pre-test results, there was an increase in student scores of 22.67% after implementing digital fable text teaching materials in learning. So it can be concluded that the application of digital teaching materials for fable texts for students at SMP Negeri 1 Gantar in KD 3.15 material identifies information about local fables/legends that are read and heard can increase. b) the results of the implementation of digital teaching materials for fable texts for MTs Ma'had Al-Zaytun students in KD material 3.15 Identifying information about local fables/legends that are read and heard. The following results were obtained: 1) the average score obtained in the pre-test using The multiple choice assessment instrument with four answer options received a score of 80.67, so the average percentage of students' score was 80.67%. 2) in the implementation of the post-test, the average student score was 90.00 with a percentage of 90%. When compared with the pre-test results, there was an increase in student scores of 9.33% after implementing digital fable text teaching materials in learning. Thus, it can be concluded that the application of digital teaching materials for fable texts for MTs.S Ma'had Al-Zaytun students in KD 3.15 material, identifying information about local fables/legends that are read and heard, can improve learning.

Based on the results of research carried out in two schools with different characteristics in KD 3.15 material identifying information about local fables/legends that are read and heard, overall the digital fable text teaching materials applied can increase students' absorption capacity by 9.33%. Thus, the digital teaching material product for fable texts for students is good and suitable for use in learning.

Next is the stage of looking for the t table value, where the t table is searched based on the df value (degree of freedom) and the significant value (α/2). From the output above, the desired df value is 29 and the value 0.05/2 is equal to 0.025. We use this value as a basic reference in finding the t table value in the distribution of t table statistical values. So it is found that the t table value is 2.46.

Thus, because the calculated t value is 8.00 > t table 2.46, as is the basis for decision making above, it can be concluded that. Ho is rejected and Ha is accepted. So it can be concluded that there is an average difference between pre-test and post-test learning outcomes, which means there is an influence of using digital teaching materials for fable texts for SMP/MTs students in improving learning outcomes.

The results of the pre-test and post-test learning evaluation in Exercise 2 Linguistic Aspects of Fable Texts at the two schools are as follows: a) results of the implementation of digital teaching materials for fable texts for students at SMP Negeri 1 Gantar in KD 3.15 Identifying information about regional fables/legends locally read and heard. The following results were obtained: 1) the average score obtained in the pre-test using a multiple choice assessment instrument with four options.

Based on the results of data obtained which have been analyzed and described in accordance with analytical descriptive research principles, the author obtained the following findings:

1. Digital teaching materials for fable texts present material audio-visually. It is hoped that the presentation of diverse material can facilitate students' learning needs.
2. Students pay attention to the display of digital teaching materials for fable texts with attention and enthusiasm when doing practice assignments using the Liveworksheet application.
3. Students are excited when they get the task of retelling a fable text orally.
4. In its presentation, this digital teaching material for fable texts uses electronic devices in the form of gadgets, laptops and tablets connected to the internet network.
5. This digital teaching material for fable texts can be studied repeatedly because it can be accessed at any time.

IV. CONCLUSIONS

Qualitative data collected from input, suggestions and field trials in open questions regarding teaching material products that have been tested aims to find out the following things: 1) Design of digital teaching materials for fable

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texts. 2) Feasibility of digital teaching materials for fable texts for junior high school (SMP)/MTs learning. 3) Results of the implementation of digital teaching materials for fable texts for junior high school (SMP)/MTs learning. Based on data analysis and discussion in the research conducted, it can be concluded as follows:

1. The design of this fable text teaching material is designed in digital form using the application: Microsoft Power Point to display the text with animation and transition effects. The background of each slide uses an animal image. The video display "The Story of Ants and Cocoons" was created using the Canva application, Audio Recorder, and Adobe Premier Pro. A story board is created to determine the images that will appear, the actors' voices and accompanying music. Collecting images and making animations on Canva, recording actors' voices with Audio Recorder, instrumental music and animal sounds as accompaniment downloaded from the internet. Combine text, animated images and sound using Adobe Premier Pro to render videos saved in mp4 format. Next, the teaching material video is uploaded to YouTube and can also be accessed by scanning the QR Code.
2. Based on the results of the validity test of digital teaching materials for fable texts, it can be said that digital teaching materials for fable texts can be used effectively and are very suitable in the learning process. The results of the feasibility assessment from material experts got a score of 91.43%, media experts got a score of 90%. Overall, this teaching material is very suitable for use in learning fable texts for SMP/MTs students.
3. The results of the implementation of digital teaching materials for fable texts for SMP/MTs students at SMP Negeri 1 Gantar at KD 3.15 obtained a score of 85.33% and MTs Ma'had Al-Zaytun students obtained a score of 90.00%. This proves that digital teaching materials for SMP/MTs students are considered very suitable for use in learning.

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