



DEVELOPMENT OF A TEACHING MODULE FOR READING FOLKLORE TEXTS USING A FLIP PDF-BASED DIGITAL POCKET BOOK

Annisa Sabrina¹, Reni Nur Eriyani², Siti Ansoriyah³

Universitas Negeri Jakarta^{1,2,3}

**Email: annisasabrina369@gmail.com¹, reni_eryani@unj.ac.id²,
siti.ansoriyah@unj.ac.id²**

ABSTRACT

This study focuses on the development of a teaching module for reading folklore texts based on a Flip PDF digital pocketbook for grade X SMA/MA students. Its aim is to overcome students' difficulties in understanding the material and enhance the effectiveness of Indonesian language learning. The method employed is structured research and development based on the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). In this research, data collection involved needs analysis questionnaires and validation. Validation was conducted by instructional design experts, media experts, material experts, and Indonesian language teachers. Expert validation results showed a range from good to very good categories (average scores of 4.1-4.8). Teacher responses were very good (average 4.57), and student responses were good (average 4.00). The product proved effective with an increase in student participation, where 97.1% expressed a preference for digital technology-based learning. This digital teaching module offers an alternative for teachers to support the learning process. The implication is to provide more flexible access to learning materials, thereby fostering independent learning. Thus, this digital teaching module for folklore texts is considered feasible, making it applicable in the classroom. Further experimental research is recommended to measure learning effectiveness and expand to different text genres.

Keywords: digital pocketbook; flip PDF; folklore; merdeka curriculum; learning module

INTRODUCTION

The Merdeka Curriculum emphasizes text-based learning as a fundamental approach to developing students' literacy competence. Indonesian language instruction is designed to enable students to comprehend and produce various types of texts according to their purpose, social context, and communicative needs. One such text taught in Grade X Senior High School is folklore, an ancient literary form rich in moral, cultural, and character education values.

Folklore is an old Malay prose literary work comprising stories, laws, and genealogies that are fictional, religious, historical, biographical, or a combination thereof. They were read for solace, to ignite fighting spirit, or merely to enliven celebrations (Ardiyanto in Saleh, 2019). Within folklore texts, certain linguistic features are quite prominent, differentiating them from other literary works. The linguistic characteristics of folklore texts include the use of time sequence, action verbs, verbs in general, adjectives, articles, a third-person point of view, and dialogue (Kosasih & Kurniawan, 2018).

Despite containing significant messages, students often struggle to understand the content of folklore texts due to the use of archaic vocabulary and uncommon text structures for contemporary students. According to government textbooks, the distinct linguistic feature of folklore is its use of Classical Malay (Suherli et al., 2017).

One of the projects under the Merdeka Curriculum is to instill character education through text-based learning. According to Kosasih and Nurgiyantoro, literary works, whether in the form of poetry, drama, or prose, are inherently imbued with cultural, social, or moral values (Kosasih and Nurgiyantoro in Hadi, 2015). As a part of classical literature, folklore texts contain noble values that can shape students' character. Therefore, it is crucial to present folklore texts with an appropriate approach to achieve learning objectives.

Fundamentally, Indonesian language learning is a process of understanding and producing ideas, feelings, messages, information, data, and knowledge for various daily purposes, both written and oral (Alif Wahyudi et al., 2023). To achieve these objectives, deep reading skills are required. According to Tarigan, reading is a process undertaken and utilized by readers to obtain messages intended by the author through the medium of words or written language (Siti Fatimah Handayani Hsb et al., 2024).

Understanding folklore texts necessitates intensive reading skills. As Tarigan (in Windianti et al., 2023) defines it, intensive reading is a method and effort to gain full comprehension of reading material. This type of reading allows students to analyze intrinsic elements and interpret the character values contained within folklore texts critically and accurately.

However, in teaching practice, based on interviews and questionnaires distributed to teachers and students at MAN 11 Jakarta, it was found that teachers still employ conventional methods such as lectures and reading assignments without the support of engaging media. Teachers reported often being limited to using media like PowerPoint and government textbooks, or even using no media at all. This leads to monotonous learning, causing students to feel bored, sleepy, and inattentive to the material. Consequently, students' learning outcomes in comprehending folklore texts are low.

