p-ISSN 2301-7554, e-ISSN 2541-3643
https://journal.uniku.ac.id/index.php/ERJEE

ENGLISH REVIEW Journal of English Education
Published by English Language Study Program, Faculty of Teachers Training & Education, Universitas Kuningan, Indonesia in collaboration with AISEE (The Association of Indonesian Scholars of English Education)
AISEE

DEVELOPING E-LAS FOLKLORE: ENHANCING READING LITERACY THROUGH 'RATU AGUNG' TO SUPPORT STUDENTS READING LITERACY SKILLS

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APA Citation: Alwi, Z., Oktarina, D. A., Putri, E., Putri, R. I. I., & Zulkardi. (2025). Developing E-LAS folklore: Enhancing reading literacy through 'Ratu Agung' to support students reading literacy skills. *English Review: Journal of English Education, 13*(2), 621-632. https://doi.org/10.25134/erjee.v13i2.11841

Received: 26-02-2025 Accepted: 21-04-2025 Published: 30-06-2025

Abstract: This research aims to develop web-based student activity sheets (e-LAS) designed to enhance literacy skills by adapting the Ratu Agung folklor into short stories. The development process employed the ADDIE model, consisting of analysis, design, development, implementation, and evaluation stages. Data were collected through interview, observation, and evaluation stages, and analyzed using both qualitative and quantitative approaches. The study involved 10th-grade students at Athalla Putra Health Vocation School in Palembang. The expert evaluation of final e-LAS product yielded scores of 79,54 (good) for content relevance, 92,50 (very good) for presentation, and 91,66 (very good) for language, with an overall average of 87,90. Initial trials revealed that students were unfamiliar with analyzing and extracting information for complete text. Nonetheless, 84,61% of students achived the set learning objectives, indicating a high level of product effectiveness. These results suggest that the developed e-LAS can serve as a valuable aternative instruction tool to support literacy development and foster students' creativity through culturally rooted literary expressions.

Keywords: *Ibispaint X; literacy competency; Ratu Agung folklore; research and development; short stories.*

INTRODUCTION

One of the pressing challenges in Indonesia education is the low literacy skills of students, as reflected in international assessments such as the Programme for International Student Assessment (PISA). The dimensions of literacy include functional literacy, critical literacy, digital literacy, and media literacy, each playing a vital role in shaping active and informed citizens (Research by Zulkardi *et al.* (2020) indicates that Indonesia students often struggle with reading comprehension, particularly in analyzing textual information, integrating data from multiple sources, evaluating content critically, and applaying reasoning skills. PISA 2022 results show a slight improvement with Indonesia's reading literacy ranking rising by five positions (Kemendikbud, 2023).

The cultivation of a strong literacy culture remains crucial to developing student's critical thinking and communication abilities, which are essential for national progress. The implementation of literacy culture has been proven to enhance students critical thinking skills (Firdaus, Widiada & Saputra, 2023). In response to these challenges, this study aims to develop a culturally rooted and web based students engagement and comprehension through relevant and meaningful content.

Alwi *et al.* (2023) have also emphasized if several research findings indicate that the reading literacy of high school students remains at a low level, particularly during the Covid-19 pandemic. This is further evident in Indonesia's ranking in the Program for International Student Assessment (PISA), which remains at PISA Level 2. The outcomes of this research underscore the fact that the literacy skills of Indonesian students, who are

representative of Indonesian society, are generally relatively low.

Reading literacy refers to the ability to understand, apply, evaluate, and reflect on written texts in order to achieve personal goals, develop one's knowledge and potential, and engage actively in society (Alwi, 2022). Literacy in the 21st century goes beyond basic reading and writing. It includes the ability to interpret, analyze, and produce information in various formats that forms critical thinking skills (Kurniawan, *et al*., 2024; Zuhri, Suwindia, Winangun, 2024). This concept is not limited to the mastery of knowledge and technical skills, it also involves motivational factors, attitudes, and behavioral aspects. As education systems adapt to the growing demands of the 21st century, the importance of reading literacy becomes more pronounced. When literacy development is effectively integrated into learning environments, students are more likely to strengthen their analytical abilities and engage critically with the information they encounter (Katoningsih & Sunaryo, 2020).

