



DEVELOPING A DIGITAL POCKETBOOK IN LEARNING FABLE TEXTS TO IMPROVE STUDENTS' READING INTEREST JUNIOR HIGH SCHOOL SMP SWASTA MUSYAWARAH

Dea Shintya br Sebayang¹, Edi Saputra²

^{1,2}Universitas Islam Negeri Sumatera Utara, Kota Medan, Indonesia

Article Info

Keywords:

Digital Pocket Books,
Fable Texts,
Learning Media,
R&D,
Reading Interest.

ABSTRACT

This study aims to develop a digital pocketbook for learning fable texts to increase students' interest in reading at SMP Swasta Musyawarah. The method used in this research is Research and Development (R&D) with the 4D development model, which consists of four stages: define, design, develop, and disseminate. The research subjects involved 32 students from class VII A at SMP Swasta Musyawarah. Data collection was conducted through observations, validation sheets from media experts, material experts, and language experts, as well as student response questionnaires, teacher response questionnaires, and pretest and posttest scores. The results of the study showed that the digital pocketbook developed had a good level of feasibility based on validation results from the experts. Media expert validation received a percentage of 92.30% with a very valid category, material expert was 80% with a valid category, and language expert was 93.75% with a very valid category. Student responses to the use of digital pocket books showed a percentage of 83.90%, and teacher responses reached 87.50%, both in the very good category. In addition, the effectiveness test using N-Gain showed an increase in student learning outcomes, with an average score of 0.5666 or 56.66%. Based on these results, it can be concluded that digital pocket books in fable text learning are feasible to use as a learning medium and can help increase students' reading interest as well as their understanding in Indonesian language learning.

This is an open access article under the [CC BY-SA](#) license.



Corresponding Author:

Dea Shintya br Sebayang
Indonesian Language Education
Universitas Islam Negeri Sumatera Utara
deashintya0314222049@uinsu.ac.id

1. INTRODUCTION

Reading is an important and influential thing in everyday life, because reading can obtain information and increase insight so that it makes oneself better understand the things that are being aimed at. Reading is a basic skill that is very important in accessing and processing information. Reading is not just a process of recognizing words, but a complex activity that involves understanding meaning, drawing conclusions, and critical reflection on the content of the reading [1]. This is also reinforced; Reading is one of the important roles in learning. Reading is an activity that must be made a habit, because reading is a complex activity, has a purpose, is interactive, requires understanding that includes flexible activities that take time and important resources [2].

However, low reading interest is still common, partly due to a lack of reading habits, the use of unattractive learning media, and the selection of reading topics that are less appealing to students. The use of inappropriate teaching materials, such as those that are too broad, too shallow, or not appropriate to students' competencies,

can hinder students' learning process. Therefore, clear guidelines are needed for teachers in the selection and use of teaching materials [3]. A strong interest in reading is essential for students to understand the meaning of reading [4].

[5] In general, low reading interest in Indonesia can be influenced by two factors: internal and external factors. Internal factors that influence student reading interest include student intelligence, age, gender, reading ability, attitudes, and psychological needs; external factors come from outside the individual, such as technology, information assessment, environment and parenting styles, uninteresting book titles and contents, book page sizes, and excessively high book prices. The more reading experiences a child has, the better their reading comprehension will be.

One topic that attracts students' reading material is fables. Fables are fictional stories whose characters use animals but behave like humans. Researchers use fable texts as material to increase students' interest in reading. Teachers are required to be creative in using learning media and learning strategies so that children can feel comfortable and interested in learning. Usually, children are very interested in fairy tales and animal stories (fables).

Through reading fable texts, students can learn various morals, characters, and develop language skills that are important in learning Indonesian. The existence of fable texts can also be beneficial in increasing students' interest in reading because fable texts are not only in the form of writing but also images and tell the character or character of animals that have human-like characteristics and behaviors such as being able to speak and think. Therefore, it can be said that fable texts have the benefit of attracting students' interest in reading because they contain moral values in the fable text [6].

According to Regianti [7], language learning, such as reading skills, is expected to enable students to understand themselves, their culture, and the culture of others, express opinions and feelings, and participate in activities or events in the community that use that language. According to researchers, based on initial observations, reading interest in junior high schools is still minimal, with students lacking enthusiasm for reading and a lack of interest in improving reading skills, especially in Indonesian language learning. This is reinforced by Elendiana [8], who argues that many students consider reading boring and only done to fulfill school assignments. Reading interest is a passion that drives someone to feel interested and enjoy reading. Reading is a necessary skill among several language skills. Reading is a basic talent that everyone should possess because it is closely related to human life, making reading ability crucial to human life. Reading is a mode of capturing information contained in writing [9].

