



ISSN : 2548 - 4613
Vol. 4. Desember 2019

Proceedings

The 4th Annual INTERNATIONAL SEMINAR on Transformative Education and Educational Leadership

Theme : Education Innovation in Indonesia Context Focused
on Disruptive Technology of Industrial Revolution 4.0.

23 - 24 September 2019
Garuda Plaza Hotel - Jln. Sisingamangaraja No. 18
Medan, North Sumatra - Indonesia



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Rundown of The 4th Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2019
Garuda Plaza Hotel, Medan, 23 – 24 September 2019

1st day (Monday, September 23, 2019)

Time	Activities	PIC
15.00 – 20.00	Registration in Garuda Plaza Hotel	committee

2nd day (Tuesday, September 24, 2019)

Time	Activities	PIC/Moderator
07.00 – 08.30	Poster Sessions 1	Section Poster 1
08.30 - 09.00	Opening Ceremony 1. MC Speech 2. Traditional Welcome Dance 3. Indonesian National Anthem 4. Pray 5. Chairperson Report 6. MoU signing between Unimed and PSU - Thailand 7. Welcoming speech of Director of Postgraduate School 8. Welcoming speech and official opening of Rector of State University of Medan	MC
09.00 – 09.40	Plenary Lecture 1: Prof. Dr. Syawal Gultom, M.Pd (State University of Medan– Indonesia)	Moderator Section
09.40 – 10.25	Plenari Lecture 2 Prof. W. L. Quint Oga-Baldwin (Department of Education, Faculty of education and Integrated Art and Sciences, Waseda University - Japan)	Prof. Amrin Saragih, PhD (Panel)
10.30 – 11.15	Plenari Lecture 3 Prof. Dr. Wu-Yuin Hwang (Graduate Institute of Network Learning Technology National Central University, NCU - Taiwan)	
11.15 – 12.00	Plenari Lecture 4 Prof. Dr. Ekkarin Sungtong (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD (Panel)
12.00 – 12.45	Plenari Lecture 5 Asst. Prof. Patcharin Panjaburee, Ph.D. (Mahidol University – Thailand)	
12.45 – 13.30	Lunch Break/ Poster Sessions 2	Section Poster 2
13.30 – 15.30	Parallel Session 1	
15.30 – 16.00	Break/ Poster Sessions 3	Section Poster 3

15.50 – 18.00	Parallel Session 2	Moderator/Operator
18.00 – 19.00	Break/ Prayer	
19.00 – End	Banquet (Gala Dinner) - Announce of Best Presenter - Announce of Best Poster	Consumption Section

Proceedings of the 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019)

Preface

The 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019) was held in Garuda Plaza Hotel, Medan City-Indonesia on 23-24 September 2019. This seminar is organized by Postgraduate School, Universitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme “Education, Learning and Leadership Innovation.”

The plenary speakers coming from various provinces in Indonesia have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

The fourth AISTEEL presents a keynote speaker and 4 distinguished invited speakers from Indonesia, Japan, Taiwan, and Thailand. In addition, presenters come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination.

There are 310 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 172 of them were accepted for published by Atlantis Press indexed by International Indexation and 96 papers are published by digital library indexed by google scholar.

The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019) for their outstanding contributions. Thanks also given to publisher for producing this volume.

