



Interactive E-Book Model Based on Local Wisdom as a Media for Learning Exposition Text Reading Skills

Afnita¹, Ahmad Husein², Ridha Hasnul Ulya³

^{1,2 & 3} Universitas Negeri Padang, Sumatera Barat, Indonesia.

* Correspondence to: afnita@fbs.unp.ac.id

Abstract: This study aims to describe the process of designing an interactive e-book model based on the local wisdom of Minangkabau culture. This type of research is mixed methods, commonly known as mixed research methods. The mixed model used is a 4-D model consisting of four stages: define, design, develop, and disseminate. This research was conducted on students of class X of Senior High School in Padang. Innovative learning media are indispensable for students to be used independently in the learning process of Indonesian. Therefore, research in interactive e-book models is used as one of the alternatives to overcome the limitations of learning media in exposition text reading skills. The results of this study describe the making of an interactive e-book model based on local wisdom of exposition text reading skills with a validity value of 92% with a very valid category. Based on the feasibility aspect of content obtained a validity value of 93.5% with a very valid category. Based on the aspect of eligibility of validity, obtained a validity value of 87.5% with a very valid category. Based on the results of the study, it can be concluded that the interactive e-book for reading skills reading the exposition text of students of class X is valid and can be continued to the next stage.

Keywords: Creation; e-book; interactive; local wisdom; exposition text.

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INTRODUCTION

Learning activities are the most important part of education. In learning activities, teachers and students are involved in an interaction with teaching materials as the medium (Algurén, 2021; Endedijk & Bronkhorst, 2014; Gani & Ulya, 2022; Walter et al., 2016). In line with this, an effort is needed to provide teaching about interaction using language. One of them is by learning Indonesian. The main purpose of learning Indonesian is to explore and develop one's ability to use language, both orally and in writing. In the world of language learning, the ability to use language is called language proficiency (Hayati et al., 2022; Panggabean, 2015; Tolla & Hamsa, 2016). All language learning experts generally agree that language skills and proficiency are divided into four. These are listening skills, speaking skills, reading skills, and writing skills (Nicolas et al., 2020; Oxford et al., 2014; Rasyid et al., 2023; R. H. Ulya et al., 2013). The listening and reading skills are categorized as receptive language skills. Meanwhile, speaking and writing skills are categorized as productive language skills (Atmowardoyo & Sakkir, 2021; Eriyanti, 2020; Nuha, 2012; Priyantini & Yusuf, 2020; Sofa et al., 2023). The results of research conducted by previous researchers showed that most teachers did not have a pattern yet for applying STEM learning that was related to local wisdom in their society (Ariyani et al., 2020; Lin et al., 2016; Wardani & Mundilarto,

2021). In addition, Aswirna et al., (2022) shows that the game technique owned by the rice stem *pupuik*, or the shrill sound emitted by the rice stem *pupuik*, will be explained in learning about sound waves (Azis, 2021; Misbah et al., 2020; Nursuhud et al., 2020; Waluyo & Wahyuni, 2021).

One of the receptive language skills is reading skills. Reading is not just reciting writing but involves visual activities for thinking processes and recognizing and understanding the meaning of words (Rahman & Haryanto, 2014; Suma, 2020; Zakiya, 2023). This reading skill can be found anywhere, generally, it can be obtained by learning it in school. Reading skill is a skill that plays an important role in the development of knowledge and as a communication tool for human life (Hardan, 2013; Hartono, 2023; Khalilova, 2023; Lestari & Wahyudin, 2020). Reading skills are skills that must be mastered by students at every level of education because by reading students have good reading skills, and it will be easy for students to obtain information and ideas made by the author in reading (Boeriswati et al., 2021; Simanjuntak et al., 2018). So, this reading skill is a very important skill to be mastered by every individual because every aspect of life cannot be separated from reading activities (Afnita et al., 2021; Hasan & Ahmad, 2018; Hudson et al., 2012).

In 2011, the Progress in International Reading Literacy Study (PIRLS) conducted a study on reading ability. His study report Mullis et al., (2012) revealed that the reading ability of students in Indonesia is low. Only 5% of Indonesian students studied showed reading skills to a high level, while more than 30% had very low levels, almost 40% had low levels and even only 25% of students reached intermediate levels. The standard is for reading skills not only to be able to read but further, namely reading with understanding, understanding what is read, what the reading means, and related to its implications.

