THE DEVELOPING OF INTERACTIVE MULTIMEDIA FOR LEARNING OF OLD LITERATURE READING BASED ON RESEPTION THEORY FOR JUNIOR HIGH SCHOOL STUDENTS

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ARTICLE INFO	ABSTRACT
	This study aims to develop interactive multimedia for the learning of old literature reading based on reception theory that acceptable as a learning media or high school students.This study is Research and Development (R & D) research by using Borg & Gall model. This study has been modified into six research steps namely, preliminary stage, product planning, product development, validation test, product revision, and product trial. The subjects consisted of 3 students for one-to-one trials, 6 students for small group trials, and 25 students for large group trials. The result of the research shows that (1) the interactive multimedia of reading old literature reading based on reception theory for junior high school students is categorized as "good" according to expert opinion, and "excellent" category based on media expert, teacher response, small group trials, and large group trials. (2) interactive multimedia learning reading of old literature based on reception theory for junior high school students is suitable for learning media.

INTRODUCTION

Education can form human beings who are able to use technology (technology literacy) and are able to use thinking (thinking literacy) without leaving the values of the nation's personality, the essential norms of humanity, the norms of tradition, culture, and religious norms that are adopted. The challenges faced by the world of education in today's global era are increasingly showing a rapid and complex intensity, this will obviously have a major effect on the implementation of education in schools. Correspondingly, learning requires a variety of specific approaches such as applying intellectual, imaginative, creative, productive, collaborative, competitive and technological approaches. Efforts to introduce regional literary products which are of essential value in Indonesian so that they are known and belong to the entire Indonesian nation, since regional literature, art, and regional culture are the capital and national wealth that we actually have today (Rosidi, 1964: 10).

It was seen as urgent to address the problem of learning to read old literature that requires a lot of information or teaching materials quickly and accurately. Developed interactive learning media will later be used by students to be able to learn independently, fun, provide ease of learning and learning materials are associated with the real life of students. This multimedia also encourages teachers to use computers as learning media. The development of this product is necessary, because currently, especially in the market, the author has not found specifically multimedia learning products in form of CD (compact discs) or interactive materials that also function as teaching materials, enrichment or remedies. Although some are developing, the number is very minimal so it is difficult to obtain.

LITERATURE REVIEW

Classical Malay literature is commonly intended by the study of Indonesian literature today into old Indonesian literature. Reading and introducing old literature to students means contributing valuable ancestral heritage, meaning that it can foster a healthy and rich new Indonesian culture. The study of the results of regional classical literature by Indonesians themselves is still very little. Several studies have been carried out, but mostly by Western scholars, especially Dutch scholars (Rosidi, 1964: 12). This kind of state feels lame. It's not worth letting it protract. It's time for Indonesian children to roll over their sleeves and intervene to investigate, study and interpret old literature that is a manifestation of one's own soul. One of the efforts made is to present old literature learning in schools, especially in learning Indonesian language and literature.

Educational Unit Curriculum (KTSP) Curriculum explains that the competency standards for Indonesian language and literature subjects are oriented towards the nature of language learning that learning languages is learning communication and learning literature is learning to respect humans and their human values (MoNE, 2003: 1). Teaching literature requires adequate skills in terms of how to convey the message contained in the literary work, so that it can be transferred to students so that the role of literary works as conveyers of moral values is not monotonous but also entertaining for students when reading. However, nowadays the learning of literature in schools raises concerns, in particular the learning of old literature. This concern arises not only because of the scope of the classroom in the literary learning process, but also due to external factors where books, especially old literature are quite difficult to find, and the lack of libraries that provide old literary works. Generally old literary works chronicle life in the middle of nowhere, kingdoms with the wind with the king's dashing sons and beautiful daughters. Old literary works provide advice directly or indirectly, among others, with regard to morals, religion, and science to their readers (Rosidi, 1976: 8).

Reading old literature can provide an understanding of the roots of human existence and humanity as well as life and life in the past which is the root of life today (Nurgiyantoro, 2013: 167). Providing students with old literary readings can facilitate students to understand the greatness of the past, know and understand the ancestors that led to existence in the present, and learn to appreciate the heritage of the ancestors. Old literature has a function that is no different from modern literature. Old literature also supports the development of the child's personality, both regarding the development of emotional, affective, cognitive, imaginative, aesthetic feelings, as well as linguistic development and equally serves to provide pleasant entertainment.

