



Development of Javanese Dialogue Text Learning Media with Web s.id in Junior High School

Feni Nurhayati^{1*}; Endang Kurniati²

^{1,2}Javanese Language & Literature Education, Semarang State University, Indonesia

^{1*}Corresponding Email: feninrhyt0805@students.unnes.ac.id, Phone Number: 0882 xxxx xxxx

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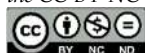
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Abstract: Grade VII MTs N 2 Sragen students have difficulty learning Javanese dialogue texts, so they need s.id web-based learning media that can be used so that students can listen, read, write, and speak Javanese dialogue text material. This research aims to develop a learning medium for Javanese dialogue texts with the s.id web. This research and development is carried out in six stages: analyzing potential problems, collecting information, designing products, validating designs, improving products, and limiting trials. The data obtained in this study were through observation, interviews, questionnaires, and tests. The data analysis technique uses qualitative descriptive analysis techniques. The study results show that students and teachers need media to support learning Javanese dialogue text material. The media content needed includes materials, examples, exercises, evaluations, and online dictionaries. The results of the material validation test averaged 88%, while the media validation test averaged 73%, and both showed valid results. The results of the limited trial also received an average of 94.8 or an N-Gain Score of 0.83 \geq 0.3 with compelling evidence. Therefore, web-based learning media s.id be able to be used and developed into a supporting medium for dialogue text material for class VII MTs N 2 Sragen.

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Abstrak: Siswa kelas VII MTs N 2 Sragen kesulitan mempelajari teks dialog berbahasa Jawa, sehingga dibutuhkan media pembelajaran berbasis *web s.id* yang bisa digunakan supaya siswa mampu menyimak, membaca, menulis, serta berbicara materi teks dialog berbahasa Jawa. Penelitian ini bertujuan untuk mengembangkan media pembelajaran teks dialog bahasa Jawa dengan *web s.id*. penelitian ini merupakan penelitian pengembangan atau Research and Development yang dilakukan enam tahapan, meliputi menganalisis potensi masalah, mengumpulkan informasi, mendesain produk, validasi desain, perbaikan produk, dan uji coba terbatas. Data yang diperoleh pada penelitian ini melalui observasi, wawancara, angket, serta tes. Teknik analisis data menggunakan teknik analisis deskriptif kualitatif. Hasil penelitian menunjukkan bahwa siswa dan guru membutuhkan media sebagai penunjang pembelajaran materi teks dialog berbahasa Jawa. isi media yang dibutuhkan meliputi materi, contoh, latihan, evaluasi, dan kamus *online*. Hasil uji validasi materi mendapatkan rata-rata 88%, sedangkan hasil uji validasi media mendapatkan rata-rata 73%, kedua hasil tersebut menunjukkan hasil yang valid. Hasil uji coba terbatas juga mendapatkan rata-rata 94,8 atau nilai uji N-Gain Score 0,83 \geq 0,3 dengan keterangan efektif. Oleh karena itu, media pembelajaran berbasis *web s.id* mampu digunakan serta dikembangkan menjadi media penunjang materi teks dialog kelas VII MTs N 2 Sragen.

A. Introduction

The change of the 2013 curriculum to an independent curriculum has been implemented to improve the quality of education (Nurfita & Sukoyo, 2024). All subjects in Central Java are required to follow every change and development that occurs in the curriculum, one of which is the Javanese local content subject. Learning Javanese in the independent curriculum shapes students' character at school and in daily life (Zakaria & Yuwono, 2022). Javanese language subjects in the independent curriculum are expected to be local content lessons that can preserve ancestral heritage in the form of learning materials *unggah-ungguh* Javanese, the social institution of the Javanese people, and the ability to understand and recognize the diversity of Javanese culture. One way to preserve the ancestral heritage of the Javanese people is to study the material *unggah-ungguh*, which is contained in the text of the Javanese dialogue. Communication in Javanese dialogue texts needs to pay attention to the language used to communicate with others in the correct position. Therefore, the material *unggah-ungguh* contained in the Javanese dialogue text material is very important for all students to learn (Zakaria & Yuwono, 2022).

Implementing Javanese language learning in schools is very concerning, especially in dialogue text materials. Students' difficulties when learning dialogue text material are caused by the habit of students who often communicate using Javanese languages, such as *ngoko* and Indonesia, in daily communication with friends, teachers, and parents. The main problem is that many students have not mastered the material of the *unggah-ungguh* Javanese language, which includes aspects of pronunciation, vocabulary, sentence structure, and intonation (Nurwida, 2016). Another factor is caused by teachers who still use conventional teaching by relying on LKS as a learning resource that contains more reading and writing skills material (Dewi et al., 2023). One of the requirements to achieve maximum competence in dialogue text material is to master four language skills: listening, reading, writing, and speaking.