Students also expressed difficulty in understanding folklore texts due to the use of Classical Malay and unfamiliar plotlines. This difficulty in comprehending folklore texts was previously elaborated by Aini and Nuryatin in their journal titled "Pengembangan Buku Komik Kebudayaan Sebagai Media Mengidentifikasi Nilai dan Isi Cerita Hikayat" (Development of Cultural Comic Books as Media for Identifying Values and Content of Folklore Stories). Their research explained that the use of language inconsistent with current linguistic rules poses a significant challenge for students. If students struggle to translate the Malay linguistics in folklore texts, it will impact their comprehension of the text, ultimately preventing the optimal achievement of learning objectives within that basic competency (Aini & Nuryatin, 2019).

Through a student needs analysis, it was discovered that students prefer learning that involves digital technology with an appealing display. As many as 85.3% of students agreed that folklore text material should be delivered using Flip PDF digital pocketbooks. This indicates that students require more interactive learning that aligns with their habits of using digital devices. Teachers also expressed the need for teaching materials that are practical, interactive, and relevant to contemporary developments.

These findings highlight the importance of innovation in the development of teaching materials. In this context, a learning device is needed that not only presents material systematically but also accommodates the needs of students and teachers. An



instructional module emerges as an appropriate solution because it is a comprehensive document outlining the implementation plan for learning, from objectives, materials, activities, and assessments to supporting media. An effective instructional module must be relevant to the Merdeka Curriculum and support the Pancasila Student Profile.

The use of Flip PDF digital pocketbooks as part of the instructional module's content is not merely for visual enhancement; it is directly integrated into the student learning process. Therefore, the activity steps within this instructional module are designed based on the functions and features available in the Flip PDF digital pocketbook, such as interactive links, audio-visual media, and direct in-media exercises. This approach aims to encourage active student engagement in the learning process and improve overall learning outcomes.

Digital pocketbooks are an evolution of mobile learning, offering advantages of ease of use, practicality, and light system requirements (Hanif, 2018). Flip PDF Professional is an interactive medium that allows the addition of sound, video, images, animated text, hyperlinks, and quizzes into a single digital book format (Ellysia & Irfan, 2021). In her research, Dhatu Sitaresmi has proven that Flip PDF Professional is suitable for application and use as a learning medium (Sitaresmi, 2025).

This technological integration is expected to increase students' reading interest and help them better understand reading content. Based on this background, this research aims to develop and test the feasibility of an instructional module for reading folklore texts based on digital pocketbooks using the Flip PDF application, as an innovative solution for teaching literary texts in Grade X, in accordance with the Merdeka Curriculum.

METHOD

This study employs a Research and Development (R&D) approach, aiming to create a learning product and analyze its effectiveness. The development model adopted is ADDIE (Analysis, Design, Development, Implementation, Evaluation), a systematic framework for instructional design. This research focuses on developing a learning module for reading folklore texts, integrated with Flip PDF technology in a digital pocketbook format. The primary aspects investigated include the content validity from an expert perspective, practical utility, and learning effectiveness in line with the Merdeka Curriculum's learning outcomes for Grade X students.

The development stages follow the ADDIE model, beginning with a needs analysis through surveys and interviews, followed by the design of the module's conceptual framework. The development phase involves product creation with validation from media, material, and instructional design experts. Subsequently, limited implementation is conducted with a student sample, concluding with formative evaluation for product refinement. Each stage incorporates a revision process based on feedback from validators and users.

The research data comprises both qualitative data, obtained through in-depth interviews and documentation, and quantitative data, derived from validation questionnaire results and user responses. The main data sources include Grade X students as direct users, Indonesian language teachers as learning practitioners, and three expert validators (instructional design, media, and material) who ensure the academic quality of the developed product.

Research instruments include a needs analysis questionnaire with 21 statement items covering aspects of methods, media, teaching materials, and the utilization of digital

technology. Expert validation instruments use a 1-5 Likert scale with specific indicators relevant to each validator's area of expertise. The student response instrument consists of 10 items measuring aspects of interactivity, attractiveness, and learning effectiveness using the developed media.

Data analysis employs both qualitative and quantitative descriptive approaches. Quantitative data is analyzed using formulas for calculating average and percentage of feasibility. The collected data is used to calculate the average score for each assessed criterion with the formula: $\bar{x} = \frac{\sum x}{n}$ (Riduwan & Akdon, 2015).

