



Ngapak E-Book Development: Text Material Description of Tourist Attractions for Grade VII of Junior High School

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Abstract

This research focuses on the development of teaching materials in the form of an e-book, named KripsPak. Based on the findings of the study, both students and language teachers at SMP Negeri 1 Kaligondang require KripsPak as a teaching resource that can be utilized in the learning process. The development model employed in this research follows the ADDIE framework (Analysis, Design, Development, Implementation, and Evaluation). The objective of this study is to develop KripsPak, a teaching material in the Ngapak language featuring descriptive text content. The research subjects comprised 28 seventh-grade students from Class VII C at SMP Negeri 1 Kaligondang, along with Javanese language teachers at the same institution. The feasibility of this product was assessed by media experts and material experts. Data collection techniques included interviews and questionnaires. Data analysis was conducted using qualitative methods, involving the conversion of scores into percentage-based evaluations by media and material validators. Quantitative analysis was employed to describe the developed product. The data served as a guideline for product evaluation. The results of the media expert assessment yielded a feasibility score of 82.2%, categorized as highly feasible. The material expert assessment resulted in a score of 88.8%, also categorized as highly feasible, indicating that the e-book can be effectively used as teaching material for seventh-grade junior high school students.

Keywords: *Ngapak language, e-book, description texts, learning media, teaching material*

Introduction

Modern teaching materials are essential for both teachers and students in the digital era. This development leverages continuous technological advancements. The rapid progression of technology impacts various aspects of life, including the field of education (Afifulloh & Cahyanto, 2021). The development of science and technology in the 21st century has a major role in the world of education (Dewi & Insani, 2024). Education at this time requires education implementers (educators) to be able to integrate information and communication technology into all aspects of learning (Darmayani *et al.*, 2021). In this era, students can gain knowledge from various sources regardless of time and place.

In the current digital era, education is required to be more advanced so that it is easily accessible and accessible to all people (Andi Sadriani *et al.*, 2023). The development of science and technology has encouraged changes in all fields (Yuliani, 2022). In the era of digitalization, the role of teachers is very important to build and improve students' literacy (Heryani *et al.*, 2022). The growing advances in information and communication technology have an impact on various aspects of life, one of which is the teaching and learning process (Purwanti *et al.*, 2022). The role of teachers in facing challenges in the 21st century is to prepare learning in accordance with technological advances (Azaly & Fitrihidajati, 2021).

According to Febrianti & Insani (2023), learning in the technological era uses many digital tools as an intermediary for delivering material so that the learning process runs more effectively. In this case, technology allows the use of various digital platforms in the learning process, including the internet, computers, educational software, and interactive learning applications (Iskandar *et al.*, 2023). The use of quality learning technology itself depends on learner motivation and teacher creativity (Insani *et al.*, 2024). In learning, teachers have a big role starting from innovative and varied learning planning, implementation, and evaluation (Kaharuddin & Hajeniati, 2020). Good learning design, supported by adequate facilities, coupled with teacher creativity will make students meet learning targets (Fathurrohman, 2012). An innovative learning process is expected to make students understand the material easily on an ongoing basis.

In the era of advanced technology, learning tools are increasingly being discovered and developed. Teachers have the freedom to choose learning tools that can be tailored to the interests and needs of students (Ningsih & Ulya, 2024). One of the crucial learning tools is teaching materials. Teaching materials are designed to make it easier for teachers to carry out teaching and learning activities (Fahrurrozi, 2020). Teaching materials in the context of learning are useful for increasing learning motivation and stimulating creativity and critical thinking skills in solving problems in learning (Kosasih, 2021). One of the many developments in teaching materials in the digital era is printing into printed materials into digital teaching materials in the form of e-books.