Similar phenomena or problems from the above exposure are also experienced by grade VII students of MTS N 2 Sragen. The students assessed that the Javanese dialogue text material was challenging to learn because they did not fully master the level of Javanese language contained in the material. When observing the learning process in the classroom, problems were found in most students who had not learned the four language skills in the dialogue text material to the maximum.

The material about listening skills presented in the LKS is non-existent. The material contains more reading skills because teachers often ask students to read the material given in the LKS. In listening activities, there are also no supporting sources other than LKS, such as audio-based media that can be presented through VCD and Spotify, so the purpose of listening and receiving the understanding of the material being listened to is not achieved. Listening skills are essential for language mastery (Soedjiatno in Rahmayantis et al., 2018). In the reading aspect, errors were found when students read Javanese dialogue texts in pronouncing sentences and words, such as pronunciation errors, such as words [pəḍhə], students often pronounce words with words [pəḍə], Students still do not understand the

placement of the vocal /a/ readable /a/ and when it can be read [ɔ], For example, the word [nedhɔ] found by many students who read words with the vocal phoneme /a/, Even though the correct pronunciation uses the allophone [ɔ]. Intonation errors when students read dialogue texts are also visible. When looking at the results of students' daily assignments in making simple dialogue texts, errors are found in the aspects of word choice or diction, dialogue flow, and the use of various languages that should use a variety of *krama* but still use the variety *ngoko*, From the spelling aspect, many errors were also found. Students' speaking skills, such as mispronunciation, vocabulary mastery, and sentence structure, are also problematic. This is proven when each student practices dialogue in front of the class; they continue to dialogue by looking at books so that this activity turns into the realm of reading. Some sentences are inappropriate and inappropriate *unggah-ungguh* Javanese language, like *Bu, Kula nyuwun tankless* 'Mom, I have permission to ask,' The correct sentence is *Bu kula badge nyuwun first* 'Mom, I have permission to ask.'

Based on the observations made at MTs N 2 Sragen, the above problem factors are caused by outdated learning methods and models. According to Wahyudi et al (2019), Teachers still often apply old learning methods and models that are unbalanced with current demands. The use of multimedia-based media in Javanese language learning at MTs N 2 Sragen has never been implemented because teachers only rely on LKS as a learning support. According to Tondeur et al (2019), teachers are expected to have skills in using educational technology when teaching in the classroom. In teaching activities, teachers often explain the material delivered conventionally through whiteboards and pictures and ask students to listen to the worksheets provided. According to Dewi & Handayani (2021), choosing and using learning media that are to students' learning objectives and characteristics to create an effective learning environment, such as textbooks, pictures, videos, and others, is essential. This limitation of media and references makes students feel bored and uninterested in taking Javanese lessons. The Javanese dialogue text material in the LKS is also incomplete, and no textbooks are available to support learning. This can affect students' language skills in dialogue text material because the learning resources used by teachers and students contain more reading and writing skills material, so students find it difficult to achieve maximum competence in dialogue text material.

The Javanese dialogue text learning media that has existed before uses more application-based media and only focuses on a few skills, such as the portion learning media on Javanese dialogue text material developed by Maesyaroh & Insani (2021) is interactive multimedia that relies on one the application feature in its presentation is Powtoon media. This media was designed to improve students' listening and reading skills. Research by Zakaria & Yuwono (2022), who developed podcast media to enhance listening skills in learning Javanese dialogue texts. Javanese dialogue text material by creating an enrichment book based on noble speech focusing on reading and writing skills. Zahroh et al (2020) researched essential competencies in writing dialogues by developing comic media.

Based on research that previous researchers have conducted regarding the development of Javanese dialogue text learning media that only uses one application feature

on specific language skills such as the development of comics, *podcasts*, *pontoons*, etc. Therefore, this study develops a novelty of Javanese dialogue text learning media using web s.id in grade VII MTS N 2 Sragen. Developing interactive learning media with the s.id web is new research because no one has previously created the learning media. Web s.id is a platform with two advanced features, link shortening and microsites, that can make it easier for teachers to collect learning materials on one website. Using the web s.id is reasonably practical; by opening the link (web address) and documents provided by the teacher on the web browser available on the smartphone, students do not need to use other applications to open it. Web s.id can connect with various applications such as PowerPoint, canva, Spotify, YouTube, Google, Google Worksheet, etc.