The Editors

Bornok Sinaga
Rahmad Husein
Juniastel Rajagukguk

Table of Content

Title And Authors	Page
Learning Media Development of Foklore Text Which is Based on Digital in the 10th Grade of Vocational High School PAB 1 Helvetia <i>Yogi Andriyan Zunaeidy</i>	1-3
Translation Shift in the English Version of Musabaqah Tafsir Quran <i>Muhajirah Binti Jamaluddin</i>	4-8
Types of Lexical Creation in Iis Dahlia's Slang Words in Mamaku Hits <i>Filzah Farhana Hasibuan</i>	9-12
The Effect of Learning Strategies and Achievement Motivation on Entrepreneurship Learning Outcomes of Scout Special Unit Education and Culture Program BP-PAUD and DIKMAS Sumatera Utara <i>Johanes Pasaribu</i>	13-16
Analysis of Student's Science Process Skill on Respiration System Topic in Langsa City- Aceh <i>Ajeng Lola Prianti</i>	17-20
Meaning Equivalence in Abdullah Yusuf Ali's Translation of Surah al waqiah from English into Indonesian <i>Wirdatul Mardhiah</i>	21-22
Developing an Authentic Assessment Instrument of Exposition Text Based on Higher Order Thinking Skills (HOTS) in Class X Students of Senior High School <i>Yuli Novita Sari</i>	23-26
Sentence Acquired by Children of 2 – 2.6 Years Old in Bilingual Environment <i>Laura Agustina Simamora</i>	27-29
Development of Study Peripheral Base on the Realistic Approaches to Increase Ability of Mathematical Reasoning of Student Junior High School State 6 Medan <i>Melisa</i>	30-35
Effectiveness of Ecology and Environment Textbook Based on Science Literacy and North Sumatra's Local Potency to Improve High School Student Science Literacy <i>Ivandi Sitompul</i>	36-39
Deposit Determinant Analysis in Bank Sumut <i>Mangaradot Saur A Sinaga</i>	40-47
Development of Teaching Materials Based on Guided Discovery Learning Methods to Increase Mathematical Problem Solving Ability <i>Rianta Ananta Sitepu</i>	48-55
Development of Mathematical Learning Devices Based on Model Problem Based Learning (PBL) to Improve Mathematical Communication Skills of School IT Jabal Noor Students Class VII	56-65

Rizka Putri Rahayu

Development of Thematic Teaching Materials Based on Local Culture at The Fourth Grade of Primary Schools in North Padang Lawas District 66-69

Rahimul Harahap

The Maintenance of Mandailing Language Kecamatan in Torgamba

Putri Nurul Rahmadani Siregar 70-76

Enhancing Students Mathematical Conceptual Understanding by Applying Guided Discovery Learning and Direct Learning Model 77-82

Sri Rahwany Marbun

Development of Learning Devices Based on Realistic Mathematic Education to Improve Mathematical Communication of Students at Senior High School 83-86

Karina Hajar Hutasuhut

The Developing of Interactive Learning Media in Improving The Learning Creativity of 4-6 Year-Old Playgroup Students in PAUD Kenanga Raya Medan 87-89

Romi

The Influence of Learning Approaches and Interest in Learning Against the Results of Learning English in Class VIII Medan SPK Middle School T.A 2018/2019

Juni Triana Sitompul 90-94

Determinant Analysis of Sharia Banking Efficiency in Indonesia

Rahmat Putra Ahmad Hasibuan 95-99

The Development of Interactive Instructional Media Based on Behavioral Perspective to Improve the German Skills of Senior High School Students Grade X 100-102

Hadijah Handayani Sibuea

Development of Guided Inquiry Green Chemistry Practicum Guides 103-106

Ekin Dwi Arif Kurniawan

The Development of Adobe Flash Media Integrated Problem Based Learning on Salt Hydrolysis 107-110

Indriati Aulia

The Effect of Learning Strategy and Interpersonal Communication on the Students Achievement Reading Comprehension English Language at SMP Negeri 1 Selesai Kabupaten Langkat Tahun Ajaran 2018 / 2019 111-115

Husna Lubis

Cognitive Consideration in Persuading Readers in Argumentative Writing 116-119

Betharia br. Sembiring Pandia

The Role of the Single Mother of Parenting in Informal Education in Javanese Ethnic Families in Kualuh Hulu District Labuhanbatu Utara Regency 120-122

Suriyanti Siagian

Understanding of Female Prisoners Character Education Through Formal 123-125

Socialization at Labuhan Ruku Penitentiary

Dian Puspita Sari Sirait

Local Wisdom-Based Education Marsialapari Salak Farmers Sibangkua Angkola Barat Tapanuli Selatan 126-128

Desy Andarini

Rituals at the Tomb of Datuk Darah Putih as a Media for Nonformal Education to Respect Ancestors (Case Study Chinese Ethnic in Aur Village Medan Maimun District Medan City) 129-131

Gadis Anastasia

Interactive Multimedia-Based Learning Materials Innovation for Teaching Basic Techniques in Analysis 132-134

Yuni Chairani

The Effect Model of Learning and Learning Interest Against the Results of Learning the Knowledge of Nature Primary School (SD) in Medan T.A 2019/2020 135-139

Mida Lishanata

Development of Interactive Media in Arabic on the Material Read Class VIII of MTs Darul Hikmah T.A 2019/2020 140-143

