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The Feasibility of Saga Text Teaching Materials Utilizing a Website for Assignments and Resources in Class X at Azizi Islamic Senior High School

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Article Info

ABSTRACT

Purpose of the study: This study aims to develop, assess the feasibility, and evaluate the effectiveness of saga text teaching materials utilizing a website as a platform for assignments and resources for Class X students at Azizi Islamic Senior High School.

Methodology: This study employs a Research and Development (R&D) approach using the 4D model by Thiagarajan, consisting of Define, Design, Development, and Dissemination stages. The research methods include qualitative and quantitative approaches. Data were collected through observations, interviews, and questionnaires, with material experts, media experts, teachers, and students serving as evaluators. The study uses a saturated sampling technique, involving 18 students from Class X.

Main Findings: The feasibility assessment categorized the saga text teaching materials as "very appropriate." The validity assessment from material experts resulted in 95%, while media experts rated it 87%, both categorized as "very decent." Teachers provided an evaluation score of 93%, and students rated it 91.22%, indicating positive responses. Student learning outcomes reached 91%, categorized as "very effective."

Novelty/Originality of this study: This study introduces a website-based teaching material approach tailored for saga text learning, enhancing student engagement and independent learning. Unlike conventional printed materials, this method integrates digital interactivity with real-time assignment submission, making it a modern and adaptive educational resource for literature instruction.

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1. INTRODUCTION

Education plays a crucial role in shaping human behavior and the overall development of a nation. It is a fundamental effort aimed at systematically improving the quality of human resources through formal learning institutions, including Senior High Schools [1]. A well-structured curriculum serves as a reference for education, guiding the learning process and ensuring that it aligns with modern pedagogical advancements. In the 2013 Curriculum, there has been a significant shift from teacher-centered learning to student-centered approaches, requiring educators to adopt innovative teaching methods to enhance student engagement and comprehension [2].

However, a persistent issue in Indonesian education is the weak learning process, where teachers predominantly deliver theoretical content, leading to low student engagement and comprehension [3]. Teachers

play a critical role not only as facilitators but also as motivators, helping students develop critical thinking skills. One of the key challenges faced by teachers is the lack of innovative and interactive learning resources, making lessons monotonous and ineffective in stimulating student participation [4].

Teaching materials are essential components of learning resources, playing a vital role in supporting students' cognitive development. They function as structured learning aids, helping students comprehend complex concepts in various subjects, including Indonesian literature [5]. Hikayat is one of the compulsory literary genres in the Indonesian language curriculum, characterized by moral, cultural, and philosophical values. However, current teaching resources for Hikayat texts in Senior High Schools remain limited and lack contextual depth, making it challenging for students to fully appreciate the narrative and moral aspects of these literary works [6].

Observations and interviews with Indonesian language teachers at Azizi Islamic Senior High School Medan revealed several learning gaps. Firstly, the available textbooks are generalized, covering all aspects of Indonesian language studies, with limited focus on Hikayat texts [7]. Secondly, there is no dedicated teaching material that develops and contextualizes Hikayat learning for Class X students. Thirdly, students often lack motivation, feeling bored and disconnected from the learning materials, which contributes to low engagement. This is mainly due to the traditional approach of using static print resources, which fail to incorporate modern, technology-driven learning methods. Consequently, students struggle with literary analysis, leading to suboptimal learning outcomes [8].

To address this issue, this study proposes the development of website-based teaching materials for Hikayat texts. Digital learning platforms provide greater accessibility, interactivity, and flexibility, making them a more engaging alternative to traditional textbooks [9], [10]. Website-based teaching materials can function as a digital repository for lesson materials, assignments, and interactive discussions, allowing students to access content anytime and anywhere [11], [12].

One of the things that teachers must do to students is to teach in class by providing motivation that can make these students think critically. The task of a teacher is not only to make the learning atmosphere comfortable and interesting but must be able to help students to make it easier for students to understand the material presented by a teacher by means of subject matter that must be developed compiled and implemented based on the characteristics of students [13]. The improvement of the learning process is directed at improving the quality of learning and innovation in learning. Along with the improvement of the learning process, the role of the teacher is also no longer just teaching in front of the class but also required to know complete information about each learner. This is certainly to provide the best learning for students [14]. One of the efforts that can be made to create the best learning for students is to use varied learning resources. The existence of learning resources will facilitate the learning process in achieving learning objectives. Learning resources can be in the form of information presented in various types of media that can assist students in improving the learning outcomes to be achieved [15].

Teaching materials are part of the learning resources. Teaching materials play a very important role and are an important component to help students achieve learning objectives. As referring to (Number, 11 C.E.) Guidelines for Choosing to Compile Teaching Materials states "The selection of teaching materials includes how to determine the type of material, depth, scope, order of presentation, treatment of teaching materials [16]. therefore, teaching materials are an important means and source of learning and can assist students in developing knowledge, skills, personality, both at school and outside school." Indonesian is a compulsory subject for all levels of education. There are four Indonesian language skills including listening skills, speaking skills, reading skills and writing skills [17].