Explanation:

\bar{x} : Average
 $\sum x$: Sum of each data point
 n : Number of data points

To determine the feasibility of the developed learning module based on expert assessment data, a **rating scale** measurement is used, where raw numerical data is obtained and then interpreted qualitatively. The calculation for the rating scale is determined by the following formula: $AP = \frac{\bar{x}}{Sit} \cdot 100\%$ (Riduwan & Akdon, 2015).

Explanation:

AP : Percentage score sought
 \bar{x} : Average score of each variable
Sit : Ideal score of each variable

Qualitative data, in the form of comments and suggestions, serves as the basis for product revision to achieve optimal quality before learning implementation.

RESULTS AND DISCUSSION

This research utilizes a Research and Development (R&D) methodology by applying the ADDIE model, which encompasses five development phases: Analysis, Design, Development, Implementation, and Evaluation. This systematic approach facilitates the creation of a learning module responsive to actual field needs.

Analysis Phase: Identifying Key Needs

The analysis of learning needs commenced with an in-depth review of three fundamental aspects: educator needs, student needs, and curriculum requirements. Findings from the exploration of educator needs indicated that the majority of teachers still rely on PowerPoint presentations as the primary means of delivering learning material. A lack of diversification in learning media emerged as a significant issue, with variations limited to the sporadic use of learning videos.

This situation is exacerbated by the fact that educators have not yet implemented Flip PDF digital pocketbooks in the learning process, despite showing high enthusiasm for exploring such media innovations. Dependence on conventional government-issued textbooks remains dominant, with folklore texts identified as challenging content for students. The pedagogical approaches employed still tend to be conventional, particularly the lecture method, especially when learning time allocation is limited or learning media has not been prepared.

A significant disparity was observed in the level of student engagement when learning with media compared to without media. This observation reinforces the argument for the crucial importance of technology integration in the learning process, especially considering the school's policy allowing the use of mobile devices to support learning activities.



Curriculum and Competency Analysis

A review of the Indonesian language curriculum identifies folklore texts as an integral component of Grade X (Phase E) learning. The primary learning outcome emphasized is the reading aspect. The specific objective of this learning is for students to be able to read and comprehend folklore texts written in Malay, enabling them to identify the values contained within and to recognize the characteristic features of folklore embedded in the stories.

Student Needs Analysis

Exploring student needs revealed a preference for more interactive learning methods, particularly interactive group assignments, over monotonous approaches that often induce drowsiness and decrease concentration. Although the learning resources used by educators are quite varied, the dominance of PowerPoint as a teaching medium is still evident, though sometimes educators deliver material without any learning media support.

The complexity of folklore texts is perceived by the majority of students, especially in identifying and analyzing the characteristics, values, and linguistic features of folklore. However, a positive trend is observed in students' enthusiasm for digital technology-based learning, given their active use of smartphones in daily life.

Table 1. *Student Needs Analysis*

Learning Aspect	Strongly Agree	Agree	Disagree	Strongly Disagree
Educators use monotonous teaching methods when delivering material	8,80%	67,60%	23,50%	0%
Feeling sleepy during monotonous learning	20,60%	41,20%	38,20%	0%
Teachers frequently utilize PowerPoint.	8,8%	52,9%	35,3%	8,8%
Difficulty with Malay language	5,90%	44,10%	50%	0%
Difficulty analyzing linguistic features	2,90%	58,80%	35,30%	2,90%
Preference for group assignments	17.60%	52.90%	23.50%	5.90%
Preference for digital media	35,30%	61,80%	2,90%	0%

Design and Development Phase

The design stage is a systematic process that transforms the outcomes of the needs analysis into an operational and targeted instructional design. Based on the analysis findings, students require a digital learning medium that is interactive, concise, and engaging, while educators desire a teaching resource that is practical, comprehensive, and tailored to student characteristics.

In this research, the design stage involved planning the content and structure of the instructional module to align with the Merdeka Curriculum, as well as designing the visual interface of the Flip PDF-based digital pocketbook. The design process began by defining the general concept of the digital module. This concept then guided the

arrangement of content, which included the selection of learning outcomes, learning objectives, teaching tools, learning models and methods, activity steps, and relevant evaluation formats.

The module's structure was designed by integrating three main components: general information, core components (consisting of learning outcomes and objectives, thought-provoking questions, and learning activities), and an appendix section (containing assessments, reading materials, a glossary, and student worksheets). The module's visual design was also comprehensively planned, considering aspects of layout, navigation, color, typography, and interactive features such as hyperlinks, text animations, learning videos, and interactive questions. All this content was developed using Flip PDF Professional software to produce an engaging, functional digital pocketbook compatible with various digital devices.