The development of interactive learning media is necessary to foster students' interest in participating in learning activities so that the goal of learning Javanese, especially dialogue texts, can be achieved (Amanatulloh & Mariono, 2023). Learning media can attract students' attention and encourage students' enthusiasm for learning. Learning media is a messenger of learning to students to make it easier for them to understand the material being taught (Hayati et al., 2020). Modernization of learning media has been implemented to encourage student's interest in learning, one of which is website media. Developing web-based learning media is reasonably practical and effective in appropriately training students to use technology. The results of field trials show that learning through website-based media can increase students' activeness and creative thinking and is effectively applied to mathematics learning activities (Rachmawati et al., 2020). Therefore, the development of web-based learning media is suspected to be very effective in supporting Javanese language learning activities.

The S.id web has an advantage over other websites. First, the s.id web has two interesting features, namely link shortening, which makes it easier for users to include links and name links according to user needs, and a microsite feature that can collect various links into one and direct users directly to the direction of the link listed. Second, the s.id web can be accessed anywhere and anytime quickly and easily because it is packaged into one web that has been integrated. Third, all web features s.id wholly free and can be accessed at any time Indefinitely. Fourth, the web s.id easy to search (searchable) on the Google search engine. This research has advantages and novelties because it uses many interesting application features summarized on the web. First, a flipbook application that contains exposure to dialogue text material with the help of the Canva application. Second, the YouTube application includes examples of Javanese dialogue text conversations by the rules of language variety. The live worksheet and Quizizz application features can present exam questions and enrichment exercises. This s.id web learning media can provide more complete and adequate material because all applications are packaged in one web called web s.id, presented attractively with a website design that can be created in terms of colors, fonts, and icons. This website media can present Javanese dialogue text learning materials covering all language skills, including listening, reading, writing, and speaking.

Based on the background of the above problem, it is the basis for conducting Research and Development (R&D) research, namely developing Javanese language learning media with a web s.id at MTs N 2 Sragen. This study aims to (1) describe the need for interactive learning media with web s.id on Javanese dialogue text materials, (2) describe the prototype of interactive learning media with web s.id on Javanese dialogue text materials, (3) describe the results of the validation test of interactive learning media with web s.id on Javanese dialogue text materials, (4) describe the feasibility test of interactive learning media with web s.id on Javanese dialogue text materials Javanese.

B. Method

Research developing interactive learning media with web s.id on Javanese dialogue text material for grade VII MTs N 2 Sragen using the Research and Development (R&D) method. According to Sugiyono (2016), the steps in this study consist of ten steps, namely (1) needs analysis, (2) collecting data, (3) designing products, (4) validating products, (5) revising designs, (6) testing products on a limited basis, (7) revising products, (8) trial use, (9) revising products, (10) making products for mass use. Based on the research objectives, this research step only uses 6 steps that are adjusted to the needs of the research, namely (1) needs analysis, (2) collecting data, (3) designing the product, (4) validating the product, (5) revising the design, (6) testing the product in a limited way.

This research data is in the form of data on the needs of grade VII students and Javanese teachers of MTS N 2 Sragen, data on the results of tests of media experts and material experts, and limited product trial data. The data sources in this study involved students of grade VII H MTS N 2 Sragen and Javanese language teachers of MTS N 2 Sragen, lecturers of media experts, and lecturers of material experts. The data collection technique in this study uses questionnaires, interviews, and tests. The instruments in this study are interview guidelines to find information about media and learning materials for Javanese dialogue texts, questionnaires on the needs of teachers and students as a reference for media preparation, design validation questionnaires, and limited trial questionnaires to determine the feasibility of media. Data analysis techniques: This research uses qualitative and quantitative descriptive analysis techniques. This stage of research will be explained through the chart presented below.