Nurul Amri

The Influence of Leadership Behavior, Work Motivation, Job Stress, and Job Satisfaction on Lecturers' Performance 144-146

Hanafiah

Developing Big Book as Reading Materials Based on Thematic Approach for Fourth Grade Students at SD Negeri 028068 Binjai East Binjai Regency Langkat 147-149

Utari

The Development of Textbook Based on Research About the Insect Pollinator on Chili Paper (*Capsicum annum L.*) 150-154

Fitriatul Aspahani

Gratitude Expressions and Responses used by the Characters in the Vow Movie 155-158

Sabrina Octavia Pandingan

Subtitling Strategies Used in The Meg Movie Texts 159-164

Devi Sucina Nirwana

Lexical Metaphor in Novel and Film Critical Eleven 165-167

Indah Christiani Silitonga

The Types of Modality in Teaching Learning Process 168-169

Harnida Tanjung

The Effect of Teaching Strategies and Students Motivation on Reading Comprehension Achievement 170-173

Zulkarnain Batu Bara

The Types of Flouting Maxim by Governor Candidates of North Sumatera in Election Debate 2018	174-176
<i>Tri Wita Indah Sari</i>	
The Effect of Teaching Strategies and Students' Interest on Reading Comprehension of Recount Text of Eighth Grade Students of MTs Qur'an Kisaran	177-179
<i>Ahmad Fauzi</i>	
Flouting Maxims in the Courtroom of Administrative Court	180-182
<i>Aminah Ari Fadhila</i>	
Development of Adobe Flash Learning Media Based on Cooperative Learning to Improve Student's Spatial Ability at Chandra Kumala Secondary School	183-188
<i>Fajar Sukma Harsa</i>	
Improving Results in Learning Bahasa for Poetry Readings with the Implementation of a Direct Learning Model for Fifth Grade Elementary School	189-192
<i>Dr. Mayske Rinny Liando, S.Pd., M.Pd</i>	
Development of Learning Materials Based on Problem Based Learning to Improve Students Problem Solving Ability	193-197
<i>Poppy Amalia</i>	
Analysis Of The Economic Bilateral Relationship Indonesia – China On Balance Of Payments In Indonesia	198-201
<i>Sri Wulandari</i>	
Community Participation in Preservation of City Park The Case of Binjai City, Indonesia	202-204
<i>Widya Afriani Wiliskar</i>	
The Types of Gender Arguments in Instagram (A Case Study of Donald Trump's Political Status)	205-207
<i>Putri Permata Sari Samosir</i>	
The Analysis of Monetary Policy Transmission Mechanism by Exchange Rate Channel in Influencing The Inflation in Indonesia	
<i>Putry Sari Rahmadyah Pulungan</i>	208-214
Translation Technique Applied in Translating the First Call from Heaven Novel	215-222
<i>Sudariyani</i>	
Education Cultural in Bona Pasogit (Ethnographic Study of Education Cultural Inheritance in the Toba Batak Society Marga Panjaitan in Pematangsiantar)	223-225
<i>Tripresar Jhon Tuan Panjaitan</i>	
Evaluation Of Tiered In Order To Increase PAUD Teacher Competence In Medan City	226-230
<i>Rehmenda Christy</i>	
Women Politeness Strategies of Bargaining "Media Credit Store" in Tanjung	231-233

Morawa

Nahdyah Sari Daulay

Toba Batak Language Shift in Rantau Selatan

Helfi Vinawari S

234-236

Development of Interactive Multimedia Digital Storytelling in English Subjects

237-239

Juanda

The Effect of PLAN (Plan, Locate, Add and Note) Strategies on Students' Achievement in Reading Comprehension

240-244

Neneng Nurhamidah

Unggah-Ungguh Code Switching in Kartini Movie

Yutika Sari

245-247

Metaphors in Umpasa of the Toba Batak Wedding Ceremony

248-250

Sactica Oktavyani Sagala

The Effect of Model learning and Gender Against Piano playing Skills for class V SMK Negeri 11 Medan T.A 2019/2020

251-255

Gufran Nurman

The Effect of Cooperative Learning Model Based on Aceh Culture to Improve the Generic Science Skills of Student