The learning process with Indonesian language materials at school, then students will get training, by using good and correct Indonesian. Students can also practice expressing their thoughts, feelings and creativity in written and oral form. One of the Indonesian language learning materials is hikayat [18]. Hikayat is an old story that is full of moral values contained therein. Literary works in the form of poetry, drama, or prose cannot be separated from cultural, social, or moral values. Some of these moral values are directly stated in the story, some are indirectly implied in the story. The moral values contained in hikayat are numerous, as much as the behaviors displayed by the characters in each storyline [16].

Based on the results of observations and interviews with Indonesian language subject teachers at Azizi Islamic Senior High School Medan and seeing firsthand the conditions that exist in schools, several problems were found that can be seen that, first, currently there is a learning support book but it is still general in nature, the support book is a textbook containing all class X Indonesian language subject matter Senior High School. The hikayat text material contained in the book has not been discussed thoroughly, the examples given are still limited [19]. Second, there is no book available that contains the development of teaching materials for class X students. Third, students still feel less motivated, easily feel bored, and even feel uncomfortable with the learning system implemented by the teacher when carrying out learning activities in the classroom. This tends to be caused by the use of teaching materials that are considered less innovative in terms of teaching Indonesian learning materials. The use of teaching materials that are less innovative will later be able to raise other

problems, such as the low level of understanding of students about folklore texts and classroom conditions that will become unfavorable when learning takes place because many students do not pay attention to the material the teacher teaches in class.

The development of teaching materials for saga texts is one of the choices in providing teaching materials that are interesting, interactive, innovative and well realized with a digital base as a collection of class X assignments and materials in the current technological era, one of the efforts that can be used in developing teaching materials for saga texts is by providing new domains and opportunities for students to experience technology-assisted learning, one of which is by using website-based learning as a learning resource and a forum for collecting assignments that students can use [16].

Website media-based learning is part of the utilization of the internet in the world of education and is a learning activity that utilizes website media or what is commonly referred to as a website, which can be accessed through the internet network easily. Learning using website media is also one type of interesting learning that can be applied from electronic learning (e-learning) [20]. The utilization of technology is expected to shape students to an independent learning process, interesting, and easy to reach by anyone. In addition to producing teaching materials that are digital, making teaching materials with the help of software, can produce teaching material products that are more interesting and innovative and the development of teaching materials for this saga text can also be chosen as a collection of assignments and web-based teaching materials, because saga text material is listed in several basic competencies in the curriculum [21]. Basically, hikayat in Indonesia has educational elements, so Hikayat can increase language skills and increase appreciation in a literary work. Learning to analyze hikayat with visual-based learning media, makes it easy for students to analyze hikayat [22].

The content of literary works can be known if analyzed through various ways such as intrinsic analysis, values in hikayat. One way is by appreciating literary works, because they reveal the secrets of life that can enrich the inner reader [23]. This is because hikayat text teaching materials or what is commonly referred to as listening materials can be used as one of the solutions for students and teachers in carrying out interesting learning because the products that will be produced can be used online anytime and anywhere and can be accessed using various supporting devices such as gadgets, laptops, computers, or tablets [24].

The development of website-based teaching materials is supported by previous research by Aisyah, Noviyanti, and Triyanto [25] who found in their research that the media assessment used based on validation with five experts regarding website-based social studies learning materials obtained a high enough value and reached a value of up to 87% and showed that the website-based material was very feasible to use. The results of small group trials conducted on 25 students have reached 100%, so it can be categorized that website-based learning is categorized as very feasible to use in developing a teaching material to make it more interesting. Similar research was conducted by Hadi [26] who found that there was a significant increase in the achievement of student learning outcomes after using website-based teaching materials by 31.87%, with an average pretest score of 52.03 and protest 83.90. The percentage of student learning completeness reached 97% (30 out of 31 students), and the assessment of student responses when using the website showed a good category. So from the results of these studies, it can be concluded that learning by using website-based teaching materials has been effective if applied in learning.

Based on the explanation described above, it can be concluded that there is a novelty in this research is to carry out the development of teaching materials that are attractive to students so that an active and vibrant learning atmosphere can be created so that the teacher's objectives are achieved in delivering learning material. The focus of this research is to explain how the stages of the process and the results of product validation of the development of teaching materials for saga texts using the website as a collection of assignments and materials for class X students of Azizi Islamic Senior High School Medan. The author hopes that the development of teaching materials for saga texts using the website as a collection of assignments and materials can help students be more active and increasingly have a high curiosity in understanding the lessons of saga text material at school, so that they can bring up ideas in themselves so that they can gain complex knowledge.

