

# The Effectiveness of Learning Media Folklore Text of North Sumatera Based on Blended Learning by 10<sup>th</sup> Grade Students of Vocational High School Harapan Mekar-1 Medan

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**Abstract:** *The aim of the study is to find out the effectiveness of learning media folklore text of North Sumatera based on blended learning. This study used research and development of learning media based on blended learning takes the form of online, offline and face-to-face learning media. The result of the study Learning outcomes in the folklore text material of 10<sup>th</sup> Grade students of Vocational High School Harapan Mekar-1 Medan after using learning media based on blended learning are in the category of "very good" with an average value of 82.81 and the average value before using learning media based on blended learning of 67.65 which is in the "good" category. This proves that student learning outcomes in writing folklore text material using blended learning based learning media is higher with the difference in percentage from pretest to posttest is 15,16.*

**Keywords:** *effectiveness; learning media; folklore; blended learning*

## I. Introduction

The development of technology, communication and information, especially the internet has become a demand for teachers in Indonesia to be able to use it as a source of positive learning media in supporting teaching and learning processes. The use of technology media provides benefits for teachers and students to access learning materials and interact directly in learning in the classroom, and also outside the classroom through online media. Zainuddin and Cut (2018: 69), also said "*media technology also brings learners in learning activities anywhere or what so-called the ubiquitous learning environment*". Media technology also brings students in learning activities anywhere or what is called a learning environment anywhere. Therefore, in the 21st century which has a very rapid technological development, it should be able to balance the face-to-face learning strategy with the use of technology so that they can create a more effective learning environment. This is in accordance with Lalima and Kiran (2017: 130) who say that "*To make their knowledge correlate with the present technological advancement and globalization, to minimize the teaching errors, to improve the quality, to increase students exposure ICT supported teaching learning process is a good option*". To make their knowledge correlate with current technological advances and globalization, to minimize teaching errors, to improve learning quality, to improve student understanding, teaching and learning processes supported by ICT are good choices.

The emergence of new technologies is increasingly rapid, being the background of the birth of the learning model of blended learning as a new innovation in responding to the challenges of the times. Blended learning is a term of mixing between conventional learning methods that are usually done face to face with internet-based learning methods commonly known as e-learning (Uno, 2011). One learning strategy that can improve student activity and facilitate the teaching and learning process by utilizing information technology is blended learning (Izzudin, 2012: 236). Blended learning is an appropriate solution for the learning process that is appropriate, not only with the learning needs, but also the learning styles of students (Hima, 2015: 37). Blended learning is a cheap and effective way of learning. The

statement was also reinforced by Kurkovsky (in Anohah, et al., 2017: 16) who said “*Introducing students to mobile applications in computing education may help students to make connections between the learning content and the real world applications and gadgets they use every day*”. Introducing students to mobile applications in computer-based education can help students to make connections between learning content and real-world applications and gadgets that they use every day. Blended learning is the mixing of two or more learning strategies or methods to produce the expected learning outcomes. Implementation of this strategy allows the use of online learning resources, especially those based on web / blog, without leaving face to face.

## **II. Review of Literature**

### **2.1 Learning Media**

Media is a word derived from the Latin *medius*, which literally means middle, intermediary, or introduction. In addition, the word *media* also comes from Latin which is a plural form of the word *medium*, which literally means an intermediary or introduction, which is an intermediary or introduction to the source of the message with the recipient of the message (Sadiman, 2007: 6). The notion of instructional media put forward by Gagne and Briggs (1975) implicitly says that learning media includes tools that are physically used to convey the contents of teaching material. Asra (2007: 5) suggests the same thing as Arsyad about the notion of media, but Asra separates the notions of “media” and “learning” based on purpose, that the word *media* in “learning media” literally means an intermediary or introduction, whereas the word *learning* is interpreted as a condition that was created to make someone do something learning activities. Learning media emphasizes the position of the media as a vehicle for channeling messages or information and learning to condition a person learning.