E-books (*electronic books*) have more advantages than printed teaching materials in the current era. *E-books* can display images, text, audio, video and questions made by the teacher (Nengseh & Damayanti, 2022). Various technologies such as projectors, *chromebooks*, *gadgets*, even the emergence of *e-books* as a means of digital books can help improve the quality of education in Indonesia (Suputra *et al.*, 2024). *E-books* also function as reference materials or additional references for students (Irmade & Jumanto, 2022). This research also aims to produce products that are packaged as attractive as possible to facilitate the learning process in students (Nengseh & Damayanti, 2022). Furthermore, the use of *e-books* can foster a culture of reading interest or literacy in students because the existence of digital books can represent what is less conveyed by the teacher through certain words or sentences, this problem can be simplified with the help of illustrated *e-books* as an intermediary (Putrislia & Airlanda, 2021).

The development of the times that continues to advance, making e-books popular because of their small size and do not take up space (Utomo *et al.*, 2021). Interactive e-books make teachers present material in various forms that are more varied and easily understood by students who are implemented into e-books, such as images, audio, learning videos which have the effect of learning success by stating that students use interactive e-books which have an effect on increasing learning motivation and academic achievement, when compared to students who only use textbooks as the main teaching material (Wardani *et al.*, 2021). Thus, e-books make a more positive contribution to the growth of students' interest in reading (Insani *et al.*, 2022).

There have been many studies that examine *e-books*. Some studies that examine the development of *e-book* teaching materials have been conducted by Syahbana *et al.*, (2021), Maharani & Yefterson, (2021), and Damayanti *et al.*, (2023). The existing research equation with this research is that both examine interactive *e-book* teaching materials accompanied by content such as material, images, animation, audio, video, sample questions, informative tests. The difference is in the substance of the material studied, namely the material presented is social studies material and television and video courses.

There have also been many studies that examine descriptive text. Some studies that examine descriptive text, including Ariyana *et al.*, (2020), Anindya *et al.*, (2023), and Afrizal, (2020). The similarity with this research is that they both study description texts. These three studies used writing elements, but in this study focused on reading skills. From some of the previous studies that have been described above, it can be seen that the research "Development of *Ngapak* E-book Material for Tourist Attraction Description Text Material for Grade VII SMP Negeri 1 Kaligondang" has never been done. This research product is called *KripsPak* or *Ngapak Description*. The novelty of this research lies in the content of the *e-book* which is designed using *ngapak* Banyumasan dialect and there are learning support features such as *online games*, videos, google forms.

The selection of ngapak dialect as the dialect used in this research product is motivated by the use of language in the MGMP LKS which does not all use ngapak Banyumasan dialect. The ngapak dialect has uniqueness such as, the pronunciation of vowels "a, i, u, e, o" which are read clearly (Nugroho & Kusuma, 2023). The main characteristic of this language is the use of the vowel sound A, especially at the end of words, while the Jogja-Solo Javanese language uses the vowel sound O (Al Farobi et al., 2022). The use of intonation, sentence structure, and unique and witty understanding are also included in the characteristics of the ngapak dialect. That uniqueness is the main attraction for people who use ngapak dialect (Ahdanisa & Fateah, 2024).

Descriptive text material in the independent curriculum grade VII was chosen as the focus of the development of e-book teaching materials in this study. The selection of the research focus on the development of digital teaching materials in the form of e-books is based on the results of the initial observation questionnaire show that the main teaching material used in SMP Negeri 1 Kaligondang is MGMP's LKS. MGMP LKS contains material that uses ngapak dialect and Jogja-Solo dialect. In this book there is descriptive text material that focuses on tourist attractions. In this MGMP LKS, the readings on the MGMP LKS are too few so that students and teachers lack reading texts that use ngapak dialect.

Based on this background, the purpose of this research is to develop e-book teaching materials with ngapak dialect, descriptive text material called KripsPak. The results of this research are expected to increase learning motivation and reading interest in students.

Methods

This research is a Research and Development (R&D) development research that uses the ADDIE model. There are 5 steps in this development research which include Analysis, Design, Development, Implementation, Evaluation (Branch, 2009). This research only uses four of the five steps in the ADDIE model, namely analysis, design, development, evaluation. The use of these four steps is because researchers experience time constraints. In testing a product there is a level of feasibility that is identical to the percentage score. The higher the score obtained by a product, the better the feasibility level of the developed product (Amelia, 2024).