To strengthen students' reading and writing abilities, schools have introduced various strategies such as silent reading sessions, regular library visits, and literacy competitions (Lailliyah, 2021). Despite these efforts, problems still persist particularly the shortage of learning resources and the limited involvement of parents in supporting students literacy development (Aisyah & Musa, 2023). One key factor influencing literacy outcomes is students motivation to read. While online reading activities offer opportunities, they can also pose challenges to digital reading literacy (Lan & Yu, 2023). Given the strong link between motivation and literacy skills, teachers are encouraged to select teaching media that can engage and motivate students more effectively.

Fasae & Ogunleye (2023) state that literacy is the foundation of education. A person who lacks literacy skills cannot be considered educated. Literacy provides access to knowledge, including technological understanding, which is essential for progress in the digital age. It also fosters critical and creative thinking, along whit oral and written communication skills that are vital in education (Brown *et al*., 2023).

Schools have introduced various strategies such as silent reading sessions and digital tools. Technology significantly improves student engagement and literacy scores (Ariyanto, et al., 2022). Studies show that incorporating augmented-reality assisted e-modules significantly strengthens the link between digital literacy and students learning motivation (Zufahmi *et al.*, 2024).

Literacy culture can be built through various reading and writing habitual activities. Various ways to build a culture of literacy can be done at school, college, or home. Building a literacy culture must be done continuously. One effort to build reading literacy competencies for students is through the development of electronic student activity sheets (e-LAS).

E-LAS is identical to sheets in the form of student exercises carried out via digital media that meet standards and are practical and accessible (Costadena & Suniasih, 2022). E-LAS also aims to overcome the lack of student activity in understanding concepts, so action is needed, namely by providing optimal learning variations that can attract students' attention, are recreational, fun, and involve students actively in learning activities (Suryaningsih & Nurlita, 2021). E-LAS is also an alternative that can be used to support the learning process which consists of material and practice questions that can be accessed via electronic devices such as computers or gadgets (Lathifah et al., 2021).The use of visual illustrations in e-LAS is considered effective in stimulating students interest in reading and understanding (Putri, Susandi& Zativalen, 2024). In this way, e-LAS has the advantage, namely that it can be a means that attracts students' interest in learning. With interactive e-LAS, it can make it easier for teachers to direct students in the learning process.

Tahmidaten & Krismanto (2020) addressed the issues related to the reading culture in Indonesia, with a focus on problems and potential solutions through a literature review. Their research highlighted various factors contributing to low reading literacy skills. Among these factors are the materials used for reading, teaching methods, and evaluation practices in schools, which often emphasize lower-level thinking abilities. In Alwi *et al*. (2023), experimental investigations were carried out using the PISA 2022 framework to assess the impact of E-SW (presumably electronic student activity sheets) on the reading literacy skills of 9th-grade students at SMP N 1 Sungai Pinang, Ogan Ilir Regency. The results demonstrated significant differences between the experimental and control groups, showing that the use of E-SW had a noticeable effect on students' reading literacy skills. These three studies can serve as references for further research aimed at enhancing reading literacy

competencies through the development of educational materials, such as student activity sheets.

Different from previous research, the literacy material contained in e-LAS develops Ratu Agung's folklore into short stories. Folklore were chosen as e-LAS study material because they have many benefits for students' character development. Although students may be motivated by the interactive nature of digital reading platforms, challenges such as uneven internet access especially in less developed regions still exist (Gea, *et al*., 2024). Thus, the e-LAS developed in this study can be used offline.

One of the most popular cultural products is oral literature. South Sumatra is a province that has a variety of folklore and has been recorded as an effort to disseminate oral literary works and appreciation of regional literary works. Indonesian folklore is important in shaping national identity, preserving cultural heritage, and promoting character education. The government is trying to collect and disseminate folklore from the archipelago to strengthen national integrity and unity in diversity (Novianti, 2022). Local folklor can also be integrated into broader learning contexts to enprove students understending (Rohmaniyah, 2025).