There are six obstacles faced in teaching old literature in schools. First, the teacher's limitations in reading old literature. Secondly, language and stories in old literature tend not to attract readers. Third, the scarcity of published books that produce old literary manuscripts to be used as reading material.

Fourth, so far the old literary studies are still limited to scientific studies for the purpose of the thesis or dissertation even in certain majors and study programs only. Fifth, the curriculum still does not provide adequate opportunities for maximum teaching of old literature. Sixth, language and literature teaching in schools is generally still oriented towards efforts to support students' ability to pass and pass SPMB (Emzir & Rohman, 2015: 231).

Old literary research and learning for students in schools today is a vacant lot that needs more serious cultivation that asks for the participation of all parties (Emzir & Rohman, 2015:226). The study of old literature in educational institutions can be a hope for guiding light that serves to guide virtuous human beings. Old literature contains a wealth of cultural values that are part of literary creativity. Therefore, the insight of pluralism and multiculturalism needs to be developed as a form of Bhineka Tunggal Ika among students.

Literature learning in educational institutions has been stagnation because for students it is not interesting, since the literature lessons are filled with the task of memorizing terms and theories (Emzir & Rohman, 2015: 232). Old literature can be presented in the learning space by utilizing existing technology. Based on the results of interviews with old literature learning in schools, old literature is considered unimportant and meaningless. Classroom learning only refers to textbooks, syllabuses, and curricula. Studying old literature is considered a waste of time, as it is often unrelated to the National Examination, and has always been neglected due to the limited allocation of learning time. There are five offers of thought in literary learning, particularly old/oral literature (Emzir & Rohman, 2015: 233).First, abandon the tradition of assigning tasks whose nature showers learners by memorizing material relating to periodization, figures, authors, terms and theories. Second, educational institutions must provide literary collections so that students have easier access to works. Thirdly, education must complement its encyclopaedia of knowledge with literary works. Fourth, literary learning must be student-oriented, that is, students' appreciation of literary works becomes central. Fifth, learners are given the opportunity to express their thoughts and opinions about the literary works they have read without reference to certain norms or restrictions.

It requires the realization of learning to read the right old literature with a balanced portion and the use of appropriate and varied teaching models and media. However, it has not been fully realized because teachers find it difficult to teach literature so they prefer to skip it rather than teach it. This has an impact on students. They become deprived of the opportunity to gain experience to be able to appreciate and express literature. Therefore, the learning of reading old literature in junior high school is focused and taught, one of which is with interactive multimedia in order to create learning situations that are even more varied than conventional learning method activities.

As an old literary expert, Jauss thinks that old literary works are products of the past that have relevance to the present, in the sense that there are certain values for readers (Sehandi, 2014: 160). To illustrate that relevance, Jauss introduced a very well-known concept: the "horizon of expectations" which allows for the acceptance and processing in the reader's mind of a literary object. Reception is defined as the processing of the text, the ways of giving meaning to the work, so as to give a response to it. The intended response is not between the work and a reader, but rather the reader as a historical process, the reader in a certain period (Ratna, 2015: 165).

Literary reception has displayed as a dominant theory since the 1970s, taking into account five things (Ratna, 2015: 166), namely as an outward path to overcome structuralism that is considered to pay attention only to elements, the emergence of consciousness to revive human values, in the framework of universal humanist consciousness, the awareness that the values of literary works can be developed only through reading competence, the awareness that the immortality of the value of the work of art is due to the reader, the awareness that meaning is contained in the ambiguity relationship between the literary work and the reader. In this connection the reader as a transindividual subject, a subject that is on historical development, brings the theory of reception very relevant to the poststructuralist paradigm. Thanks to the involvement of readers, the multicultural nature can be explored to the fullest, not the author.

Learning to read old literature based on reception theory attaches importance to the responses that arise after students have witnessed, interpreted, and judged an old literature displayed using interactive multimedia. Literary reception is how the reader gives meaning to a literary work so that it reacts to a literary text. In various ways to help solve the problem of improving students' language skills, teachers must be able to innovate and breakthrough in learning and be able to provide adequate learning tools. The development of interactive learning multimedia is one of the efforts in actualizing it, so that in learning to read old literature can be created effectively, attracting the attention and enthusiasm of students.