A product can be categorized as feasible if the percentage is at 80% - 100% (Setiawan et al., 2021). In this case, the ADDIE model is used by researchers to develop digital teaching materials in the form of interactive e-books in which there are various kinds of online games. Research products made using the ADDIE model are one of the most effective tools, because ADDIE is a process as a guiding framework that is used in complex situations and is suitable for developing products in education and other learning resources (Branch, 2009).

The instruments used involved validation questionnaires from material experts, media experts, as well as teacher and student needs questionnaires. Evaluation of teaching material products was carried out by 1 media expert, 1 material expert, and 28 students. This research was conducted at SMP Negeri 1 Kaligondang, Purbalingga Regency. The implementation of this research was carried out for 3 days, namely on June 19, 20, and 21, 2024. The data collection techniques used were interviews and questionnaires. The interview technique uses an interview guideline instrument. This technique was used to find out about the learning process. The questionnaire technique uses a questionnaire instrument. This technique is used to obtain validation data.

The data analysis techniques used are qualitative and quantitative analysis techniques. Qualitative analysis techniques are obtained from primary data and secondary data. According to (Miles et al., 2018) activities in data analysis activities (1) data collection, in this study in the form of raw data from interviews, teacher and student needs questionnaires, and documentation (2) data reduction, seen in the needs analysis and expert test questionnaires, (3) data presentation, in the form of data description from input, criticism, suggestions for KrisPak development products, (4) drawing conclusions and verification, after the product goes through the revision stage this research will produce a prototype in the form of KrisPak.

Primary data was obtained from the main sources, namely teachers and students of class VII C, as well as validation data from media experts and material experts. Secondary data is obtained from books, journals, and scientific articles or from previous research. The quantitative analysis technique aims to determine the results of the product validation value. This technique is obtained from the questionnaire score of the assessment of media validators and material validators by calculating the answers of each expert. Then processed using the following formula:

$$p = \frac{\sum x}{\sum xi} \times 100$$

(Arikunto, 2021)

Description:

P = Percentage

$\sum x$ = Number of scores obtained

$\sum xi$ = Maximum number of scores

The results of the calculation using the questionnaire data score formula are then categorized based on predetermined criteria. The criteria applied by researchers, (Arikunto, 2021) are:

Table 1. Percentage of Validation Criteria

Percentage	Criteria
0-39%	Not Feasible
40%-55%	Less Feasible
56%-65%	Simply
66%-79%	Worth
80%-100%	Very Feasible

(Arikunto, 2021)

Results and Discussion

Results

This *ngapak e-book* development research uses the ADDIE model which has four stages, namely needs analysis (*analysis*), product design (*design*), development (*development*), and evaluation (*evaluation*):

Needs Analysis

This stage includes analyzing the needs of teachers and students. This stage aims to determine the initial needs of the product to be developed (Manzil et al., 2022). This analysis uses interview techniques with the Javanese language teacher of SMP Negeri 1 Kaligondang. The researcher found that, the main teaching material used by teachers during learning in the classroom is LKS MGMP. The use of online games and google forms as learning assessment questions is also often given by teachers. The last analysis is analyzing student needs by distributing questionnaires. The researcher found that, students of class VII C prefer to read books through gadgets rather than printed books, students feel bored reading printed books because the pictures are too few, students have not understood the material because the MGMP LKS does not use *ngapak* dialect as a whole.

From the analysis above, it can be concluded that the needs of teachers related to descriptive text material are the need for more modern teaching material innovations. Teachers emphasize the need for descriptive texts containing tourist readings in Purbalingga to be more local. The needs of students related to descriptive text material are that students need teaching materials that use *ngapak* dialect thoroughly. The teaching materials developed contain many pictures. The use of illustrated story teaching materials helps students in the process of absorbing additional information and can be used to support the main book which aims to improve student learning achievement (Sari & Yustiana, 2021).