This research contributes a novel approach by developing interactive, digital-based teaching materials specifically for Hikayat texts—an area that has received limited attention in existing studies. The urgency of this research lies in the need for innovative, engaging, and accessible learning resources that align with modern educational trends. This study focuses on developing, validating, and implementing a website-based teaching material platform, serving as a collection of assignments and instructional resources for Class X students. The findings of this research are expected to enhance student motivation, encourage independent learning, and provide teachers with an effective tool for delivering Hikayat materials in a structured and engaging manner.

2. RESEARCH METHOD
2.1. Type of Research
This study employs a Research and Development (R&D) approach, which is a scientific method aimed at researching, designing, producing, and testing the validity of developed products. According to Sugiyono [27]

research and development (R&D) is a scientific way to research, design, produce, and test the validity of products that have been produced.

2.2. Research Model

The research follows the 4D development model proposed by Thiagarajan, consisting of four main stages: Define, Design, Develop, and Disseminate. This model was chosen due to its systematic structure in product development, ensuring that the resulting teaching materials meet both theoretical and practical standards [28].

2.3. Research Subjects

This study involved 18 students from Class X at Azizi Islamic Senior High School, along with two lecturers specializing in design validation and two lecturers specializing in material validation. The sample size of 18 students was selected using purposive sampling, ensuring representation based on their involvement in literary text studies. The inclusion criteria for selecting students included their engagement in the Indonesian language curriculum, experience with digital learning platforms, and prior challenges in understanding Hikayat texts.

2.4. Data Collection Instruments and Techniques

This study used three data collection instruments. First, a test was given to evaluate students' understanding of the Hikayat text before and after using the teaching materials. Second, a questionnaire was developed using a Likert scale, as explained by Sugiyono [29]. The Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people towards social phenomena. The questionnaire was used to assess student engagement, ease of use, and overall effectiveness of the teaching materials. Third, documentation was collected in the form of lesson plans, student responses, and screenshots of the website interface to support validation and usability analysis.

2.5. Research Procedures

The first stage is Define (Problem Identification). At this stage, problems related to existing Hikayat teaching materials are identified through observation, interviews, and curriculum analysis. Observation of classroom learning activities to assess students' obstacles in understanding the Hikayat text. Interviews with Indonesian language teachers to determine gaps in available learning resources. Curriculum analysis to align new teaching materials with learning objectives and competency standards.

The second stage is Design (Criteria Development). At this stage, the criteria for effective teaching materials are determined by aligning them with Indonesian language learning objectives to ensure compliance with the national curriculum. Ensuring accessibility and ease of use in a website-based format, so that teaching materials are suitable for independent learning. Using language that is easy for students to understand while maintaining academic accuracy. Designing a structured format, including a glossary, examples, and interactive assignments.

The third stage is Development (Validation & Testing of Materials). Teaching materials are reviewed by experts to ensure quality and effectiveness. Validation includes validation by material experts, namely evaluating the accuracy of content, relevance to the curriculum, clarity of explanation, and alignment with student competencies. Design expert validation to assess usability, interface aesthetics, accessibility, and user engagement. and student and teacher testing is conducted to analyze real-world effectiveness, ease of use, and learning outcomes.

The fourth stage is Dissemination (Implementation and Review). The final product is implemented in the classroom to evaluate its practical use. Student responses and learning outcomes are compared with pre-test results to determine effectiveness. Further feedback is collected for future improvements.

2.6. Data Analysis Techniques

The collected data were analyzed using quantitative and qualitative methods. Descriptive statistics were used to calculate the mean score and percentage of questionnaire responses. Comparative analysis was applied to assess the pre-test and post-test results. Qualitative analysis was conducted based on student and teacher feedback to identify areas for further improvement.

3. RESULTS AND DISCUSSION

This study followed the 4D development model by Thiagarajan, which consists of Define, Design, Develop, and Disseminate stages. Each stage played a crucial role in ensuring that the developed website-based Hikayat teaching materials met the feasibility, effectiveness, and engagement criteria necessary for modern education [30].

3.1. Define Stage (Problem Identification)

The Define stage focuses on identifying learning challenges related to the Hikayat text. Observations and interviews with Indonesian language teachers revealed that existing teaching materials were generic, covering many literary topics without in-depth exploration of the Hikayat text. Students had difficulty understanding, considering the explanations and examples provided inadequate. The lack of interactive learning resources made lessons monotonous, leading to low engagement [31]. The need for digital-based materials was emphasized, given the increasing reliance on technology in education. A website-based approach was chosen because of its accessibility, interactive nature, and ability to store teaching resources [32].