Folklore has great potential in strengthening Indonesia language literacy, enriching vocabulary, understending text structures, and improving comprehension (Ferando et al., 2023). The use of folklore based learning media makes a positive contribution in improving reading comprehension (Jati & Purwati, 2024). In line with this opinion, Sitohang & Ninit (2021) added that folklore is one form of Indonesia's wealth in the field of literature. Apart from that, folklore is also a form of regional cultural expression which is very numerous throughout Indonesia.

Indonesian folklore can be used to instill character values, preserve cultural heritage, and foster students' appreciation of local literature (Youpika *et al.*, 2024). E-LAS integrating Indonesian folklore has been developed for foreign language learners, receiving positive feedback from teachers and students (Yulianeta et al., 2022). Ulfa *et al*. (2023) stated that folklore has a moral message which can be used as a solution to overcoming the problem of attitudes of the younger generation in this era of globalization. Folklore, which mostly tells about an event in a certain area, can also be used as an alternative introduction to culture for the younger generation. This can also be used as an effort to preserve national culture. Each region has its folklore, including South Sumatra which has various kinds of folklore, one of which is Ratu Agung.

The story of Ratu Agung is an Indonesian folk tale originating from South Sumatra. This folklore is based on events when the Dutch were about to occupy Palembang. This story tells about the cunning tactics of the Dutch colonialists in winning the battle. Apart from getting to know a hero who became a legend in the South Sumatra region, namely Ratu Agung, this folk tale also provides a lesson about the history of how the Dutch came to control Palembang, which is currently the capital of South Sumatra.

This research aims to produce WEB-based e-LAS, using Ibispaint. Ibispaint facilitates image illustration with ease. This application maintains the same quality as desktop applications. The resulting illustrations and materials are assembled using Microsoft Word 2010 to ensure the product's readability and neatness. The e-LAS developed is subsequently uploaded to the researcher's blog via the Blogspot site. This choice is made to enable easy distribution and access to the e-LAS under development. Moreover, a comments feature is included, serving as a discussion forum for teachers, students, and researchers.

METHOD

The type of research carried out is development research using qualitative and quantitative approaches. The method used in this research is the ADDIE method, which was developed by Reiser and Molenda (Branch, 2009).

In this research, the five stages in the ADDIE method were carried out procedurally. The following is a table of the research stages carried out.

Table 1. Developer research design procedures

Stages	Draft	Procedure
Analysis	Researchers identify research subjects, needs and learning objectives. Researchers examine existing problems and find solutions.	1. Identify student needs. 2. Identify the research subject. 3. Collect information and analyze data. 4. Identify solutions. 5. Validate the analysis results.

		6. Revise if necessary.
Design	Researchers design the overall structure of learning materials and select the most suitable teaching materials to develop.	1. Formulate learning objectives. 2. Choose a learning strategy. 3. Design learning materials. 4. Designing teaching materials. 5. Design the visual appearance. 6. Validate the design. 7. Revise if necessary.
Develop	In the development stage, previously designed products are created based on the design. This includes compiling content, developing learning activities, and creating other learning support materials.	1. Develop learning materials. 2. Development of learning activities. 3. Development of assessments. 4. Product preparation. 5. Development of supporting media. 6. Expert validation. 7. Revise if necessary.
Implement	The materials that have been developed are delivered to the research subjects. Researchers ensure that all required learning components are available and ready to use so that learning sessions can take place effectively.	1. Testing the product developed on research subjects (one to one test, small group, and field test). 2. Collect feedback. 3. Revise if necessary.
Evaluation	Researchers assess the effectiveness of developed products that have been tested. This evaluation stage involves collecting data on learning outcomes, feedback from participants, analysis of the achievement of learning objectives.	1. Collect evaluation data based on one to one tests, small groups and field tests. 2. Analyze evaluation data. 3. Analyze student feedback. 4. Revise if necessary.

The research was conducted at Athalla Putra Health Vocational School, Palembang. The subjects of this research were Indonesian language teachers and 35 class X students majoring in Pharmacy and Nursing Assistant.