Online games developed at this time can be used by students to improve understanding through an interesting and fun way when compared to written assessment questions which are considered more stressful (Sari et al., 2021). Based

on the results of the needs analysis, it is hoped that *KrisPak*, which uses *ngapak* Banyumasan dialect, will make students understand the description material better.

Product Design

After the need's analysis stage, then design and design the teaching materials to be developed. This stage is carried out to produce quality products and can help students and educators in learning. Researchers gave a unique and memorable product name, *KripsPak*. *KripsPak* stands for *Ngapak* Description. *KrisPak* uses the Banyumasan *ngapak* dialect. This dialect was chosen because it adjusts the dialect used by students at SMP Negeri 1 Kaligondang. The images used in each were taken from the internet. The images are downloaded and uploaded to the canva application. The elements used in *KrisPak* use canva pro. Canva pro can download more varied and quality elements.

The design of *KrisPak* contains *atur pangiring*, *dhaptar isi*, *ancer-ancer nggunakna KripsPak*, learning components, materials, video triggers, tourist board description texts (twelve tourist board texts), assessment questions in the form of google forms and *online games* (wordwall), author information, glossary, *dhaptar pustaka*, summary.

Development

At this stage, the researcher composes the material (description text), chooses the color, background, font, and supporting elements (Wafi & Agustina, 2023). Descriptive text gives impressions to the reader. This impression can be given if the description text needs to have a description of an object that is as clear as possible through a video that contains a clear description (Muslimah & Kuntoro, 2021). At this stage, the researcher began to realize the design design with using the canva application. The canva application is very useful for students in understanding the material because the display of text, animation, and graphics is in accordance with the appearance that students like and makes and makes students focus on learning because of its attractive appearance (Sari et al., 2021). The canva application presents an attractive appearance, can be done through gadgets, good resolution, and saves time (Sunarti, 2022).

After realizing the design design using the canva application, researchers made evaluation questions using the wordwall application and google form. The selection of wordwall *online games* because there are many types of games that can make students not bored when playing them. Students are unconsciously working on assessment questions because they are presented as interesting as possible. The wordwall application makes students disciplined in doing assignments and the learning process becomes more efficient because this application can be used anywhere (Amalia Hasanah et al., 2023). In addition to wordwall, researchers also present assessment questions using google forms that can be accessed by students

using e-mail only. The use of google form provides convenience for students, students become faster in accessing questions and receiving feedback (Munawaroh *et al.*, 2021). The use of wordwall and google form as a form of innovation to be different from printed teaching materials commonly used in the learning process.

Production of teaching materials that have been applied in accordance with the previous design arrangement. The design results of the *KripsPak* product can be seen in **Figure 1- Figure 12**.