Interactive multimedia-based learning media is learning that uses information and communication technology or uses multimedia. Interactive multimedia can assist educators in delivering the material taught and assist students in understanding the material to be delivered. With interactive multimedia, it can combine media in the learning process, and will be able to present interactive learning patterns. The content of the modified material becomes interesting and easy for learners to understand, difficult material will become easy, a tense learning atmosphere will become fun.

The role of interactive multimedia increasingly plays a very important role in the field of education in line with the growth of computer users and the growth of the internet in society which makes it easier to flow multimedia products from one computer to another. Learning to read old literature in schools requires new methods and media so that the learning of old literature is passionate and can increase students' interest in learning old literature, through interactive multimedia learning old literature in schools is expected to be able to improve the quality of learning.

In reality, the quality of learning to read old literature is still far from expectations, students think that learning to read old literature is difficult and less interesting than other learning, the learning outcomes of reading old literature students are still low, learning in the classroom still relies on variations in teacher-centered learning methods, the use of media in the learning process of reading old literature by educators is still not optimal, There has not been an old literature reading learning software in the form of interactive multimedia, and computer devices in schools have not been fully utilized for learning to read old literature.

The gap between expectation and reality needs to be solved by developing alternative learning media in the form of interactive multimedia. The choice of interactive multimedia is since it has various advantages over other types of media. Based on the results of several relevant studies, interactive multimedia can make learning to read old literature more enjoyable, can increase student activity in reading old literature and can increase student achievement.

METHOD

The development model used in this study is a procedural model that refers to the steps of the research and development (R & D) model Borg and Gall (1983: 772). The product developed is interactive multimedia for learning to read old literature based on reception theory for junior high school students. Brog & Gall (1983:775) describes ten key steps in the R & D process as follows.

1. Research and information collecting; In this step, a literature study related to the problem being studied is carried out, and preparation for formulating a research framework.
2. Planning; In this step, formulate skills and expertise related to the problem, determine the goals to be achieved at each stage, and if necessary carry out a limited feasibility study.
3. Develop preliminary form of product; that is, to develop the initial form of the product to be produced.
4. Preliminary field testing; i.e. conducting limited field trials involving 6-12 subjects. In this step, collection and analysis can be done by means of interviews, observations or questionnaires.
5. Main product revision; that is, making improvements to the initial product produced based on initial trials.
6. Main field testing; a major trial involving the entire subject.
7. Operational product revision; i.e. making improvements/refinements to the results of extensive trials.
8. Operational field testing; that is, the validation test step against the resulting operational model.

9. Final product revision; that is, making final improvements to the model developed to produce the final product.
10. Dessimination and implementation; that is, the step of disseminating the developed product.

Obtaining a good interactive multimedia product, a series of trials is required. The trial design in this study is a review of material experts and media experts, teacher response, one-on-one trials, small group trials, and large group trials. The instrument used to collect data in this study was in the form of a questionnaire. This instrument was developed by assessing the product looking at the aspects of learning, the content of the material, the media aspect. The grid of each questionnaire is as follows.
a. Questionnaires for material experts, including: content eligibility, feasibility of presenting material, and feasibility of language behind the subject of the Indonesian.
b. Questionnaires for media experts, including: media eligibility, learning feasibility, and assessment feasibility.
c. The teacher questionnaire includes: material feasibility, learning feasibility, and media feasibility, to determine the teacher's response to the use of interactive multimedia in learning to read old literature based on reception theory.
d. Questionnaires for students, including: material eligibility, learning eligibility, and media eligibility.

The data from this study is in the form of responses from material experts, media experts, students, and teachers to the quality of the products developed in terms of aspects of appearance, programming, learning, and content or material. Data in the form of comments, suggestions for revision and the results of researchers' observations during the trial process are analyzed descriptively qualitatively, and concluded as input to improve or revise the product developed. Meanwhile, data in the form of responses scores of material experts, media experts, students, and teachers obtained through questionnaires, were analyzed descriptively quantifies with average and percentage techniques. The conversion of scores with a scale number value of 5 is to use the Likert scale written in his book Sukardjo (2006: 52). For more details see table 1 below.