256-260

Safitri Raufa

Gender Conversation in Workplace Context

Aisyah Fitriani Dasopang

261-265

Management and Development Quality of Teacher Performance Through Teacher Competence in the First Middle School in Banda Aceh

266-268

Faisal Anwar

Modality used in Beauty Product Advertisements on Instagram Caption

269-272

Indah Eka Sari

Attitudinal Appraisal in Ahok's Speech

Firdha Sabrina

273-276

Appraisal Attitudes by the Judges on Indonesian Idol "Grand Final" Session

Mieta Setieya

277-280

The Development of Virtual Laboratory-Based Learning Media of Biology on The Topic of Bacterial for High School Students

281-284

Lailatussyifa

Analysis of Economic Opening on Rupiah Exchange Rate on United States Dollars (2008-2018)

285-289

Sri Wahyuni

The Manners of Cognitive Process in Translating English Phrasal Verbs Into

290-293

Indonesian

Fitri Ervina Tarigan

Javanese Addressing Terms Maintenance by the Teenager Speakers in Bukit Malintang 294-298

Sudarti Rahayu Ningsih

Appraisal in Students' Argumentative Writing 299-302

Ika Vanesia Siagian

Speech Pauses Used by Male and Female Students in English Oral Examination 303-305

Lamia Deareni

The Development of Guidance and Integrated Science Practicum Kit Integrated Guided Inquiry Model bases Science Process Skills for Class VII Semester I 306-309

Fretty Nafartilova Hutahaeen

Analysis of Biomolecular Practicum Guides According to KKNi Curriculum 310-313

Nurul Indah Pratiwi

The Cognitive Process of Different Gender in Writing Argumentative Text 314-318

Surya Teriadi Tarigan

The Development of Chemistry Lab Guide Book for High School Based on Guided Inquiry to Measure Scientific Attitudes and Science Process Skill 319-325

Gorat Victor Sibuea

The Unnaturalness of the Translatio of Indonesian Tourist Resorts Signs Into English in Parapat and Bukit Lawang 326-328

Iis Aprianti

Grammatical Error of Speech by Students in Bilingual Program of Ma'had Al Jami'ah UIN North Sumatra 329-332

Riyah Shibha Nasution

Speech Functions Used by Male and Female Tour Guides in Their Touring Interaction with Tourists in Bukit Lawang 333-336

Widya Ningsih

Analysis of the Influence of Economic Openness to Indonesia Growth 337-340

Zando Silaban

Design Development and Standard Operational Procedure for Training Model Management of 3 Diploma Mechanical Engineering University of Medan 341-345

Mindo Judica Pangaribuan

The Euphemism in "Sambah Manyambah" Tradition of Minangnese Wedding Ceremony 346-348

Muhammad Fauzi

Analysis of Factors That Influence the Interdiction of District/City in the Province 349-354

North Sumatra

Muhammad Yulhelmy Isra

Development of Interactive Learning Media Based on Adobe Flash CS 6 in Geographic Lessons 355-360

Mardimpu Sihombing

The Comparison between Predict Observe Explain (POE) and Think Pair Share (TPS) Learning Model on Students Learning Achievement, Activity, and Critical Thinking Skill on Human Circulatory System 361-367

Remli Nelmian Simarmata

Metaphor Translation in English and Indonesian Version of Surah Ali Imran 368-371

Uswatun Hasanah

Learning Media Development of Foklore Text Which is Based on Digital in the 10th Grade of Vocational High School PAB 1 Helvetia

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Abstract-This research aims to get learning media of foklore text based on digital, based on the result of the research of, this research done in three steps, namely the first step analysis the second step product development and the third step development and product test, the result of material expert validation for assessment of appropriateness of content which has very well criteria. the assessment of language appropriateness has the very well criteria. the result of expert validation in media for the whole assessment of product or media has the very well criteria, the effectiveness of product is through the result of students learning appropriateness has the very well criteria.

Keyword : *media, foklor text, digital*

I. INTRODUCTION

Argued that, learning media can be understood as everything that can convey or channel messages from sources in a planned manner, so that a conducive learning environment occurs where the recipient can carry out the learning process efficiently and effectively [6].

The main function of learning media [1], states as a teaching aid that also influences the climate, conditions, and learning environment that is organized and created by the teacher.

According to, [3] said that folklore is a cultural expression of a society through speech language that is directly related to sharing aspects of culture and the social value structure of the community. In the past folklore was passed down from one generation to the next verbally.