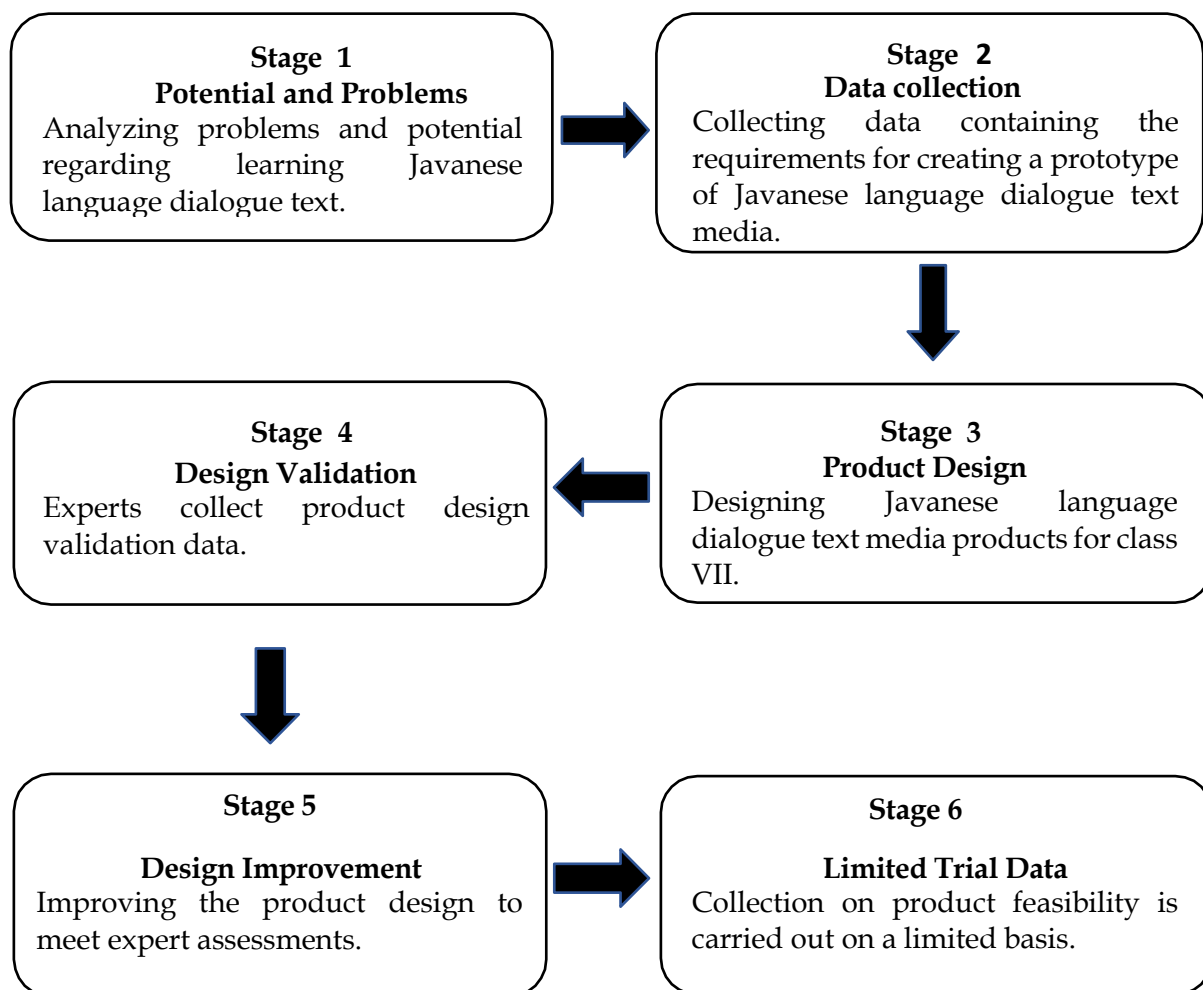


Figure 1. Research Stages

C. Result and Discussion

Result

The results of this study include: (1) the needs of students and teachers for Javanese dialogue text learning media with web s.id, (2) prototype of Javanese dialogue text learning media with web s.id, (3) the results of the validation test of Javanese dialogue text learning media with web s.id, (4) improvement of Javanese dialogue text learning media with web s.id, (5) results of limited trials of Javanese dialogue text learning media with web s.id

Learning Media Needs

In learning dialogue texts, students experience several problems, such as difficulty understanding the content of dialogue texts, difficulties processing vocabulary in dialogue texts, lack of vocabulary mastery, and difficulty structuring dialogue text sentences properly and correctly. Students stated that the factors that caused them to struggle to learn Javanese

dialogue texts were because the learning resources used only came from LKS. Conventional LKS is considered less attractive, so students do not understand the material presented. The use of interactive media in learning Javanese dialogue texts at MTS N 2 has also never been implemented, even though the classroom facilities at MTS N 2 Sragen are complete. Therefore, to overcome this problem, students and teachers need web-based learning media s.id support Javanese dialogue text learning activities. Web-based media s.id is a web that has two advanced features, one of which is a microsite. The microsite feature is a mini web with a separate space from the school's main website (Arifiyani & Pramaditya, 2023). The microsite feature on this s.id web is designed to make it easier for teachers and students to access without opening the main website. Various links can be loaded in one micro design into one website, and creating this website seems more practical and accessible (Arifiyanto et al., 2019). This s.id web media with a microsite feature can be accessed anywhere and anytime, at home and school, with various devices such as laptops, Android phones, and iOS. Based on the needs of students and teachers, this media is designed with the help of canva applications, YouTube, capcut, quizizz, live worksheets, and others. The microsite feature on this website media has a menu or button presentation to select the desired page, such as material pages, practice questions, evaluations, online dictionaries, etc. The background of the display on web-based media s.id students need is a puppet image equipped with a brown background. The fonts required by students on web-based media s.id adjust to the fonts in the press, and the language of instruction that students need is a variety of languages, such as *ngoko alus*.