Figure 1. Product Development Structure



Figure 2. Sample View of Folklore Material in the Digital Pocketbook



The implementation of the pocketbook concept resulted in a minimalist design on the main page, with comprehensive explanations accessible via clickable star icons. Publishing through the free web hosting service, InfinityFree, ensures universal access without reliance on premium platforms. Once the design was fully developed, the product was validated by experts before being implemented with Grade X students and Indonesian language teachers at the school.

Validation and Implementation

The development stage transformed the product design into an instructional module ready for implementation. The developed product underwent validation by three expert lecturers from Universitas Negeri Jakarta, specializing in instructional design, media, and material.

Validation results showed an average score of 4.75 from the instructional design expert, categorizing it as "very good." This assessment was based on the alignment of learning objectives, methods, media, and time allocation. The media expert provided an average score of 4.8, also in the "very good" category, evaluating aspects like visual display, readability, navigation, and ease of use. The material expert gave an average score of 4.1, in the "good" category, recommending clearer content presentation and improved integration between material and practice questions.

Implementation involved a limited trial with three Indonesian language teachers from two different schools and 48 Grade X students at MAN 11 Jakarta. Teacher responses yielded an average score of 4.57, categorized as "very good," while student trials resulted in an average score of 4.00, categorized as "good."

Tabel 2. *Expert Validation Results*

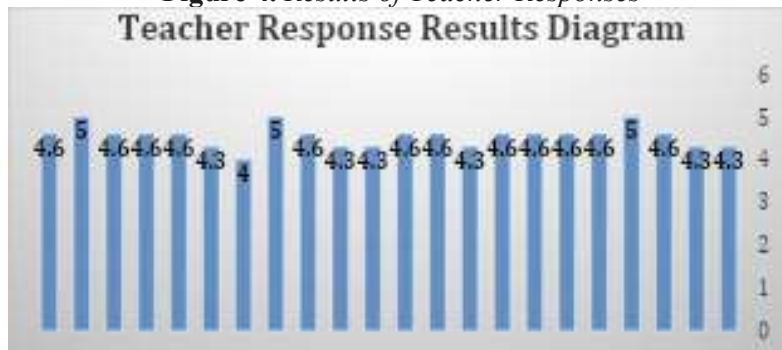
Aspect of Validation	Instructional Design Expert	Media Expert	Learning Material Expert
Average Score	4.75	4.8	4.1

Category	Very Good	Very Good	Good
----------	-----------	-----------	------

Figure 3. Student Trial Results



Figure 4. Results of Teacher Responses



Evaluation and Limitations

The evaluation stage in this research was conducted comprehensively, integrating feedback from material experts, media experts, teachers, and students to refine the final product. Revisions included adding a developer profile, improving the material sequence to align with learning activity flow, optimizing font size, and providing indicator icons for interactive sections to facilitate navigation. The cover design and user manual were also refined to be more communicative and user-friendly.

The evaluation indicates that this digital pocketbook-based instructional module can address the challenges of conventional learning by presenting material in a more interactive, efficient way that aligns with the characteristics of the digital generation of students. This module is assessed as facilitating access to folklore text material and enhancing student engagement in the learning process.

Despite these advantages, the study has several limitations. Firstly, the trial was conducted without pre-tests and post-tests, meaning the effectiveness of improving learning outcomes could not be quantitatively measured. Secondly, the internal HTML output format of Flip PDF requires additional conversion for universal accessibility. Thirdly, utilizing the full features without a watermark necessitates a relatively expensive premium license. Fourthly, the interactive question features are currently limited to multiple-choice formats and require integration with external platforms to support a variety of assessment types. Nevertheless, this research demonstrates that the development of a digital technology-based instructional module with a systematic approach can improve the quality of Indonesian language learning, particularly in comprehending complex folklore texts for Grade X students.

CONCLUSION



This research successfully developed a learning tool for reading folklore narratives for Grade X students using a Research and Development (R&D) approach with the ADDIE model, integrated with Flip PDF digital book technology. The development was carried out through a learning needs analysis that adhered to the Merdeka Curriculum standards. Expert evaluations indicated that the product's quality ranged from good to very good, with validation scores between 4.1 and 4.8. Limited field trials involving 48 students and three educators showed positive responses, with average ratings of 4.00 from students and 4.57 from teachers. The product proved effective in increasing participation and comprehension of classical literature.