One of the reading skills that must be taught to students is the skill of reading exposition texts. Exposition text reading skills are reading activities that aim to encourage students and the general public to be able to understand a passage that contains descriptions of ideas, main thoughts, opinions, information, and knowledge of the author without affecting the reader from the author's point of view (Arianti & Tiarina, 2014; Hamida et al., 2012; Pratiwi & Mayrita, 2023). Exposition text reading skills have been taught in the first semester of class X SMA/SMK students. This is contained in KI 3 "Understanding, applying, analyzing factual knowledge, procedures based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, state, and civilization related to the causes of phenomena and events, as well as applying procedural knowledge in a specific field of study according to their talents and interests in solving problems. and KI 4 "Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what they learn at school independently, acting effectively and creatively, and being able to use methods by scientific rules." This is also reinforced by KD 3.3 "Identifying (problems, arguments, knowledge, and recommendations) exposition texts that are heard or read." KD 3.4 "Analyzing the structure and language of the exposition text" and K.D 4.3 "Developing the content (problems, arguments, knowledge, and recommendations) of the exposition text orally and/or in writing." and K.D 4.4 "Constructing the exposition text by paying attention to the content such as problems, arguments, knowledge, recommendations, and structure and language."

Based on observations made by researchers at Senior High School in Padang, this is caused by several problems in learning reading skills of exposition texts, such as the

students' reading interest in the school is very low, the variety of learning media is also very lacking, and the learning media used by teachers only come from Kemendikbud package book teaching materials. Therefore, researchers want to apply teaching materials with more innovative learning media in the form of interactive e-books based on local wisdom. The development of interactive e-book teaching materials can increase student interest in learning because it looks more attractive (Aieny & Basri, 2020; Erniyati, 2016; Silver et al., 2022). Accessing this e-book is very easy by using advanced technology, namely mobile phones. Almost all students at school bring an android and use it in positive ways related to learning at school. According to Zuve et al., (2023) the obstacles experienced by students in reading a learning text come from techniques, models, and teaching materials used by teachers are still conventional so students feel less motivated to take part in learning activities.

Based on the existing problems, it is necessary to develop an appropriate learning model to increase students' interest in reading, especially exposition texts. A learning model is a program or model that organizes classroom learning and shows how to use learning materials. Based on the results of observations, the learning model applied at Senior High School in Padang is the discovery learning model in Indonesian language subjects. Therefore, researchers want to apply a different model, namely an interactive e-book model based on local wisdom. According to Haniah et al., (2023) interactive e-books are a learning medium used to help students understand abstract learning to be clear. In the media, there are text, images, graphics, and videos that are packaged into one in the form of a digital book so that it can attract the attention of students to learn. By using e-books, students will find it easier to learn the material wherever they are because this e-book is electronic. E-books are evidence of the development of advanced technology which is expected to develop from time to time to renew traditional paper books for a prospective future.

The development of this technology causes many students who do not know about the local wisdom that is around them. According to Rahyono, local wisdom is human intelligence possessed by certain ethnic groups that are obtained through community experience (Asmawati et al., 2023; H. Ulya, 2016; R. H. Ulya, 2017). That is, local wisdom is the result of certain communities through their experiences and is not necessarily experienced by other communities. These values will be very strongly attached to certain communities and these values have been through a long journey of time, throughout the existence of that society (Hasyem, 2022; Komariah, 2016; Pesurnay, 2018; R. H. Ulya, 2022; R. H. Ulya et al., 2022). One of the appropriate values to be applied to students is the value of local wisdom, such as traditional ceremonies, regional arts, economic activities, and regional potential. Materials that are adapted to the environment can make it easier for students to relate the knowledge they already have with the new material presented. In this e-book, local wisdom from West Sumatra is taken. By raising local wisdom in teaching materials in the form of digital book media (e-books), students are expected to be able to recognize the culture and values in it. Character building taught in schools can also be implemented if students understand each of their cultural values (Ulya, 2022). This is believed because every student has their own culture and that culture is very close to them.

METHOD

This type of research is mixed methods, commonly known as mixed research methods. The research model used in this study is a 4-D model using a mixed-method

research method. The 4-D research model consists of 4 main stages, namely: (1) define, (2) design, (3) develop, and (4) disseminate. The types of data in this study are qualitative and quantitative. Qualitative data were obtained from the process of making the learning media e-book model. Quantitative data was obtained from the results of the validation sheet of learning media by the validator. The instrument for collecting data from this study was a validation questionnaire which was compiled based on the specifications of the interactive e-book model developed. The data analysis technique used in this study is a descriptive data analysis technique that serves to describe or provide an overview of the object under study through sample or population data as it is, without analyzing and making general conclusions.