Digital pocketbooks make it easier for students to access desired reading materials because they are practical and easy to carry anywhere. Digital pocketbooks are accessed via mobile phones, which have been provided with a link to open the pocketbook. As researchers have stated, books as a learning medium should facilitate and engage students' interest in mastering the material. Utilizing smartphone technology, which has features for creating Android-based applications, can help educators understand the practical and engaging functions of smartphones [10].

Digital pocketbooks are learning media that leverage technological developments and contain more concise and practical material. Digital pocketbooks do not require large storage capacity and are usually in PDF format, which can be opened with Acrobat Reader or similar programs, or HTML format, which can be opened via web browsers. Digital pocketbooks that are packaged more attractively will encourage students to spend longer studying time [11].

Based on this background, the author concludes that learning Indonesian requires practical and visual media to prevent students from getting bored quickly.

2. RESEARCH METHODS

The method used in this study was R&D (Research and Development), conducted to innovate learning in the form of digital pocket books to increase student reading interest. The subjects of this study were 7th-grade students of Musyawarah Private Junior High School, involving 32 students. This study used the 4D model, developed by Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel in 1974. The 4D model is a development model that can be used to develop various types of learning media [12]. The stages in the 4D model consist of define, design, develop, and disseminate [13]. Data collection was conducted through observation. The instrument used was a digital pocket book as a medium for students to increase reading interest. The instruments used in this study consisted of validation assessment sheets from media experts, language experts, and material experts, supplemented by student response questionnaires, teacher response questionnaires, and pretest and posttest questionnaires to assess student reading interest. A validation sheet was used to determine the feasibility and suitability of the learning media based on expert assessments. Meanwhile, a response questionnaire was given to students and teachers to obtain information on the practicality of using digital pocketbooks in the learning process. The effectiveness of the learning media was analyzed through learning test results and student response questionnaire data using the N-Gain test calculation.

1. Validity of media experts

The validity percentage is calculated using the formula:

$$V = \frac{Tse}{Tsh} \times 100$$

Description:

V : Validity

Tse : Total empirical score

Tsh : Total expected maximum score

Table 1. Validation Criteria

No	Percentage	Criteria
1.	81% - 100%	Very Valid
2.	61% - 80%	Valid
3.	41% - 60%	Quite Valid
4.	21% - 40%	Not Valid

2. Media Practicality Analysis

Response measurement using a questionnaire instrument with the following Likert scale:

Table 2. Likert scale

No	Instrument Item Response	Score
1.	Very good	4
2.	Good	3
3.	Not good enough	2
4.	Very bad	1

Then, to calculate the percentage of survey responses, use the following formula:

$$V = \frac{Tse}{Tsh} \times 100$$

Explanation:

V : Validity

Tse : Total empirical score

Tsh : Total maximum expected score

With the following practicality criteria:

Table 3. Criteria for Media Practicality

No	Percentage	Criteria
1.	81% - 100%	Very Practical
2.	61% - 80%	Practical
3.	41% - 60%	Quite practical
4.	21% - 40%	Not practical

3. Media Effectiveness Analysis

The measurement of student learning outcome improvement is calculated using the N-Gain formula:

$$N - gain (g) = 1 + \frac{x_1 - x_2}{x_{maks} - x_2}$$

Description:

x_1 = Pretest Score

x_2 = Posttest Score

x_{maks} = Maximum Score

Table 4. Categorization of N-Gain value acquisition

Range of N-Gain values	Criteria
$0,00 \leq n \leq 0,30$	Low
$0,30 \leq n \leq 0,70$	Currently
$0,70 \leq n \leq 1,00$	Tall

3. RESULT AND ANALYSIS

This research produced a learning media that has undergone a validation stage by experts and an effectiveness test thru students' learning outcomes. The validation stage was conducted to determine the feasibility of the learning media based on aspects of media, content, and language. The validation results indicate that the developed learning media received a good assessment from the validators.

Validation Results

The study involved 32 general practitioners. The univariate analysis describes the distribution of the primary variables: Workload, Job Stress, and Performance

Table 5. Validation Results

Form of Test/Validation	Presentase	Criteria
Media Expert	92,30%	Very Valid
Material Expert	80%	Valid
Linguist	93,75%	Very Valid
Average	88,68%	Very Valid

Based on the results of media expert validation, a percentage of 92.30% was obtained with a very valid category. The results of material expert validation obtained a percentage of 80% with a valid category, while the results of language expert validation obtained a percentage of 93.75% with a very valid category. These results indicate that the developed learning media have met the feasibility criteria in terms of appearance, material presentation, and language use.