Regarding web-based media content, s.id students need subject matter, practice questions, and evaluation of each skill element. In the listening aspect, students need an example of an audio-visual dialogue text about heroism played by children and parents. Students also need practice reconstructing Javanese dialogue texts that are listened to and need evaluation by answering questions and rewriting dialogue texts that are heard through the live worksheet application. In reading skills, students need examples of dialogue texts accompanied by illustrative images with topics about environmental cleanliness, and the characters needed are students and teachers. Students also need exercises in the form of comprehension quizzes packaged in the Quizizz application and evaluations in the form of tests containing multiple-choice questions, brief descriptions, and fills packaged with the live worksheet application. In speaking skills, students need knowledge material about various types of Javanese language and material about things that must be considered when demonstrating dialogue texts. Students also need practice in role-playing with their benchmates to dialogue based on the pictures given and evaluation in the form of dialogue practice according to the theme and characters determined. In writing skills, students need material on how to write good and correct Javanese dialogue texts. They are equipped with examples of various dialogue texts according to the level of language variety with the topic of Independence Day and figures that adjust to the level of speech of the variety of languages used. Students also need practice questions in writing dialogue texts with a guide to narrative stories about cleanliness and evaluation by making dialogue texts with picture

guides. Students also need a complementary feature, an online dictionary, to easily interpret difficult words in dialogue text.

Prototype of Javanese Dialogue Text Learning Media with Web S.id

The product developed in this study is a web-based Javanese dialogue text learning media s.id grade VII. The basis of this research on the development of web-based media s.id is the needs of teachers and students and the independent curriculum with the learning outcomes of dialogue text material on listening, reading, writing, and speaking. The development of s.id web media can solve the problems students face when learning Javanese dialogue texts.

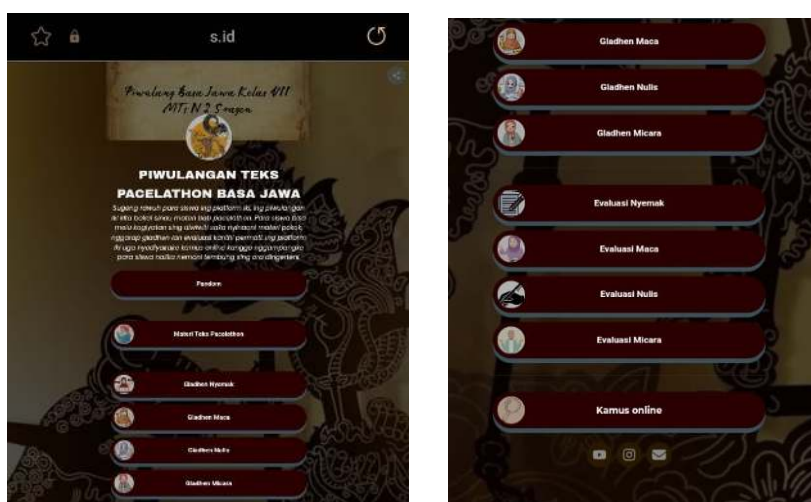


Figure 2. Web Homepage (source: <https://s.id/TeksPacelathonVII>)

Web-based learning media s.id chosen in the development of Javanese dialogue text learning media because it can function as a forum that provides valuable information and learning resources for teachers when compiling learning and helps students increase knowledge in the learning process. Web-based media s.id made with a simple design. Munawaroh et al (2022) argue that media designed with a simple display is needed to make it easier for students to use learning media. The s.id web-based media developed consists of *fandoms* or instructions for using s.id web media, text material *cancellation*, training, evaluation, online dictionary, and social media platform development (Instagram, TikTok, Website). Each menu on this page is equipped with interesting animated images. The profile photos and backgrounds used in this media are puppet characters. The color chosen as the web display color s.id consists of red, brown, black, and yellow. According to Hasyim (2018), the colors red, black, brown, and yellow are synonymous with Javanese culture. The fonts used on the main page are Archivo Black and Poppins.