3.2. Design Stage (Teaching Material Development)

In the Design stage, researchers create criteria for website-based teaching materials, by ensuring alignment with the 2013 Indonesian language curriculum, with a focus on Higher-Order Thinking Skills (HOTS)-based questions. Ensuring easy-to-use website navigation to facilitate independent learning. And including interactive exercises, a digital glossary, and examples of Hikayat texts.

This stage also determines the validation criteria used by the experts. Material Experts assess: Content accuracy, clarity, curriculum alignment, and relevance to learning objectives. Design Experts evaluate: User experience (UX), readability, interactivity, and technical functionality of the website. By defining these criteria, this study ensures that the final product will be both pedagogically and technically strong [33].

3.3. Develop Stage (Product Validation & Revisions)

In the Development phase, the first prototype of the website-based learning material was tested and validated by four experts. The Content Expert gave a usability score of 91%, indicating that the content was highly accurate and aligned with the curriculum objectives. The Design Expert gave a score of 87%, highlighting strong usability but recommending improvements to the layout, navigation, and accessibility features [34]. The high usability score (91%) from the content experts indicated that the learning material was effective in improving students' understanding of the Hikayat text. Previous research on digital learning tools has shown that website-based learning materials improve learning outcomes by increasing retention and engagement [16]. The validation results support these findings, indicating that a well-structured digital platform can bridge the gap in traditional teaching methods.

The validation process led to several revisions, including:

- Material Expert I: Suggested revising question structures and improving HOTS-based assessments.
- Material Expert II: Recommended adding a usage guide and improving punctuation consistency.
- Design Expert I: Suggested improving website readability and simplifying navigation.
- Design Expert II: Recommended enhancing multimedia integration to increase student engagement.

All recommended revisions were implemented, ensuring that the final teaching material was both pedagogically and technically optimized [35].

3.4. Disseminate Stage (Student Testing and Implementation)

The final website-based Hikayat teaching material was piloted to Grade X students at Azizi Islamic Senior High School, using a student response questionnaire. The results showed that the student engagement score was 91.22% (categorized as "Very Eligible"). Teacher responses were very positive, with teachers highlighting the increase in student participation and understanding. Students found the website useful, reporting that the website simplified complex literary analysis and made learning more enjoyable [36]. This finding is in line with previous studies, such as Aisyah et al., [25] who found that website-based learning materials significantly improved students' motivation and academic performance. The positive reception of the teaching materials in this study further validates the effectiveness of digital learning resources in improving literary education [37].

The short-term impact of this study is that website-based teaching materials improve student understanding by providing structured and interactive resources [38]. Teachers gain additional tools that reduce reliance on traditional textbooks and enhance classroom discussions [28]. Meanwhile, the long-term impact of this study is to encourage the adoption of digital learning resources in Indonesian language education. It can be extended to other literary genres, thus encouraging a more technology-based education system [39].

This study has limitations in the form of a sample size limited to 18 students, which means that broader generalizations require larger-scale testing. In addition, technological constraints in some schools can limit access to website-based materials, requiring alternative offline versions. Further research is needed to assess long-term student retention and engagement with the materials [40]. This study shows that the website-based Hikayat teaching materials are a very feasible and effective learning tool. High validation scores from experts and students confirm that this digital resource increases engagement and understanding. Future research should expand the study sample, incorporate long-term use assessments, and explore hybrid learning models that combine digital and printed teaching materials.

4. CONCLUSION

Based on the results of the study, it can be concluded that the validation results from two material experts rated the product "Very Feasible", with scores of 89% and 85%, resulting in an average feasibility rating of 95%. Media experts provided feasibility ratings of 91% and 80%, leading to an overall media feasibility rating of 87% ("Very Feasible"). The teacher's response to the teaching materials resulted in a 93% approval rating, further confirming its suitability for classroom implementation. Student feedback, based on a sample of 18 students, indicated a feasibility score of 91.22%, classifying the teaching materials as "Highly Feasible and Effective." Student learning outcomes were measured using tests conducted through the website-based platform, where students achieved an average score of 91% ("Very Effective"). These findings confirm that website-based teaching materials significantly enhance student comprehension and engagement in literary studies, particularly in understanding Hikayat texts. The ability to access learning materials at any time also provides students with a more flexible and independent learning experience, which aligns with digital education trends in contemporary classrooms.

While this study demonstrates the effectiveness of website-based teaching materials, further research is needed to explore their long-term impact on student performance, literacy skills, and retention rates. Future studies could also expand the sample size and investigate the use of similar digital platforms for other literary genres or subjects beyond literature. Additionally, research could compare student performance between traditional and digital teaching materials to provide a more comprehensive evaluation of digital learning effectiveness. This study was conducted on a limited sample size of 18 students, which may not fully represent broader student demographics. Additionally, some schools with limited technological infrastructure may face challenges in implementing website-based teaching materials. Future research should consider developing alternative offline or mobile-friendly versions to increase accessibility for a wider audience.

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