Sukiman (2012: 29) said that learning media is anything that can be used to channel messages from the sender to the recipient so that it stimulates the thoughts, feelings, attention, and interests and wishes of students in such a way that the learning process occurs in order to achieve the learning objectives effectively. Meanwhile, according to Wiarto (2016: 3), “learning media is a learning tool used to convey information to students that aims to make students know”. From this statement, the understanding of instructional media is described based on the objectives.

Learning media is often used interchangeably with the term aids or communication media as stated by Hamalik (in Arsyad, 2013: 4) where he sees that the communication relationship will run smoothly with maximum results when using tools called communication media. The understanding of learning media as above is based on the assumption that the education / learning process is identical to a communication process. In the communication process there are components involved in it, namely the source of messages, messages, and recipients of messages, media, and feedback. The message is the content of the education / teachings contained in the performance of the curriculum as outlined in certain symbols (encoding). The recipient of the message is the student by interpreting these symbols so that they are understood as messages (decoding). The media is an intermediary that channels messages from the source to the recipient of the message.

### **2.2 Text of Folklore**

Folklore is a literary work owned by each ethnic group. It cannot be denied, its presence in the community provides many benefits. Researchers Andrew Lang, Mac Culloh, and

Hartland (in Gusal, 2015: 9) revealed that folklore is a picture of the struggle of life and the experience of old people. Folklore is a story that is basically conveyed by one person to another through oral narrative. The characters and events in the story are considered never to have happened in the past or are the result of fiction simply because they are driven by a desire to convey a message or a message through the story. In addition to entertaining, folklore is also present to give messages and positive examples in the social relations of the owner and audience. Literature teaches many things, science, religion, character, history, friendship, customs, and others. Through literature, we can get to know a group of people.

Initially, folklore is conveyed through the media by someone in the group to the group members verbally or by word of mouth and assisted by visual aids or reminders. Due to the spread of folklore by word of mouth, much of the oral literature is fading because it cannot be maintained (Sahril, 2018: 92).

As a genre of old literature, folklore contains many religious values, moral messages, and education. For the community owner, folklore is considered a shield to build and maintain the existence of a culture. Even if folklore can no longer be used as a tool to establish social institutions or the establishment of norms in society, at least, it can be used as a means of entertainment for the general public. According to Gusal (2015: 9) the contents of the people's *certa* were actually not without the element of truth in the sense of the things being told that departed from the figures and events that actually existed and happened. In terms of characterization, folklore figures generally consist of two types, namely good and bad characters. That is normal for old stories that have a mission to give moral lessons. Also seen from the elements of these characters, fairy tale figures are generally simple characters.

Folklore is an old prose of oral tradition. In addition, folklore can be interpreted as an oral story that includes legends, music, oral history, proverbs, jokes, superstitions, fairy tales, habits into traditions in a culture, subculture, or group. In everyday language folklore is better known to the community as a fairy tale. This fable lives and develops in certain societies, but it is never known who the author is. As a genre of oral literature, folklore has many benefits for students and their supporting communities. It contains educational values and moral values that are useful as expressed by Danadjaja (in Sumayana, 2017: 21), "folklore as part of culture contains various ideas and full of values (meaning) that are beneficial for national development".

In addition, in general, folklore is not bound by time and place, it can happen anywhere and anytime without the need to have a kind of court accountability. The lack of clarity in the background has been seen since folklore began, which often uses timepieces opening words such as: "In ancient times, in ancient times" and others. Likewise with regard to setting the setting of a place which is often referred to as "in the land of antahberanta," "in a fairyland," somewhere alongside a forest, "and others. The ambiguity of the background can give the reader (children) freedom to develop their fantasy abilities and abilities whenever they want to carry them, but for adults, for example, wanting to know the truth and certainty of the setting to provide the appearance of the relevant fairy tales, is hampered. However, as folklore it also pointed to certain concrete settings both in terms of time and place.

### **2.3 Blended Learning**

Blended learning consists of words blended (combination / mixture) and learning (learning). Another term that is often used is hybrid course (hybrid = mix / combination, course = course). The original meaning as well as the most common blended learning refers to learning

that combines or mixes between face to face learning (face to face = f2f) and computer based learning (online and offline).