Faklor is a dimension of the past that can be used as the best learning media to move in the future. In this sense folklore in education is a resolution to reflect and maintain local wisdom [4].

Folklore was created by the author based on the mindset and creative ideas built independently The thoughts, ideas and mindset of the author are basically derived from the circumstances surrounding the scope of the author. Therefore, in literature there are interpretations of real-world problems. Literature has relationships in real world life. According to

[6], the benefits of learning in folklore texts (literature) in the world of education are as follows: 1). Helping language skills, 2). Develop creativity and taste, 3). Indera, 4). Reasoning, 5). Feeling, 6). Social awareness, 7). Relegius, 8). Support the formation of character.

Digital comes from the word Digitus, in Greek means fingers. When we count the fingers of an adult, there are ten. The development of digital technology that is increasingly fast gives a big influence on human life. This is evidenced by the discovery of "internet". Internet technology can accelerate the exchange of information to all corners of the world without being hampered by distance and time. Not only that, internet technology also causes human life patterns to change. Humans can not be separated from electronic devices. According to the large Indonesian dictionary, digital is all that relates to numbers for a calculation or numbering system.

States that effectiveness is the use of resources, facilities and infrastructure in a certain amount that is consciously set beforehand to produce a number of goods for the services of the activities carried out [10].

Learning effectiveness can be measured by the measurement of training effectiveness is through the validation and evaluation [8]. Similar opinions were expressed [9], which states that effectiveness refers to appropriate learning indicators (such as certain levels of achievement and fluency) to measure learning outcomes.

II. RESEARCH METHODS

This researcher uses Reserch and Develoment. The subjects in this study grade students X Vocational high school PAB 1 Helvetia as many as 32 students and the object of this study was to understand learning in folklore texts to make students effective.

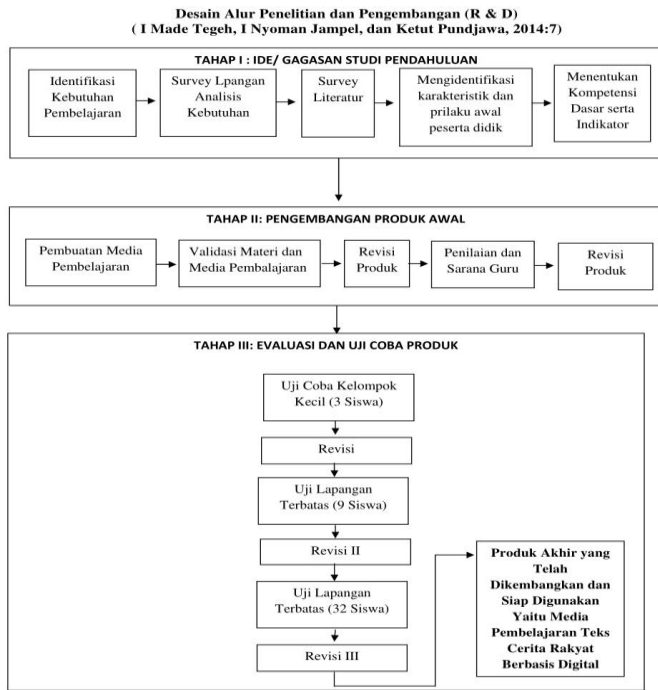


Fig. 1. Method Evaluation

III. RESULTS AND DISCUSSION

Learning media developed using the steps of research and development according to, [11] which have been developed into three stages.

Products developed in the form of digital learning media, digital-based folklore text learning media developed will be used by teachers at the level of education in Vocational high school related to Indonesian Language studies. This will help researchers to develop products that will be used by teachers in the learning process, so that teachers will implement digital media-based learning using the 2013 curriculum.

The material used in learning is folklore text. learning media will facilitate the teacher in implementing learning in school. Learning that is carried out in addition to lighten the task of the teacher will provide convenience for students in understanding and enhancing the text of folklore.