Recommendations for future development include conducting experimental research to quantitatively measure learning effectiveness, expanding to different text genres, enhancing visual design creativity, broadening product accessibility, and enriching reference sources and learning materials to foster sustainable learning innovation.

ACKNOWLEDGMENT

The author gratefully acknowledges the guidance and support of Dr. Reni Nur Eriyani, M.Pd., Dr. Siti Ansoriyah, M.Pd., Dr. Nurita Bayu Kusmayanti, M.Pd., and Dr. Edi Puryanto, M.Pd. during the completion of this research. Appreciation is also extended to the lecturers of the Indonesian Language and Literature Education Study Program, the administrative staff of PBSI UNJ, as well as Mr. Sekh (media expert), Ms. Hesti (instructional design expert), Ms. Nurita (learning material expert) and the teachers at MAN 11 Jakarta and SMK Tadika Pertiwi Depok for their contributions and validation. The author would also like to thank family members, colleagues, and fellow students from PBSI UNJ 2018 for their encouragement and support throughout the research process.

BIBLIOGRAPHY

- Aini, Irmayanti Nur, & Nuryatin, Agus. (2019). Pengembangan buku komik kebudayaan sebagai media mengidentifikasi nilai dan isi cerita hikayat. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 8(2), 109–114. <https://doi.org/10.15294/jpbsi.v8i2.24222>
- Alif Wahyudi, Ansoriyah, S., & Eriyani, R. N. (2023). Development of teaching material for procedural text through Nearpod media for XI grade senior high school students. *Aksis: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 7(1), 1–9. <https://doi.org/10.21009/aksis.070101>
- D. Sitaresmi. (2025). Pengembangan media pembelajaran E-book berbasis Flip PDF Professional pada materi HSK 2. *Jurnal Education and Development*, 13(1), 21–27.
- Ellysia, A., & Irfan, D. (2021). Pengembangan e-modul dengan Flip PDF Professional pada mata pelajaran dasar listrik dan elektronika. *Voteteknika (Vocational Teknik Elektronika dan Informatika)*, 9(3), 91. <https://doi.org/10.24036/voteteknika.v9i3.113525>
- Hadi, D. C. (2015). Pengembangan bahan ajar memahami hikayat bermuatan nilai-nilai moral untuk peserta didik SMA/MA. *Seloka*, 4(1), 1–8. <http://journal.unnes.ac.id/sju/index.php/seloka>

- Hanif, M. (2018). Pengembangan media pembelajaran buku saku digital untuk kompetensi dasar teknik memperoleh modal usaha kelas X pemasaran SMK. *Jurnal Pendidikan Tata Niaga (JPTN)*, 6.
- Kosasih, E., & Kurniawan, E. (2018). *Jenis-jenis teks: Fungsi, struktur, dan kaidah kebahasaan*. Bandung: Yrama Widya.
- Riduwan, & Akdon. (2015). *Rumus dan data dalam aplikasi statistika* (Z. Arifin, Ed.; Edisi ke-5). Bandung: Alfabeta.
- Saleh, H. (2019). *Nilai-nilai kehidupan dalam hikayat Sitti Saera: Tinjauan struktural* (Skripsi, Universitas Hasanuddin).
- Siti Fatimah Handayani Hsb, Najwa Sabrina Putri, Marini Joy Stella Simanjuntak, Tata Azwa Faradhillah, Putri Luthfiah Ritonga, Candy Carobelly, & Mustika Wati Siregar. (2024). Peningkatan keterampilan membaca teks cerita fiksi melalui penerapan metode SQ3R (Survey, Question, Read, Recite, and Review) pada siswa kelas VII-1 di SMP Al-Washliyah 30 Medan Labuhan Tahun Ajaran 2023–2024. *JIIC: Jurnal Intelek Insan Cendikia*, 1.
- Suherli, S., Suryaman, M., Septiaji, A., & Istiqomah, I. (2017). *Bahasa Indonesia SMA/MA Kelas X*. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.
- Windianti, R., Anitra, R., & Marhayani, D. A. (2023). Analisis keterampilan membaca intensif siswa pada mata pelajaran Bahasa Indonesia berdasarkan minat belajar siswa di kelas III SDN 62 Singkawang. *Satya Widya*, 38(2), 162–175. <https://doi.org/10.24246/j.sw.2022.v38.i2.p162-175>