Table 1. Score Conversion Scale 5

Quantitative Data	Range	Category
5	$X > Xi + 1,80\ Sbi$	Very Good
4	$Xi + 0,60\ Sbi < X \leq Xi + 1,80\ Sbi$	Good
3	$Xi - 0,60\ Sbi < X \leq Xi + 0,60\ Sbi$	Enough
2	$Xi - 1,80\ Sbi < X \leq Xi - 0,60\ Sbi$	Deficient
1	$X \leq Xi - 1,80\ Sbi$	Very Deficient

Noted:

Xi = Ideal Average

= $\frac{1}{2}$ (maximum score + minimal score)

Sbi = $\frac{1}{6}$ (maximum score – minimal score)

X = empirical score

RESULTS AND DISCUSSION

The results of the study begin with an explanation of the first procedure, namely the results of preliminary research in the form of preliminary study results and information collection and planning results. The results of the preliminary study and information collection consist of the results of the literature study, the results of the analysis of the need for teaching materials by students, the results of teacher interviews, and the results of obesrvation. Second, the planning stage with the preparation of development research instruments. Thirdly, the development of the initial product draft, after which it is validated by material experts and media experts. Assessment of product feasibility by material experts, media experts, teacher responses, and trials to students is presented in table 2.

Table 2. Product Feasibility Assessment Results

No.	Assessment results	Total	Average	Information
1.	Material Expert	98	3,92	Good
2.	Media Expert	107	4,28	Very Good
3.	Teacher's Response	961	4,27	Very Good
4.	One on One Trial	318	4,24	Very Good
5.	Small Group Trials	631	4,20	Very Good
6.	Big Group Trials	2681	4,29	Very Good

Based on Table 2. Interactive multimedia learning to read old literature based on reception theory for junior high school students is in the good category with a result of 3.92 according to material experts, and an excellent category based on media experts with a result of 4.28, teacher response with a result of 4.27, results of a one-on-one trial with a result of 4.24, a small group trial with a result of 4.20, and a large group trial with a result of 4.29. This indicates that interactive multimedia learning to read old literature based on reception theory for junior high school students is worthy of being used as a learning medium. The data obtained in the study were reanalyzed based on indicators in each questionnaire or questionnaire sheet provided. Analysis is carried out to find out the extent to which the interactive multimedia developed can be said to be worth using, as well as which parts still need to be revised so that the multimedia developed can really be used for the achievement of learning effectiveness.

Table 3. Distribution of Assessment Frequencies by Material Experts.

No.	Criteria	Frequency	Persentage (%)
1.	Very Deficient	0	0 %
2.	Deficient	0	0 %
3.	Enough	5	20 %
4.	Good	17	68 %
5.	Very Good	3	12 %

Based on Table 3, it is known that of the 25 questionnaire items assessed by material experts, 5 (20%) points of assessment indicators are considered sufficient, 17 (68%) items of assessment indicators are considered good, and 3 (12%) points of assessment indicators are considered very good. After being assessed and referenced on a scale of 5, the average obtained is 3.92 in the Good category.

Table 4. Frequency Distribution of Assessments by Media Experts

No.	Criteria	Frequency	Persentage
1.	Very Deficient	0	0 %
2.	Deficient	0	0 %
3.	Enough	3	12%
4.	Good	18	72%
5.	Very Good	4	16%

Based on Table 4, it is known that of the 25 questionnaire items assessed by media experts, 3 (12%) points of assessment indicators are considered sufficient, 18 (72%) items of assessment indicators are considered good, and 4 (16%) points of assessment indicators are considered very good.

Tabel 5. Distribution of Teacher Response Assessment Frequency

No.	Criteria	Frequency	Persentage (%)
1.	Very Deficient	0	0 %
2.	Deficient	0	0 %
3.	Enough	14	6 %
4.	Good	136	61 %
5.	Very Good	75	33 %

Based on Table 5, it is known that out of the 25 questionnaire items assessed by nine teachers, 14 (6%) points of assessment indicators are considered sufficient, 136 (61%) points of assessment indicators are considered good, and 75 (33%) points of assessment indicators are rated as excellent.

Table 6. Distribution of Assessment Frequency by One on One Trial

No.	Criteria	Frequency	Persentage (%)
1.	Very Deficient	0	0 %
2.	Deficient	0	0 %
3.	Enough	3	4 %
4.	Good	51	68 %
5.	Very Good	21	28 %

Based on Table 6, it is known that out of the 25 questionnaire items assessed by three students, 3 (4%) points of assessment indicators were assessed sufficiently, 51 (68%) items of assessment indicators were considered good, and 21 (28%) items of assessment indicators were rated very good.