TABLE 1. DATA ANALYSIS

No.	Type of Information	Answer	Frequency			
			Teacher	%	Student	%
1.	Get to know the learning media that have been developed	Yes	1	50%	5	14,29 %
		No	1	50%	22	85,71 %
2.	Using learning media that is developed in the	Yes	0	0%	0	0%

	learning process	No	2	100 %	32	100%
3.	Requires learning media developed based on the 2013 curriculum in the learning process	Yes	2	100 %	32	100%
		No	0	0%	0	0%

The questionnaire distributed to teachers and students obtained results as follows:

1. Some teachers (50%) stated that they did not know digital media based on folktale text learning media, while the majority of students 85.71% did not know the media based on digital folktale text learning.
2. All teachers 100% stated they did not use digital learning media on the material used in the learning process and students also 100% stated they did not use digital learning media in schools.
3. All Indonesian Language teachers 100% expressed the need for digital-based learning media so that teachers recognize and use digital-based learning media, while all students 100% need digital-based learning media.

The results obtained from the validation carried out by the material experts to assess the overall product (media) in terms of obtaining a very good assessment with the percentage of feasibility assessment contents as much as 81%. Percentage of assessment of the feasibility of presenting media is 80%, the percentage of assessment of language feasibility is 83.2%. The results of the feasibility of learning media validation by media / learning design experts were stated to be Very Good with a percentage of 93.5%.

Indonesian language teachers provide assessments in the form of suggestions or input to assess or improve the media to continuously improve the quality of the media. The results of the assessment of teacher responses to the media in fact obtained an assessment of reliability of 91.2%, the ease of using media 96.8%, and the criteria for using media in folklore text learning reached 93.7%, with the average score obtained in response Indonesian language teacher 93.0%.

The first stage of individual trials involving 3 students of class X showed that students' responses to the media with media aids assessment indicators were 90.8%, convenience in using media 90%, and students' interest in using media in folklore text learning 91.6% then can get an increase in rating with an average percentage of 90.4%.

The second stage in the small group trial involving 9 students of class X showed that students' responses to the

media with media aids assessment indicators were 88.8%, the ease of using media was 88.3%, and students' interest in using media in folklore text learning 87, 2% can get an increase in the assessment with an average percentage of 90.0%.

The third response to a limited field trial involving 32 students of class X Multimedia-1 showed that students' responses to the media with media aids assessment indicators were 92.6%, convenience in using media 92.0%, and student interest in using media in text learning. 93.2% folklore can get an increase in the assessment with an average percentage of 92.6%.

The development process that has been carried out and produced the final product in the form of digital-based folklore text learning media has shown very good results on student learning outcomes. The results of the pretest conducted showed that the average value of students was at the value of 58.75 with less categories. The results of the pretest obtained by students are, three students get 70, nine students get 65, four students get 60, eleven students get 55, three students get a score of 50, and two students get a score of 45, after using media, student results very damaging to the average value above the KKM.

Based on the discussion of the results of the research described above, it can be concluded that the findings of the development of learning media for folklore text material for the feasibility of learning media were stated to be very feasible due to the validation of material experts and media design experts in the "very good" category and an increase in assessment results. Similarly, the results of student trials.

IV. CONCLUSION

Based on the results and discussion of research on the development of digital-based folklore text learning media in class X students of Vocational high school PAB 1 Helvetia, the conclusions are as follows:

1. Learning media developed into three stages, namely Phase I Analysis, are the earliest stages in the product development process. Need analysis and curriculum analysis is one of the main activities carried out in designing learning.
2. The results obtained from the validation carried out by material experts to assess the overall product (media) in terms of material obtained a very good rating with a percentage of content eligibility assessment of 81%.

The percentage of assessment of the feasibility of presentation is 80%. Percentage of language feasibility assessment of 83.2%. The results obtained from the validation carried out by media experts to assess the overall product (media) in terms of design (graphics) obtain a very good rating with a percentage of 93.5%. The results of the assessment of the teacher's response to the media in fact obtained a very good rating with a percentage of 93.0%. The implementation phase is carried out in three stages. The first stage of individual trials involving 3 students of class X showed that students' responses to the media received a very good rating with a percentage of 90.4%. The second stage of a small group trial involving 9 students of class X showed that students' responses to the media received a very good rating with a percentage of 90.0%. The third stage in a limited field trial involving 32 students of class X showed that students' responses to the media received a very good rating with a percentage of 92.6%.

3. The effectiveness of development (media) shows better results compared to the effectiveness of not using media. The text of students' folktales through posttest is 87.34, while the effectiveness of students' folklore texts without using development media through pretest is 58.75.

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