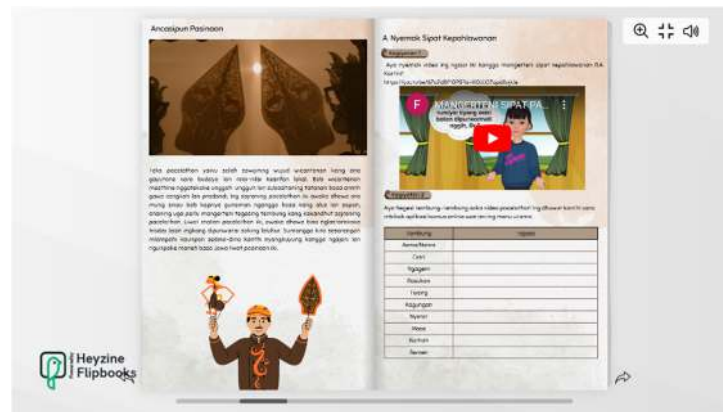


Figure 3. Material Display

The material used in this self web-based media is the material for listening to the dialogue text of heroism, the material for knowing the content of the dialogue text read, how to write a simple dialogue text, and the material for demonstrating the dialogue text. Text material *cancellation* This 'dialogue' is presented through the Heyzine Flipbooks application and is equipped with interesting gamelan music audio. It looks like a digital version of a book. This material menu consists of 24 pages. In this Pacelathon text material, there are ways to understand the content of the dialogue text that is listened to and read, the methods used to write dialogue texts, the types of Javanese languages, and things that need to be considered when demonstrating dialogue texts. According to Wibawanto (2017), interactive media must be designed with creativity and diverse visualizations. Therefore, this Javanese dialogue text material is equipped with an animated audio-visual video on the YouTube channel to present more varied and creative learning techniques. The material has animated images identical to Javanese elements, such as puppeteers, *gunungan*, and puppets.

The s.id web media on the Javanese dialogue text material is also equipped with practice questions to determine the extent of understanding of the material students have received. The form of practice questions on this media is interactive, such as practice questions in the form of retelling audio listened to on listening skills, practice questions in the form of multiple choice on reading skills, practice writing Javanese dialogue texts with short story guidance on writing skills, and practice exercises demonstrating dialogue texts on speaking skills. This practice page is presented through the live worksheet and Quizizz applications so students can answer the questions presented directly so that learning can run interactively. This exercise is equipped with audio, animated videos, and games that students can hear or watch directly without using the help of an application. This practice page's design and animated images also give an interesting impression.

Evaluation is used as a tool to measure the achievement of learning objectives. This Javanese dialogue text learning media with s.id web has four types of evaluation. First, the evaluation is used to understand the content of the dialogue text that is listened to. The questions are multiple-choice, right and wrong, matchmaking, and description. Second, the evaluation is used to understand the content of the dialogue text read; the question is in the form of short answers, filling in the rumpling text, and matching the appropriate dialogue

text. Third, the evaluation used to write Javanese dialogue texts, namely writing dialogue texts with the image guidance that has been provided. Fourth, the evaluation used in speaking skills is a pre-project. It involves making short videos demonstrating Javanese dialogue texts and uploading them on social media applications such as Instagram, YouTube, and TikTok. The evaluation of the Javanese dialogue text is presented through an interactive live worksheet application. Students can directly work on evaluation questions in the live worksheet application without using paper. This evaluation page has a pretty attractive design with the help of the canva app. The evaluation page is also equipped with animated and audio videos and designs that can make students enthusiastic about working.



Figure 4. Online dictionary (Source: <https://budiarto.id/bausastra/>)

This media also comes with an online dictionary that can be used so quickly without the help of other applications to open it. Online dictionaries are presented to make it easier for students to interpret difficult words. The online dictionary used in this media is the Bausastra Dictionary, designed by Arif Budiarto in 2023 because this Javanese dictionary application is complete and taken from various sources accompanied by Javanese script. The data source and word meaning in this application are listed on each entry to make it more valid and easy to trace in the source. This s.id web media also contains complementary features such as the developer's Instagram application, e-mail Developers, and YouTube developers, which can be accessed easily by clicking on the icon on the main menu. This complementary feature is presented so that users of this media can provide criticism and suggestions. s.id web-based media is a mini web-based media that can be accessed easily through laptops/PCs and smartphones connected to the internet network so that it can be operated by anyone, anytime, and anywhere who has the website URL. Web-based media are s.id accessible through <https://s.id/TeksPacelathonKelasVII> URLs.

This media is specifically designed for the subject of Javanese dialogue texts, which contain subject matter and are equipped with exercises and evaluations. The advantages of this s.id web media start from an attractive display because there are animated images, animated videos, and audio that make students not feel bored when using it, and the practice and evaluation questions presented are also interactive so that students no longer need to use paper to answer questions.