Blended Learning is a full blend of face-to-face experiences and online learning experiences. The basic principle is that face-to-face communication and online communication are optimally integrated so that the strengths of each are combined into unique learning experiences according to the intended context and educational goals.

Sementata Bersin (2004: 15), defines blended learning as:

*Blended learning is the combination of different training media (technologies, activities, and types of events) to create an optimum training program for a specific audience. The term (blended) mean that traditional instructor-led training is being supplemented with other electronic formats. In the context of the book blended learning program use many different forms of e-learning, perhaps complement with instructor led training in other live formats.*

### **III. Research Method**

This type of research used is development or often known as Research and Development (R&D). Sugiyono (2017: 28), said that research and development is a process / method used to validate and develop products. In this research, what is developed is learning media based on blended learning. The development of learning media based on blended learning takes the form of online, offline and face-to-face learning media. In this research development of learning media based on blended learning, researchers will try to develop media with mobile learning. Research and development functions to validate and develop products. Validating the product, it means that the product already exists, and researchers only test the effectiveness or validity of the product. Developing products in the broadest sense can be in the form of updating existing products (making it more practical, effective, and efficient) or creating new products (as never before). This research was conducted at Harapan Mekar-1 Medan Vocational School, namely vocational students in the Department of Computer and Network Engineering (TKJ).

### **IV. Discussion**

The effectiveness of the media can be tested by looking at differences in student learning outcomes by not using learning media based on blended learning with student learning outcomes using learning media based on blended learning as well as achieving the basic competencies required in the RPP. Student learning outcomes are data obtained from the provision of tests through pretest and posttest. Pretest is given before using the product of development and posttest is given after using the product of development, which is learning media in North Sumatra folklore text based on blended learning. The trial was conducted in 10<sup>th</sup> Grade TKJ-1, amounting to 32 students. The assessment of the learning outcomes of folklore text material is based on 4 aspects of assessment, namely the main idea, the right setting, the time setting, and the value contained in the story.

Test the effectiveness of learning media based on blended learning on North Sumatra folklore texts conducted at Harapan Mekar Vocational High School1 Medan in 10<sup>th</sup> Grade TKJ

with 32 students. Data of student test results before using instructional media on North Sumatra folklore text based on blended learning developed is presented in table 1 below.

**Table 1.** Pretest Results before Using Blended Learning Based Learning Media

No.	Name	Score
1	AR	70
2	AS	65
3	DOL	65
4	DF	60
5	FAA	70
6	II	90
7	JR	60
8	LBT	65
9	M	60
10	MJ	55
11	MHH	70
12	MRF	60
13	MRN	70
14	MZ	80
15	NW	65
16	N	70
17	NL	70
18	NF	65
19	NHA	65
20	PR	70
21	SBP	80
22	SF	70
23	SM	80
24	SN <sub>u</sub>	60
25	SN <sub>i</sub>	55
26	SPP	65
27	SRH	70
28	S	65
29	TAP	60
30	TDA	80
31	VAL	70
32	YSS	65
<b>Total</b>		<b>2165</b>
<b>Average</b>		<b>67,65</b>

The pretest was conducted for 32 students with trials in writing North Sumatra folklore texts before using blended learning-based learning media. The results of the pretest against 32 students showed an average score of 67.65. Furthermore, to determine the range then the high

scores are taken and then reduced by the lowest grades of students. The calculation is as follows.

a. Specifies a range of values

$$\begin{aligned} \text{Value range} &= 90-55 \\ &= 35 \end{aligned}$$

b. Define many classes

$$\begin{aligned} \text{Many classes} &= 1 + (3,3) \log n \\ &= 1 + (3,3) \log 32 \\ &= 1 + (3,3) (1,50) \\ &= 5.95 = 6 \end{aligned}$$

c. Determine class length

$$p = \frac{\text{Range}}{\text{Total Score}}$$

$$p = \frac{35}{6} = 5,83$$

Set length class interval = 6

The frequency distribution of pretest scores of student learning outcomes can be seen in the following table 2.