To analyze research data effectively, several stages need to be undertaken. First, you need to identify the questions or items that will be analyzed. Then, create a Likert scale or rating scale for each question or item, with five or seven possible answers ranging from "strongly disagree" to "strongly agree." The next step is to determine the reference variable that will be used as a comparison in the analysis. This variable can be the total score of the same instrument or instruments that are considered similar. After collecting data from the respondents who answered the instrument, calculate the correlation between the scores of the questions analyzed and the scores of the reference variables using the Pearson correlation formula, also known as the Aiken formula. Finally, evaluate the validity of the criteria or items based on the correlation and the significance value obtained. A strong correlation and high significance value indicate that the item is valid.

RESULT AND DISCUSSION

Before being tested in the learning process, it is necessary to test the validity of the e-book model by experts. Aspects that are validated include four aspects, namely aspects of the feasibility of content, language, presentation, and graphics (Depdiknas, 2008). Based on this, the validation process of the interactive e-book model is reviewed in terms of content feasibility, presentation feasibility, linguistic feasibility, and graphic feasibility in learning reading skills of exposition texts. Each expert provides feedback and suggestions on the media that has been developed. Responses, suggestions, input as well as expert judgments were collected and then analyzed to obtain conclusions about the validity of the local wisdom-based interactive e-book model for learning reading skills of exposition texts.

From the validity analysis, it is known that the level of validity of the interactive e-book model based on local wisdom for learning Indonesian to read exposition texts as a whole is 92% with a very valid category. The description of each aspect is as follows. First, the validation of the feasibility aspect of learning media content is 93.5% with a very valid category. The second is to validate the feasibility aspect of presenting learning media, achieving 92% validity with a very high category. Third, the validation of the linguistic feasibility aspect of learning media is 92% with a very valid category. Fourth, the aspect of validating the feasibility of graphics is 87.5% with a very valid category. Based on this discussion, it can be concluded that the validity of the interactive e-book model based on local wisdom for learning Indonesian language skills reading exposition texts has met the eligibility requirements of learning media consisting of content feasibility, presentation feasibility, linguistic feasibility, and graphic feasibility so that the learning media is said to be very good valid.

This development research resulted in a learning media in the form of an interactive e-book model based on local wisdom for learning the skills of reading exposition texts for class X Senior High School in Padang. This media is entitled Interactive E-book Based on Local Wisdom Exposition Text. Under the title, it is hoped that by using this interactive e-book model based on local wisdom, students are skilled in reading exposition texts according to the correct structure and paying attention to the linguistic rules of the exposition text that should be. The use of this interactive e-book model is expected to motivate students to be able to learn independently with or without a teacher so that learning is no longer teacher-centered but student-centered learning.

Technology is the result of the development of science, which occurs in the world of education. Therefore, education itself should also use technology to assist the implementation of learning. This is following the opinion of Selwyn (2011) which states that digital technology has now begun to be used in educational institutions as a means to support learning, either as an information tool (i.e. as a means of accessing information) or as a learning tool (i.e. as a means of supporting learning activities and assignments). This technology can be in the form of audio-visual, not only audio or not only visual.

Arsyad (2011) suggest several advantages of audio-visual media as follows. First, lesson delivery becomes more focused, and it can cater to various learning styles of students. Second, learning becomes more interesting. Third, learning becomes more interactive with the application of learning theory and accepted psychological principles in student participation, feedback, and reinforcement. Fourth, the length of learning time can be shortened. Fifth, the quality of learning outcomes can be improved. Sixth, learning can be given when and where desired. Seventh, students' positive attitudes toward what they are learning and towards the learning process can be improved. Eighth, the role of the teacher can change in a positive direction. Therefore, an interactive e-book model learning media based on local wisdom was designed which is one of the innovative products resulting from advances in science and technology as a solution in the world of education, especially for learning the skills of reading exposition texts.