Product Design Validation

This stage consists of the media and material expert validation results, as follows:

Material Expert Validation

The results of the validation of learning Javanese dialogue texts with the web s.id obtained a score of 88%. The suitability of the material presented in the Independent Curriculum received a score of 4 with good information. The suitability of the material with the learning objectives received a score of 4 with good information. The suitability of the material with CP received a score of 4 with good information. The presentation of the material was concise and systematic and received a score of 5 with excellent information. The completeness of the material got a score of 5 with amazing details. The discussion of the material in the media, according to the student's level of ability, got a score of 4 with good information. The variety of practice questions and evaluations got a score of 4 with good information. The accuracy of the practice questions got a score of 4 with good information. The accuracy of the review was rated at 5, with excellent details.

The suitability of diction contained in the Javanese dialogue text learning media with the web s.id got a score of 5 with excellent information. Using punctuation marks receives a score of 5 with excellent descriptions. The intonation in the listening text scores 4 with good captions. The clarity of the sentence structure gets a score of 4 with good information. The correct spelling usage (EYD) receives a score of 5 with excellent descriptions. The language used is simple and communicative, getting a score of 4 with a good description. The overall material validator's suggestion is to use effective sentences on the fandom page and pay attention to the neatness of the design/layout.

The assessment results of material experts in the Javanese dialogue text learning media with the web s.id obtained a score of 88%. This shows that the material on the Javanese dialogue text learning media with the s.id web is very feasible to be used as a Javanese dialogue text learning media for grade VII. However, the press This still needs revision by the suggestions given by experts in Javanese dialogue text material with the web s.id in the form of improving the use of effective sentences on the page *random* 'guidelines,' as well as layout/design arrangements that need to be considered.

Media Expert Validation

This media validation test has three aspects of assessment; the first aspect of material design includes the attractiveness of media design, the suitability of the layout, the suitability of the image arrangement, the suitability of the text arrangement in the learning media, and the suitability of the color composition. Second, the writing aspect includes the suitability of letters and the clarity of the text when read. Third, audio elements such as backsound, dubbing/voice. Fourth, visual aspects such as the use of illustrations. Fifth, aspects of media use that include the message to be conveyed can be about the target (communicative), media practicality, and ease of media use.

The attractiveness of the media design gets a score of 5 with excellent descriptions. The layout alignment in the Javanese dialogue text learning media with the web s.id receives a score of 4 with good information. The suitability of the image arrangement received a score of 4 with good information. The text arrangement in the learning media was suitable, receiving a score of 4 with good information. Still, it is necessary to pay attention to font size consistency. The suitability of letters in the Javanese dialogue text learning media with the web s.id got a score of 3 with sufficient information. This is because the font size is too small and needs to be improved. When read, the clarity of the text gets a score of 4 with good captions. The background aspect receives a score of 5 with perfect captions. The dubbing/voice aspect gets a score of 4 with good captions.

Regarding using illustrations, it got a score of 5 with excellent information. The message conveyed can hit the target (communicative) to get a score of 4 with good information. The practicality of the media got a score of 5 with excellent details. The ease of use of the press receives a score of 4 with good information; it's necessary to make clear improvements to the instructions for each component, such as commands in doing *Gladden* 'practice' and evaluation.

The results of the assessment of media experts in the Javanese dialogue text learning media with the web s.id obtained a score of 73%. This shows that the Javanese dialogue text learning media with the s.id web is suitable for grade VII use as a Javanese dialogue text learning media. However, this media still needs revision based on the suggestions given by media experts in the form of improving command sentences in every practice and evaluation, improving fonts that must be consistent, and improving layout/design arrangements that need attention.

Improvement of Javanese Dialogue Text Learning Media Prototype with Web S.id

The Javanese dialogue text learning media validation test results with web s.id were obtained by media experts and material experts, who obtained assessments, inputs, and suggestions related to the media. Based on the score assessment obtained shows the feasibility and shortcomings of the Javanese dialogue text learning media prototype with the s.id web so that media improvements can be carried out in the future.

Suggestions for improving the prototype based on the results of the validation of material experts, namely that if there is an ineffective sentence on the guide page, then it is better to remove the sentence. The layout arrangement on the guide page is also untidy and seems annoying, so it is necessary to improve the layout arrangement and pay attention to the font size used.

Suggestions for improving the prototype based on the results of validation by media experts include aspects of font size, instructions in doing exercises and evaluations that are unclear, and layout arrangements that need to be considered. The improvement in the font size aspect on the material page is consistency in using fonts so that it seems neat and comfortable when read. There needs to be a distinction between command sentences and question sentences, such as bolding command sentences and providing spaces or distances

between command sentences and question sentences so that students are not confused when solving problems. Improvements in the layout arrangement need to be considered on the material page and the reading evaluation page, such as providing space for the description questions and answers so that students can answer questions freely without fear of running out of space in the answer sheet.