The selection of Athalla Putra Palembang Vocational High School of Health and 35 class X students majoring in Pharmacy and Nursing Assistant as the research site was based on two main consideration. First, the school has implemented several literacy programs. Second, the school has a diverse student population in terms of regional background and literacy levels, providing rich and varied data for the study.

Data collection was carried out through interviews, observations, questionnaires, and tests. Interviews were conducted with teachers and students of the Athalla Putra Health Vocational School, Palembang, to find out the needs of students and teachers in the learning process of writing short story texts. Observations are carried out by observing the curriculum, teaching materials, and facilities and infrastructure used during the learning process. Questionnaires are given to validators to obtain assessments and input regarding e-LAS products. Tests are prepared in e-LAS for students to practice doing assignments and exercises, in the form of objectives, filling in, and descriptions.

The interview data were analyzed using the Miles and Huberman model (in Sugiyono, 2021), which includes data reduction, data display, and drawing conclusion. This approach helped identify key themes related to students experiences with the e-LAS learning.

Observation data were analyzed using the same Miles and Huberman technique. Through data reduction and interpretation, patterns in studens responses to the use of folktale based e-LAS media were identified and summarized descriptively.

The questionnaire was used to asses the suitability and quality of the e-LAS teaching materials developed by the researcher. The responses were analyzed using a Likert scale (Sugiyono, 2021), focusing on indicators such as content relevance, attractiveness, and clarity. The scale ranged from 1 (Strongly Disagree) to 4 (Strongly Agree), and the results were used to determine the perceived effectiveness of the materials from the users perspective.

The students final test scores were analyzed descriptively to evaluate the effectiveness of the developed e-LAS materials in improving reading literacy. The analysis focused on comparing student performance before and after the implementation of materials

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RESULTS AND DISCUSSION

Analysis phase results

The analysis stage was conducted to identify learning needs, goals, and objectives through a review of educational journals and interviews with teacher. The findings revealed a decline in Indonesia students reading literacy, as reflected in the latest PISA results. This issue was further supported by teachers, who noted that many students find the available textbook not attractive and less effective in fostering interest in reading.

Based on these insight, it was agreed to develop student worksheets (Lembar Aktivitas Siswa/ LAS) designed to help students interpret texts and extract relevant information. To make the materials more relatable and engaging, a local literary text "Ratu Agung", a folklore from Palembang was selected as the main content. The proposed solution was discussed with teachers to gather input and suggestions. Their feedback was positive, indicating support for the initiative as a meaningful step to enhance students literacy skills.

Results of the design stage

In this stage, the researcher outlined the learning objective, selected appropriate strategies, and prepared relevant teaching materials. For literary text learning, the focus was placed on three key competencies: reading, viewing, and writing. The chosen learning strategy aimed to foster a supportive and interactive classroom environment, encouraging students to express their ideas confidently.

To support this, the researcher developed e-LAS designed for both individual and strengthen their comprehension and communication skill

Table 2. *E-LAS design*

LAS title	An Old Story Full of Meaning: Reading Literacy Learning with the Palembang Folktale "Ratu Agung"
Fase	F
Learning objectives	Students are able to evaluate and reflect on ideas and messages in folk tales based on analysis of the intrinsic elements of the text.
Learning Outcomes	Reading and Viewing Elements Students can evaluate ideas and views based on logical thinking rules from reading various texts (non-fiction and fiction) in print and electronic media. Students can appreciate fiction and non-fiction texts. Students can read and view, as well as interpret, appreciate, evaluate, and create Indonesian literary texts (such as folk poetry, pantun, syair, saga, and gurindam) and universal literature such as novels, poetry, prose, drama, films and oral/multimedia texts print or digital online. Writing Elements Students can evaluate ideas and views based on logical thinking rules from reading various texts (non-fiction and fiction) in print and electronic media. Students can appreciate fiction and non-fiction texts. Students can read and view, as well as interpret, appreciate, evaluate, and create Indonesian literary texts (such as folk poetry, pantun, syair, saga, and gurindam) and universal literature such as novels, poetry, prose, drama, films and oral/multimedia texts print or digital online.
Prerequisite Competencies	Students are able to evaluate and create information in the form of ideas, thoughts, feelings, views, directions or accurate messages from a folk tale.
Study Guide	1. Pray first before doing LAS. 2. Pay attention to the supporting information provided. 3. Do activities in groups. 4. Read the assignment carefully before answering. 5. Write your answer completely and clearly. 6. Double check the answers before collecting them.
Materi	1. Definition of folklore 2. Characteristics of folk tales 3. Intrinsic elements of folklore 4. Linguistics of folklore 5. Structure of folklore 6. Converting folk tales into short stories: information about how to convert folk tales into short stories with examples. (students have learned knowledge about short stories, characteristics of short stories, elements of short stories)