Table 7. Distribution of Assessment Frequency by Small Group Trials

No.	Criteria	Frequency	Persentage (%)
1.	Very Deficient	0	0 %
2.	Deficient	0	0 %
3.	Enough	17	11 %
4.	Good	85	57 %
5.	Very Good	48	32 %

Based on Table 7, it is known that out of the 25 questionnaire items assessed by six students, 17 (11%) points of assessment indicators were assessed sufficiently, 85 (57%) items of assessment indicators were assessed as good, and 48 (32%) items of assessment indicators were rated as excellent

Table 8. Distribution of Assessment Frequencies by Large Group Trials

No.	Criteria	Frequency	Persentage (%)
1.	Very Deficient	0	0 %
2.	Deficient	5	1 %
3.	Enough	67	11 %
4.	Good	295	47 %
5.	Very Good	258	41 %

Based on Table 8, it is known that of the 25 questionnaire items assessed by twenty five students, 5 (1%) assessment items were assessed as lacking, 67 (11%) assessment indicators were assessed sufficiently, 295 (47%) assessment indicators were assessed as good, and 258 (41%) assessment indicators were rated as excellent. This interactive multimedia learning of reading old literature based on reception theory for junior high school students was developed based on a customized preliminary study of needs analysis. The process of making this learning media begins with collecting relevant references for the development of Indonesian language and literature materials that refer to old literary learning. The development of interactive multimedia learning in its creation uses the adobe flash program as the basis for creating media ranging from text, images, animations, and other supporters. Nero burning to form data transfer in the form of an interactive compact disk (CD).

This learning media has been validated by media experts and material experts to test the feasibility of the material and media so that it is worth testing in the field. Choosing media experts and material experts who are academically and professionally competent in their fields (experts), it is expected to get complete and constructive input on the media so that it is worth testing. The validation results as suggestions for revision of learning media and expert recommendations are used as a reference for field trials with one-on-one trials, small group trials, and large group trials.

The product "Interactive Multimedia for Old Literary Reading Learning based on Reception Theory for Junior High School Students" has been developed through a phased trial of product feasibility. Product feasibility trials are started from the validation of material experts and media experts. Expert validation serves as the basis for improving the initial product. Teacher respondents were obtained from 9 teachers from SMP Negeri 1 Yogyakarta, MTs Negeri 7 Bantul, and SMP Negeri 4 Depok, to find out teachers' responses/responses to the use of interactive multimedia in learning to read old literature based on reception theory.

Furthermore, the revised product is tested on a one-on-one trial. One-on-one trials are carried out to minimize product errors. The next step is to hold a small group trial. The purpose of the small group trial was to obtain a clear picture of the quality of the product in real terms in the form of a group of respondents. All input from group trials is used by developers to improve the product before the product is applied to large group trials.

This product can be used for independent learning so that students who are less capable can learn on their own without being ashamed to make mistakes and can repeat material that has not been mastered by students. This product is very practical because it can be run anywhere because the file is in the form of *swf* and *system autorun*. The development of interactive multimedia learning to read old literature based on reception theory is very useful because similar products are not yet widely marketed and can be an alternative learning for students so that boredom does not arise in learning. In addition to the above advantages, this product also still has disadvantages such as its manufacture requires labor, and the cost is not small, as well as a long development time.

Interactive multimedia is the use of computers to combine text, graphics, audio, moving images (video and animation) into one unit with the right links and tools so as to allow multimedia users to navigate, interact, create, and communicate (Hofstetter in Munir, 2013: 113). Learning to read old literature using interactive multimedia becomes more creative, innovative, and fun. The development of interactive multimedia for learning to read old literature developed already on the basis of reception theory.

This interactive multimedia learning to read old literature is in accordance with the seven ways of reader response according to Beach and Marshal (1991: 28), namely engaging response stage the reader is invited to understand by including his feelings for the literary work he reads. The describing stage is the stage where the reader repeats descriptively the information from the text that has been read. The conceiving stage of the reader begins the characters, settings, and language used in a literary work to be interpreted. The explanation stage is the stage where the reader explains their conception of thinking about the behavior, belief, or goal to be achieved.

The connecting stage is the stage of the reader connecting personal experiences with events that exist in literary works. The interpreting stage of the reader is expected to be able to discuss what is implied in the story. The judging stage is the stage where the reader is invited to be able to assess related matters in the text.

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