Product Trial Results Limited to Javanese Dialogue Text Learning Media with Web S.id

The limited trial involved students of grade VII H MTs N 2 Sragen. The total number of students who participated in the trial was limited to 30. Students carry out this limited trial by working on Pre-Test and Post-Test questions. The following is a recapitulation of the results of the N-Gain Score Test if presented as a table.

Table 1. Recapitulation of N-Gain Score Test Result

	<i>Pre-Test</i>	<i>Pos-Test</i>	<i>N-Gain Score</i>
Amount	2111	2845	0,84
Average	70,3	94,8	0,83

Based on table 1. The pre-test results of students before using the learning media showed an average of 70.3. After students had used Javanese dialogue text learning media with web s.id and completed the post-test, they obtained an average score of 94.8. The N-Gain Score test obtained satisfactory results with an average score of $0.83 \geq 0.3$ and an adequate description. The results prove that after students use Javanese dialogue text learning media with web s.id, they experience a significant increase in learning outcomes after a limited trial.

Discussion

The Javanese dialogue text learning media with the s.id web is designed through a validity test process from press and material experts. This Javanese dialogue text learning media with s.id web has received experts' recommendations for the appropriate category. This s.id web-based learning media is a web-based media that contains dialogue text material equipped with exercises, evaluations, and online dictionaries that can be easily accessed through link links without being limited by space and time, such as statements (Indarta et al., 2022). This s.id web-based media is designed to be simple so students can easily use it. This aligns with the statement (Munawaroh et al., 2022). This Javanese dialogue text learning media with web s.id is also complemented by the use of animation that can prevent boredom or monotony and increase motivation in students during learning, such as statements (Hapsari & Zulherman, 2021).

Based on the results of the validity test from material experts and media experts, the Javanese dialogue text learning media with the s.id web is considered feasible to be operated in learning activities because the material contained in the media is by the CP and the learning objectives in the teaching module, and is equipped with various forms of exercises

and evaluations, this is in line with the statement (Dewi & Handayani, 2021). The completeness of the components in this s.id web-based learning media can attract attention. It can improve student learning outcomes because the display design on this media is quite diverse. Examples of dialogue texts are also presented in various ways, such as Javanese dialogue texts in audio and audiovisual, which aligns with the statement (Susilo, 2020). This s.id web-based media can also be used anywhere and anytime on a smartphone or laptop. The exercises and evaluations contained in the Javanese dialogue text learning media with the s.id web are also inactive so that students can directly answer questions through the media without having to write answers on paper, in line with the statement (Irawan et al., 2024).

This Javanese dialogue text learning media with s.id web has conducted limited trials and shown significant results. This indicates that Javanese dialogue text learning media with the web s.id improves student learning outcomes and is suitable to support the learning process of Javanese dialogue text material at MTs N 2 Sragen.

D. Conclusion

Based on the development research, a Javanese dialogue text learning media with a class VII s.id web was successfully produced. This s.id web-based learning media contains materials, examples, exercises, evaluations, and online dictionaries related to learning Javanese dialogue text material for grade VII. The language used in the Javanese dialogue text learning media with the web s.id adapts to the context and includes the language *ngoko lugu*, *ngoko alus*, *krama lugu*, and *krama alus*. Web-based media are s.id accessible through <https://s.id/TeksPacelathonKelasVII> URLs. Media and material experts have tested the Javanese dialogue text learning media with the s.id web. The results of the validity test of this s.id web-based learning media were declared valid. The average media validation test score was 73%, while the average validation test score of material experts was 88%. This learning media has also gone through a limited trial on Javanese dialogue text material at MTs N 2 Sragen and has shown significant results. The limited trial was conducted by providing students with pretest and posttest questions. The average results obtained from the N-Gain Score test showed substantial results of 94.8 or $0.83 \geq 0.3$ with compelling evidence. The results of validity tests and limited trials show that the Javanese dialogue text learning media with the web s.id can support Javanese dialogue text material for class VII MTs N 2 Sragen.

Developing this s.id web-based learning media significantly improves the quality of Javanese dialogue text learning in grade VII. This media makes it easier for students to learn Javanese dialogue text material because it is varied, practical, and interactive. The use of web-based learning media s.id using gadgets such as laptops/PCs and smartphones that support technology-based learning relevant to the times.

Further research is suggested to conduct large-scale field trials in various schools with diverse student characteristics to measure the effectiveness and efficiency of this s.id

web-based media. Further research is meant to explore the development of additional features on the web to improve quality and usability in a broader learning context.

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