**Table 2** Frequency Distribution of Pretest Values

Interval	Frequency	Percentage
55-60	8	25%
61-66	9	28,12%
67-72	10	31,25%
73-78	-	-
79-84	4	12,5%
85-90	1	3,12%
$\Sigma$	<b>32</b>	<b>100%</b>

Based on the table above it can be seen that students who score 55-60 total 8 people or 25%, students who score 61-66 total 9 people or 28.12%, students who score 67-72 total 10 people or equal to 31.25%, students who scored 79-84 totaled 4 people or 12.5%, and students who scored 85-90 totaled 1 person or 3.12%, so the total number of students was 32 people. These results are the results of data analysis conducted on student learning outcomes before using blended learning-based learning media that were developed.

Posttest was conducted on 32 students with trials to write folklore texts circulating around the student's residence area. In taking posttest data, students are taught to use learning media based on blended learning that was developed. The data of student test results after using learning media on North Sumatra folklore text based on blended learning developed are presented in table 3 below.

**Table 3.** Pretest Results before Using Blended Learning Based Learning Media

No.	Name	Score
1	AR	100
2	AS	85
3	DOL	80
4	DF	70

5	FAA	80
6	II	85
7	JR	100
8	LBT	70
9	M	70
10	MJ	60
11	MHH	85
12	MRF	70
13	MRN	80
14	MZ	80
15	NW	70
16	N	100
17	NL	80
18	NF	85
19	NHA	80
20	PR	85
21	SBP	70
22	SF	85
23	SM	100
24	SNu	100
25	SNi	70
26	SPP	85
27	SRH	80
28	S	65
29	TAP	80
30	TDA	100
31	VAL	100
32	YSS	100
<b>Total</b>		<b>2650</b>
<b>Average</b>		<b>82,81</b>

Posttest was conducted to 32 students with trials in writing North Sumatra folklore texts before using blended learning-based learning media. Posttest results on 32 students showed an average score of 83.12. Furthermore, to determine the range then the high scores are taken and then reduced by the lowest grades of students. The calculation is as follows.

a. Specifies a range of values

$$\begin{aligned} \text{Value range} &= 100-60 \\ &= 40 \end{aligned}$$

b. Define many classes

$$\begin{aligned} \text{Many classes} &= 1 + (3,3) \log n \\ &= 1 + (3,3) \log 32 \\ &= 1 + (3,3) (1,50) \end{aligned}$$

$$= 5.95 = 6$$

c. Determine class length

$$p = \frac{\text{range}}{\text{Total Class}}$$

$$p = \frac{40}{6} = 7$$

Set length class interval = 7

The frequency distribution of pretest scores of student learning outcomes can be seen in the following table 4.

**Tabel 4** Distribusi Frekuensi Nilai Posttest

Interval	Frequency	Percentage
60-65	2	6,25%
66-71	7	21,88%
72-77	-	-
78-83	8	25%
84-89	7	21,88%
90-95	-	-
96-100	8	25%
$\Sigma$	<b>32</b>	<b>100%</b>

Based on the table above it can be seen that students who score 60-65 total 2 people or 6.25%, students who score 66-71 total 7 people or 21.88%, students who score 78-83 total 8 people or by 25%, students who score 84-89 are 7 people or 21.88%, and students who score 96-100 are numbered, 8 people or 25%. This shows an increase in student learning outcomes after using blended learning based learning media compared to before using blended learning based learning media that have been developed.

Based on data analysis conducted on the learning outcomes above, it can be concluded that there was a significant increase in student learning outcomes from pretest to posttest by 15.16. It is known that the average value of students before using learning media based on blended learning that was developed (pretest) was 67.65 and the average value of students after using learning media based on blended learning that was developed (posttest) was 82.81. Comparison of student learning outcomes from pretest to posttest can be seen in the following table 5.

**Table 5** Comparison of Average Pretest and Posttest scores

No.	Group	Average Score	Difference
1	Before (pretest)	67,65	15,16
2	After (posttest)	82,81	

This shows that the learning media based on blended learning developed can be used as an improvement in the learning outcomes of 10<sup>th</sup> Grade students of Vocational High School Harapan Mekar-1 Medan in folklore text material.