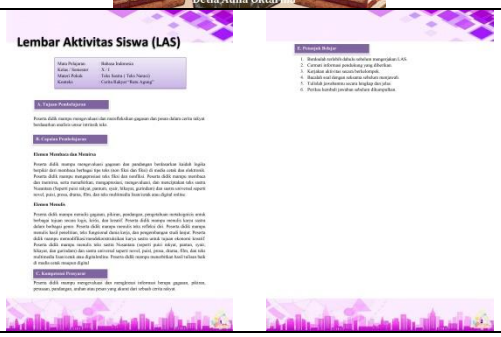
The results of this design are then discussed again with the teacher to ensure that the LAS design meets the students' needs. From this discussion, the teacher accepted the LAS design well and requested that the LAS developed be packaged with displays and activities that were attractive to students. Researchers responded to this request by designing interesting pictures and learning activities that suited students' needs, namely independent assignments and group discussions. Apart from that, the researchers chose bright colors to attract students' interest in studying the developed LAS.

Develop stage results

In the development stage, researchers complete teaching materials in the form of electronic LAS that have been designed: making covers, supporting images, and learning activities that must be completed individually in the form of independent activities on each subtopic of discussion, and group discussions in the form of collaboration spaces for students to solve problems together. Researchers also developed PISA questions related to reading literacy to hone students' abilities. In the developed LAS, concise material is also prepared to help students do their assignments.

Next, the LAS that has been developed is given to experts for validation. In terms of content suitability, it was validated by Rachel Oberto S.Pd. obtained a score of 79.54 (good category), the validator provided suggestions for adding explanations that were still needed. In terms of appropriateness of presentation, it was validated by Noviyanti, S, Pd. obtained a score of 92.5 (very good category), the validator also provided comments and suggestions for adding instructions for working on the questions and a glossary as well as changing the part of the cover that was too identified with women. In terms of language suitability, it was validated by Anisa'u Fitriatus S.Pd. obtained a score of 91.66 (very good category), the validator provided comments and suggestions to correct mistyped sentences and add sentences to motivate students to learn. Overall the expert validation results are in the very good category (87.9). The following are the product results that have been developed.

Table 4. *Results of electronic LAS development*

Cover Page	
Identity and Information Page	

p-ISSN 2301-7554, e-ISSN 2541-3643
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Material Page Sample



Sample independent activity

You have read the complete text of the folk tale "Ratu Agung" from the Palmebang area. To make it easier for you to identify the information in this folklore, please fill in the question table below!

No.	Question	Body text
1	What?	
2	Where?	
3	Who?	
4	Why?	
5	How?	

Collaboration space

To deepen your ability to identify and analyze the building blocks of folklore, please form groups of 3-4 people. Discuss the building blocks of narrative text in the folktale "Ratu Agung"!

Intrinsic element	Answer
Theme	
Channel	
Background	
Characters and Characterization	
Viewpoint	
Language style	
Mandate	

After discussing, each group presents the results of their discussion in front of the class and the other groups provide responses. Next, the teacher provides reinforcement and together formulates conclusions. From the results of students' understanding of the folklore "Ratu Agung", students were directed to create short stories with the same theme.