Practicality Results

Table 6. The results of students' responses to the practicality of digital pocketbook media

No	Name	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	Total	Maximum Score
1	ADM	3	3	3	4	3	3	3	4	3	4	4	3	37	48
2	ADP	3	4	3	3	3	2	4	4	3	2	2	4	37	48
3	AD	3	3	3	3	4	4	3	3	3	3	3	3	38	48
4	AR	4	4	4	4	4	4	4	4	3	3	4	4	46	48
5	ALO	3	3	4	4	3	3	4	2	3	3	3	4	39	48
6	AL	4	2	4	3	3	3	3	4	4	3	3	2	38	48
7	ALI	4	4	4	3	4	3	2	2	4	2	3	3	38	48
8	AT	3	3	4	3	3	3	4	4	3	4	3	2	39	48
9	AZ	4	4	3	4	3	4	4	4	3	3	3	3	42	48

The student response questionnaire includes aspects of interest, language, and content. These three aspects are used to determine the level of student acceptance of the developed learning media. A good student response indicates that the digital pocketbook is able to attract students' attention, uses easily understandable language, and presents appropriate content that aids comprehension.

Table 7. The results of teachers' responses to the practicality of digital pocketbook media

Teacher	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	Total	Score
B. Indo	4	4	4	4	3	3	3	3	3	4	4	3	42	48
	4	4	4	3	3	3	3	3	4	4	3	42	48	48

87,50%

Based on the questionnaire data of teacher responses to the digital pocketbook product in fable text learning to increase students' reading interest, a score of 42 out of a maximum score of 48 was obtained, with a percentage of 87.5%. These results indicate that the teachers' responses to the developed media are in the very good category. Therefore, the digital pocketbook is deemed suitable to be used as a supporting media in fable text learning.

Effectiveness Results

The statistical results show a $p\text{-value} = 0.000$, which is less than 0.05, indicating a significant relationship between workload and doctor performance at RSUD Tebo. A high workload, characterized by time pressure and mental strain, tends to decrease the quality of medical services. When doctors face "role overload," the physical and psychological fatigue prevents them from achieving optimal clinical performance. The analysis of the relationship between workload and performance is presented in Figure 3.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
N_Gain	32	.41	.64	.5666	.06634
N_GainPersen	32	41	64	56.66	6.634
Valid N (listwise)	32				

Based on the trial data involving 32 students, the N-Gain values obtained were a minimum of 0.41, a maximum of 0.64, an average of 0.5666, and a standard deviation of 0.06634. If converted into a percentage, the average N-Gain value is 56.66%. The results of each student's score show an improvement in learning outcomes after using the learning media. The students' N-Gain values range from 0.41 to 0.64, with an improvement percentage between 41% and 64%.

The research shows that the developed learning media has met the feasibility criteria based on expert validation results. Media expert validation received a very valid category with a percentage of 92.30%, indicating that the appearance, design, and presentation of the media met the learning needs. Media with an attractive appearance and ease of use can help increase students' attention and interest during the learning process. In the aspect of content, the validation results obtained a percentage of 80% with a valid category. This shows that the material in the learning media is in accordance with the learning objectives, the content is relevant, and its presentation can support students' understanding. Although it falls into the valid category, improvements in the presentation of the material can still be made to make the media more optimal for use in learning.

Validation by language experts obtained a percentage of 93.75% with a very valid category. The results indicate that the use of language in the media has met the aspects of clarity, readability, and appropriateness to the level of understanding of the learners. The use of simple and communicative language can help students understand the material more easily. Based on the effectiveness test results thru the N-Gain score, an average learning outcome improvement of 56.66% was obtained. According to the learning outcome improvement category, this score indicates that the learning media provides a fairly effective enhancement to students' understanding. The increase in scores from pretest to posttest shows that the use of learning media can help students understand the material provided. Therefore, based on expert validation results and student trial results, it can be concluded that the developed learning media is suitable for use in the learning process and can improve students' learning outcomes.

4. CONCLUSION

Based on the research results that have been conducted, it can be concluded that the development of a digital pocketbook in fable text learning has successfully produced a learning media that is feasible, practical, and effective for use by students at SMP Swasta Musyawarah. The assessment results from media experts, content experts, and language experts indicate that the developed media has met the feasibility criteria. This digital pocketbook also received positive feedback from students and teachers because it has an attractive appearance, is easy to use, and can help students understand fable text material. The use of the digital pocketbook has a positive impact on improving students' learning outcomes, as seen from the N-Gain test results which show a moderate category. This media can serve as a more interesting and practical alternative teaching material in Indonesian language learning, especially on fable text material. Therefore, this digital pocketbook can be used as a supporting medium to increase reading interest and help students understand the fable text learning material.