Discussion of the results of the effectiveness test of learning media based on blended learning on North Sumatra folklore texts based on pretest and posttest tests conducted on students. The trial test given serves to see student learning outcomes before and after using learning media based on blended learning. Pretest conducted 32 students in the form of writing a folklore test before using the developed learning media. A total of 8 students at intervals of 55-60 with a percentage of 25%, 9 students at intervals of 61-66 with a percentage of 28.12%, 10 students at intervals of 67-72 with a percentage of 31.25%, 4 students at intervals of grades 79- 84 with a percentage of 12.5%, and 1 student at an interval of 85-90 with a percentage of 3.12%. It can be concluded that based on KKM, only 5 students are able to write folklore texts and the average pretest result is 67.65.

After the posttest conducted on 32 students in the form of a folk text writing test, as many as 2 students at intervals of 60-65 with a percentage of 6.25%, as many as 7 students at intervals of 66-71 with a percentage of 21.88%, as many as 8 students at an interval of grades 78-83 with a percentage of 25%, as many as 7 students at an interval of grades 84-89 with a percentage of 21.88%, as many as 8 students at an interval of grades 96-100 with a percentage of 25%. It can be concluded that based on KKM there are 23 students who are able to write folklore texts and the average posttest results is 82.81.

Based on the discussion, it can be concluded that there is an increase in student learning outcomes after using blended learning based learning media that have been developed previously. The percentage difference from pretest to posttest is 15, 16. The increase in the results of the initial test to the end is evidence that learning media based on blended learning is effectively used by teachers and students in learning folktales. Learning outcomes through the development of learning media based on blended learning show an increase in student learning outcomes, this is in accordance with the opinion of Kemp & Dayton (in Sukiman, 2012: 39) which states that the function of learning media is to motivate interest or action, the expected outcome is to dilute interest and stimulate students to act, the achievement of these goals will affect student attitudes and values. Then there is another opinion, Ibrahim (2017: 82) which reveals that the learning process of the use of instructional media needs to be based on learning theory, namely behaviorist, cognitive and constructivist learning theories. Behaviorist views that learning as a process of forming associations between stimulus and response. In blended learning media in North Sumatra folklore learning, behaviorist theory provides positive responses to students so as to improve learning outcomes better.

Based on the analysis results above, it is known that there are differences in student learning outcomes without using media with learning outcomes using media. Therefore, it can be concluded that the developed learning media based on blended learning has been valid and is suitable for use by teachers and students in folklore text material.

This is supported by other relevant research conducted by Tuapattinaya (2017) in the title of his research "Development of Hybrid Learning Based Biology Learning Media to Remind Student Learning Outcomes at Ambon 6th Middle School". The study explained that based on learning both offline and online, a KKM completeness presentation was obtained by students. In the initial test there were 5 students or 53.13% of students completed and 46.88% of students completed, then in the final test there was a percentage of 100% students' completeness. This shows that the learning process using hybrid learning models helps improve students' cognitive, so students can remember and understand difficult biological material.

Other relevant research was also conducted by Nurwahyuningsih with the title "Development of Android-Based Mobile Learning Media for Science Subjects for Junior High School Students" with the findings of an average pretest score of 65.46 and posttest of 79.53.

From the test results of these students can be stated an increase in value so that the feasible mobile learning products are used. The percentage of students' graduation at the time of the 11.7% pretest test was only 5 students and at the time of the posttest 100% that is all students achieved that value.

## V. Conclusion

Learning outcomes in the folklore text material of 10<sup>th</sup> Grade students of Vocational High School Harapan Mekar-1 Medan after using learning media based on blended learning are in the category of "very good" with an average value of 82.81 and the average value before using learning media based on blended learning of 67.65 which is in the "good" category. This proves that student learning outcomes in writing folklore text material using blended learning based learning media is higher with the difference in percentage from pretest to posttest is 15,16.

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