Sample reading literacy questions

1. In the text "Queen Agung", Suhunan gives the title Ratu Agung to [. . .] because Suhunan [. . .] towards him.

2. Based on the folklore "Ratu Agung", Ratu Agung was greatly admired by the people who knew about her actions in protecting Palembang. The news of the tick mark (v) in front of the answer choice made Ratu Agung admired. (there can be more than one answer)

☐ Simple	☐ Loyal
☐ Daredevil	☐ Magic
☐ Fair	☐ Cunning

3. Determine whether the following statements are true or false. Put a tick (v) in the column provided.

Question	True	False
hunan is highly respected and loved by the people of Padang.		

ncess Kembang Mustika was appointed as Princess Blood White's sister.		
e Dutch colony was able to win the war against the Palembang troops thanks to the help of Suhunan's younger brother.		
Suhunan's younger brother was appointed by the King of the Netherlands to become the new Suhunan.		
tu Agung finally died in his hometown		

4. Make a short story from the essence of Ratu Agung's folklore while still paying attention to the integrity of the story plot and short story structure!

Results of the implementation phase

At this stage, the researcher engages in the learning process by utilizing the e-LAS product that is currently under development. Three stages of testing were conducted, including one-on-one testing, small group testing, and field testing. The one-on-one testing involved three Class X students with varying levels of abilities: high, medium, and low. The trial sessions consisted of brief lessons, during which student interactions with the product were observed. Throughout the testing process, researchers closely monitored students' reactions and responses to the product. The primary aim of this stage is to gather feedback and insights from the students regarding their interaction with the product.

During the trial sessions, the researcher individually observed students' interactions as they engaged in the learning process. When explaining the material, instructions were provided simultaneously to three students to save time. Subsequently, students were given individual assignments and sections of the literacy test. Researchers guided students individually through their use of e-LAS to closely monitor their interaction with the product. Following this, the researcher solicited feedback from the students regarding the e-LAS product. This process yielded the following comments.

Table 5. *Student comments at the one to one test stage*

No.	Code Name	Comment
1	AHP	The independent activity questions are easy to understand, especially activity 3.
2	PA	The choice of colors and images is good.
3	SP	Some questions are difficult because you have to find answers from long texts.

Based on the comments given by students, it is known that there are variations in the level of questions from those that are easy to answer and those that are difficult to answer. Apart from that, it is also known that students are interested in and like the products being developed. During the testing process, researchers noticed the difficulties experienced by students, they had difficulty analyzing and finding information from a complete text. In response to this, the researcher made improvements and checked the text by shortening several parts of the text, the researcher did not cut the text to get students used to analyzing and finding information from the complete text.

The small group test stage was carried out on 6 class X students with high, medium, and low ability levels. The trial session was carried out by carrying out short lessons and discussion activities. During the testing process, researchers observed students' reactions and responses to the product. The main goal of this stage is to get student comments and input and how students interact with the product.

Researchers pay attention to student interactions one by one during the learning process. The material was explained simultaneously to the six students who were divided into two groups. Next, students are asked to do individual assignments, group assignments, and literacy test sections. The researcher gave directions to the groups one by one in working on e-LAS to pay attention to the interactions of students as a group towards the product. After that, the researcher asked students to provide comments on the e-LAS product. The following are comments given by students.

Table 6**.** *Student comments at the small group test stage*

No.	Code Name	Comment
1	TNA	The story "Queen Angung" is interesting and good.
2	AVA	The cover is very attractive and the explanation is short but very clear.
3	NCK	The front cover and page 7 are attractive and clear.
4	MJL	The pictures are good and there are some questions that are not understood.
5	SA	The pictures are beautiful and great for motivating students.
6	RA	The LAS display is nice and creative.

Based on this comments table, it is known that student interest in e-LAS is very good. When working on group discussion questions, students with the MJL code complained that they did not understand the questions. In response to this, the researchers improved e-LAS by adding guidance signs for each question to make it easier and prevent students from getting confused when working on the questions.

The last test carried out was a field test. Field tests were carried out on 26 students. The aim is to test e-LAS in situations close to actual use. The trial session was carried out by presenting the material and working on questions. Researchers play a direct role in the learning process, to measure the effectiveness of time, a timer from a smartphone is used.