Cover design of
KripsPak



Figure 2. Set Pangiring

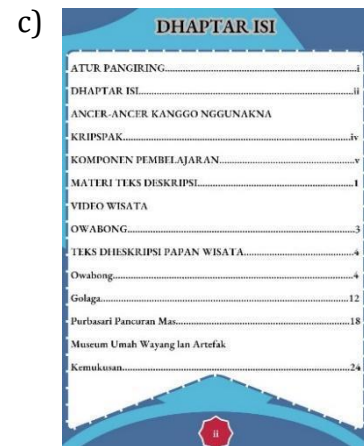


Figure 3. Table of
Contents



Figure 4. Ancer-ancer
for using KripsPak



Figure 5. Learning
Components



Figure 6. Description
Text

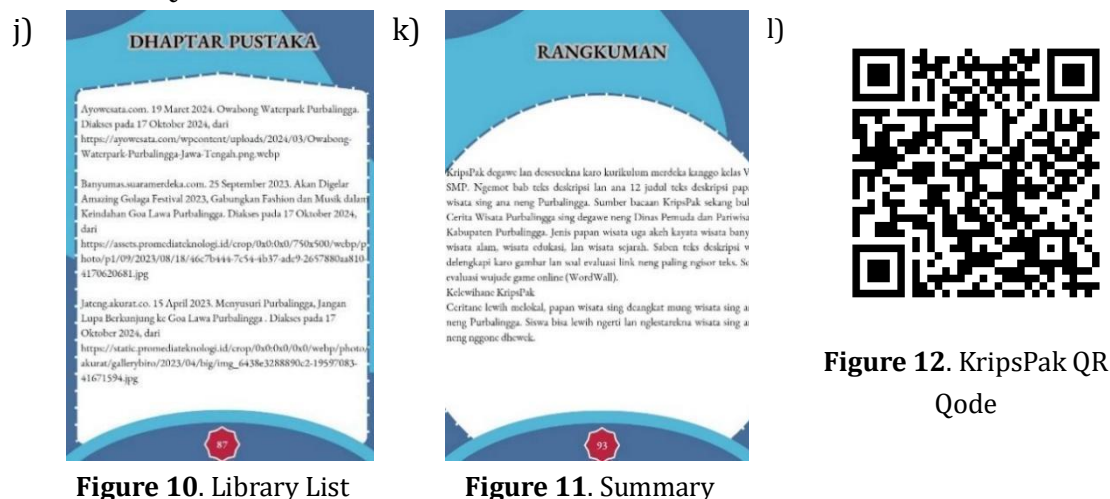
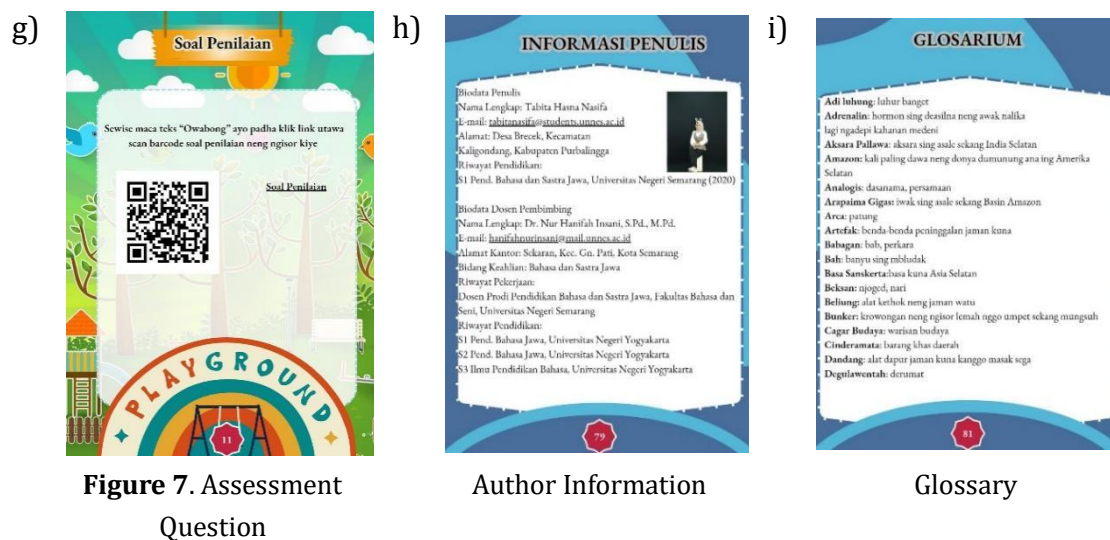


Figure 10. Library List

Figure 11. Summary

Figure 12. KripsPak QR Code

Table 2: KrisPak Design Results

KrisPak Components	Description
a) Cover design of KripsPak	The initial display or <i>cover</i> has the title of the <i>e-book</i> , <i>KrisPak</i> . On this page there are pictures of airplanes and mountains to support this description material.
b) Figure 2. Set Pangiring	The first page display is <i>atur pangiring</i> or preface. It contains the author's gratitude and hope using <i>ngapak</i> Banyumasan dialect.
c) Figure 3. Table of Contents	The second page display is the <i>table of contents</i> which contains information about each page.
d) Figure 4. Ancer-ancer for using	The fourth page display is <i>ancer-ancer</i>