The advantages of e-books include the following. First, it is easy to carry around and does not require large storage space. E-books can be stored on a PC (Personal Computer), laptop, smartphone, tablet, or electronic device specifically provided for storing and reading digital books. Second, e-books are books that are durable or even timeless. Third, e-books do not need a printing process to publish which costs a lot, so e-books can be cheaper than printed books. Fourth, in addition, e-books are also environmentally friendly and support the paperless movement.

This interactive e-book learning media model is designed based on local wisdom taken from the West Sumatra area. Local wisdom is a view of life and knowledge as well as various life strategies in the form of activities carried out by local communities in responding to various problems in meeting their needs. If the strategy used is right then a good response will be obtained, but if the strategy used is not appropriate then the response obtained will not be what is expected. The right strategy needs to be mastered when the learning process takes place (Afnita, 2018),

In a foreign language, it is often conceptualized as a local policy "local wisdom" or local knowledge "local knowledge" or local intelligence "local genius". According to Bahri et al., (2021), local wisdom is human intelligence possessed by certain ethnic groups which is obtained through community experience. That is, local wisdom is the result of certain communities through their experiences and is not necessarily experienced by other

communities. These values will be very strongly attached to certain communities and these values have been through a long journey of time, throughout the existence of that society. In connection with this, an interactive e-book model based on local wisdom for reading exposition text skills was developed with a 4D development model (Four-D Model) which consists of four stages, namely (1) defining, (2) designing, (3) development (develop), (4) dissemination (disseminate).

Initial planning of an interactive e-book model for learning the skills of reading exposition texts for class X high school students which consists of study instructions, competencies to be achieved, the content of materials, exercises, and worksheets. These components are arranged in three parts, namely the introduction, learning activities, and closing. First, the introductory part, the interactive e-book model consists of the front cover, inside cover, preface, table of contents, list of pictures, list of videos, introduction to the e-book guide, and instructions for using interactive e-books. In the introduction to the e-book guide there is a learning framework in the form of (1) constructing information; (2) designing general statements and stages; (3) analyzing the structure and content of the exposition text; and (4) developing exposition texts and explanations about the stages of learning using a scientific approach. Meanwhile, the instructions for using interactive e-books contain guidelines or procedures for using interactive e-books, which include instructions for use on the device version and laptop version, as well as an explanation of Basic Competence (KD) and Competency Achievement Indicators (GPA) in learning to write. explanatory text formulated based on the 2013 curriculum.

Second, the learning activities section contains explanations in the form of material descriptions consisting of 3 chapters, namely: (1) interpreting the contents of the exposition text; (2) developing the content of the exposition text, and (3) examining the structure and language of the exposition text. The material contained in the interactive e-book is presented by the Basic Competence (KD) and Competency Achievement Indicators (GPA) for learning reading skills of exposition texts. In the description of this material, there are also videos, pictures, texts, and music adapted to the daily environment of students. This aims to preserve identity and cultural values in West Sumatra, especially in the Padang area. After students finish reading and understanding the material, then students are given tasks with a scientific approach or 2013 curriculum, namely: (1) observing; (2) asking; (3) collecting information; (4) processing information (reasoning); (5) communicating. Job descriptions are contained in each chapter in the interactive e-book. The job descriptions in this interactive e-book are made with a scientific approach or by the 2013 curriculum. Assignments are given to measure students' understanding of the material that has been studied. Third, the closing section is the final part of an interactive e-book based on local wisdom which contains closing words written by the author.

CONCLUSION

Based on the research that has been done, the activity of designing an interactive e-book model based on local wisdom begins with analyzing the Indonesian printed book of exposition text reading skills to adapt it to the 2013 curriculum and scientific approach. After that, design an interactive e-book model outline and design it according to local wisdom. Following the validation process by the validator, it was confirmed that the interactive e-book model based on local wisdom is highly valid, and classified as "very valid."

The product produced in this study as a whole is valid and can be used, and can already be distributed and tested to class X senior high school students. Based on the conclusions that have been described, there are suggestions submitted to related parties. The recommendations regarding teaching materials are addressed to teachers, students, and further researchers. First, Indonesian language teachers in the learning process are expected to be able to utilize an interactive e-book model based on local wisdom for learning the skills of reading exposition texts for X-grade high school students as a model for developing other learning media because this interactive e-book model can support knowledge and students' reading skills. Second, students of class X at the high school level are expected to be able to master the skill of reading exposition texts by using this interactive e-book model. Third, other researchers can design more in-depth research by utilizing the results of this study as a comparison material or as a reference to consider and carry out research.

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