Each sub-chapter has questions that vary in work, independent activities are done individually, and the collaboration space contains questions that must be done in groups. During the process of explaining the material, students are guided to classify the examples given, such as in terms of language style and storytelling point of view. This is intended to make students active in the learning process while ensuring students master the specified CP. Next, students are directed to work on the reading literacy test section which contains text-related questions to practice their abilities in improving reading competency. At the end of the learning process, the researcher directed students to write a short story based on the results of the student's analysis of the folktale "Ratu Agung" by paying attention to the integrity of the plot and structure of the short story. Next, the researcher called five student representatives to provide comments regarding their learning experiences using the developed e-LAS. Following are the comments obtained.

Tabel 7. *Students representation towards field test stage*

No.	Code Name	Comment
1	NS	The lesson was fun and easy to understand and I liked seeing the e-LAS display.
2	KA	Using e-LAS is fun, easy to understand, and the pictures are good.
3	ZK	The learning is very easy to understand, the story "Queen Anggung" is interesting to read, and the e-LAS display is good.
4	KAN	I like the story of "The Great Queen" that is discussed.
5	CPL	The existing images support the explanation. The storyline is long, lots of questions and varied.

Based on the comments obtained from student representatives, it is known that students get a pleasant learning experience during the learning process by utilizing the e-LAS product being developed. However, in the process, some students have difficulty working on PISA-like questions and finding complete information in literary texts because they are not used to it. Usually in learning Indonesian, the literary texts used as material for questions are fragments of text, not texts with a complete structure. They are also not used to dissect a text as a whole, starting from finding implied or explicit information to the structure of the text, usually, they use different texts or text fragments to identify and analyze. After this stage was carried out, the researcher checked the e-LAS again to correct several typing errors and make final edits before finally the product was uploaded to the Blogspot site to be used as an alternative teaching material for folklore texts.

Evaluation stage results

In the final stage, researchers collected feedback data and learning outcomes from students for evaluation. These results were obtained through three stages of testing that were carried out. Feedback from research subjects has indicated that the developed e-LAS is good for use in learning. There are questions with different levels of difficulty ranging from easy to difficult and the e-LAS display is attractive to students. Learning carried out using the CBLE strategy helps students in the learning process. The use of e-LAS

and CBLE in the learning process helps students. Students can learn in a conducive and enjoyable atmosphere plus teaching materials tailored to their needs and interests. This makes their learning results quite satisfactory. The following are the student learning outcomes obtained after the learning process.

Results of converting folk stories into short story form

Based on the results of the short stories made by students from the folk tale Ratu Agung, it is known that 22 students got a score of more than 70, and as many as 84 students succeeded in retelling the folk tale "Ratu Agung" in short story form well. This means that 84.61% of students succeeded in meeting the criteria for achieving the specified learning objectives.

Literacy assessment results

Based on the final score, it is known that using e-LAS and CBLE in learning folklore texts to improve students' reading literacy skills has had good results. Of the total 26 students who took part in the learning process using e-LAS, 23 of them managed to get a score of 70 or above which, if calculated, becomes 88.46. The teacher also gave a good response by providing feedback on the e-LAS being developed could help students understand folklore concepts in their way of thinking. Existing independent activities can lead students to master learning objectives. Through the score table and comments from teachers, it can be seen whether the use of the e-LAS developed is effective for use.

CONCLUSION

The development of teaching materials for Indonesian language, aimed at transforming folklore into short stories for Class X vocational school students, has been structured using the ADDIE development method. This method encompasses five distinct stages, each of which generates products that inform the subsequent steps. Furthermore, e-LAS has been created to aid students in studying folklore texts and enhancing their reading literacy skills. The objective is to prepare students to tackle PISA standard questions that draw upon diverse texts and contexts. It is anticipated that the outcomes of this research will be of value to educators in the field, contributing to the enhancement of students' critical thinking and reading literacy.

ACKNOWLEDGMENTS

We express our gratitude to Sriwijaya University, especially the Research and Community Service Institute, which has provided full financial assistance to the Head of the Professional Grant Team (Professor Zulkardi) for the 2023 Fiscal Year for the preparation, implementation and reporting of our research. Thanks also to the Chair of the siELE journal. Hopefully the results will be useful for the advancement of education.

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