5. REFERENCES

- [1] Z. Azahra, T. I. Kusumawati, U. Islam, N. Sumatera, U. Islam, and N. Sumatera, "Pengaruh Media Cerpen Terhadap Kemampuan Membaca Pemahaman Siswa," *J. Pendidik. Guru Madrasah Ibtidaiyah*, vol. 8, pp. 483–490, 2025, doi: <https://doi.org/10.54069/attadrib.v8i2.988>.
- [2] P. Situmorang, R. Devianty, and M. Syaifullah, "Pengembangan Media Mini Book untuk Meningkatkan Kemampuan Membaca pada Mata Pelajaran Bahasa Indonesia di Kelas V," *J. Arjuna Publ. Ilmu Pendidikan, Bhs. dan Mat.*, vol. 2, no. 6, 2024, doi: <https://doi.org/10.61132/arjuna.v2i6.1332>.
- [3] I. R. J. Hawadatun Nisrina, Tiara Salwa Salsabila, Yesika Indriasih, "MEMBANGUN KARAKTER SISWA SEKOLAH DASAR DALAM PEMBELAJARAN BAHASA INDONESIA MELALUI LITERASI DIGITAL," *Cent. Publ.*, vol. 3, pp. 3245–3255, 2025.
- [4] F. F. G. Alya Firmazelin, Cinta Salsabila Putri Harahap and B. Jihan Luthfi Nabilah1, Sarah Witri Tampubolon, Siti Nurmala1, "Education Journal : Journal Education Research and Development," *J. Educ. Res. Dev.*, pp. 175–181, doi: <https://doi.org/10.31537/ej.v7i2.1229>.
- [5] W. Fitria, "Reading Interest and Reading Comprehension : A Correlational Study," *J. Educ. J. Educ. Stud.*, vol. 4, no. 1, pp. 95–107, 2019, doi: :
- [6] D. F. S. Jeffrey Oxianus Sabarua, "KEMAMPUAN SISWA MEMAHAMI BACAAN MELALUI FABEL," *EJURNAL IMEDTECH*, vol. 3, no. 2, pp. 1–8, 2019, doi: <https://doi.org/10.38048/imedtech.v3i2.210>.
- [7] A. M. Regianti, U. M. Sidoarjo, U. M. Sidoarjo, and M. Baca, "PENGEMBANGAN MEDIA INTERAKTIF FABEL UNTUK MENINGKATKAN MINAT Pendahuluan Sekolah sebagai salah satu lembaga pendidikan yang diharapkan mampu menciptakan sumber daya manusia yang berkualitas dan mampu meningkatkan motivasi belajar dan prestasi belajar denga," pp. 70–81.
- [8] M. Elendiana, "Upaya Meningkatkan Minta Baca Siswa Sekolah Dasar," *J. Pendidik. dan KONSELING*, vol. 2, 2020.
- [9] S. Ritonga, R. N. Rambe, U. Islam, and N. Sumatera, "Jurnal Cakrawala Pendas PENGGUNAAN MEDIA BIG BOOK DALAM MENINGKATKAN," vol. 8, no. 4, pp. 1266–1272, 2022.
- [10] Y. Anita, A. Thahir, and N. D. Rahmawati, "Buku Saku Digital Berbasis STEM : Pengembangan Media Pembelajaran terhadap Kemampuan Pemecahan Masalah Mosharafa : Jurnal Pendidikan Matematika Mosharafa : Jurnal Pendidikan Matematika," vol. 10, no. September, pp. 401–412, 2021.
- [11] I. D. Utari, "Pengembangan Buku Saku Digital Berbasis STEM Terhadap Pemahaman Konsep Matematis," vol. 7, no. 2, pp. 97–106, 2021, doi: [10.37058/jp3m.v7i2.3221](https://doi.org/10.37058/jp3m.v7i2.3221).
- [12] B. Sihombing, "Model Pengembangan 4D (Define, Design, Develop, dan Disseminate) dalam Pembelajaran Pendidikan Islam," vol. 4, pp. 11–19, 2024.
- [13] L. Maulida, R. E. Murtinugraha, and R. Arthur, "Model Four-D Sebagai Implementasi Untuk Pengembangan Bahan Ajar Elektronik Modul Mata Kuliah K3," vol. 01, no. 07, pp. 433–440, 2023.