KripsPak	<i>kanggo nggunakna KrisPak</i> which contains how to use this product which is presented in <i>ngapak</i> dialect.
e) Figure 5. Learning Components	The fifth page display is the learning component which contains learning outcomes and learning objectives.
f) Figure 6. Description Text	This page displays the description text of the tourist board. There are twelve tourist board texts with pictures or elements that match the tourist board.
g) Figure 7. Assessment Question	The display of this page is an assessment question. Assessment questions in the form of <i>online games</i> (<i>wordwall</i>) or google form
h) Author Information	The display of this page is author information containing author bidoata
i) Glossary	The appearance of this page is that the glossary contains vocabulary that is quite difficult to understand or rarely heard, the glossary is also presented using <i>ngapak</i> dialect.
j) Figure 10. Library List	The display of this page is a bibliography that contains references used in <i>KrisPak</i> .
k) Figure 11. Summary	The last page display is a summary that contains an explanation of the contents of <i>KrisPak</i>
l) Figure 12. KripsPak QR Qode	A scannable and direct <i>QR Qode</i> display, <i>KrisPak</i> can be accessed by readers of .

KrisPak can be used through *gadgets*, computers, laptops, or other technological devices. Readers can access *KrisPak* through the link below or scan the *QR Qode* found in Figure 12.

KripsPak Link:

https://www.canva.com/design/DAGOM62Mu3U/qHwVmfkksiA4_HwFXRldgA/edit

Evaluation

This stage contains evaluations from media experts and material experts, namely scores and descriptions of suggestions that are converted into data with formulas. This validation aims to determine the feasibility of a product being developed (Hapsari & Zulherman, 2021). The results of the validation test that has

been carried out on the development of this *KripsPak* product are presented as follows:

1. Media Expert

Media validators who are assessors in the development of *e-book* teaching materials, namely *KripsPak*. This media validator is a Javanese language lecturer at Semarang State University, namely Dr. Agus Yuwono, M.Si, M.Pd. This validation was carried out on December 30, 2024. The results of media validation can be seen in **Table 3**:

Table 3. Validation Results from Media Validators

No.	Aspects	Value
1	Media Display	12
2	Graphic Feasibility	7
3	Visual Communication	9
	Evaluation/Exercise	
4	Questions	9
Total		37
Percentage		82,2%

Referring to the assessment of the media expert, the *KrisPak* that has been developed gets a very feasible qualification result. The questions on this questionnaire sheet were referred to research (Permata & Nugrahani, 2023). Based on the assessment questionnaire from the media validator, there are four aspects and nine indicators getting very feasible qualifications. This shows that from the aspect of the *KripsPak* media display, there are instructions for using the e-book on the *KrisPak* home page with a value of 4, the cover illustration is in accordance with the material with a value of 4, and the design displayed is attractive so that students are more interested in reading the material with a value of 4. In the aspect of graphic feasibility, the font size is quite appropriate and can be read clearly with a value of 4, the type of font used is not in accordance with the font rules that are usually used in printed teaching materials with a value of 3.

In the aspect of visual communication, all images in 12 description texts are in accordance with the tourist board with a score of 4, images and videos as intermediary media that help students to better understand the material with a score of 5. In the aspect of evaluation/practice questions, questions in online games consisting of 6 games are interesting because they are made using the wordwall application with different types of games so as not to bore students with a score of 4, online games, namely wordwall, increase student learning motivation because learning is more fun with a score of 5. In teaching and learning activities there are 3 main constituents, namely teachers, students, and learning resources (Ismiarti & Nikmah, 2020). Learning resources (teaching materials) developed into e-books made using Canva can add to the attractiveness of the presentation of subject

matter, and have an effect on increasing student learning motivation (Rahmatullah *et al.*, 2020). The total of the media expert validator assessments is 37 with a percentage assessment of 82.2%.

2. Material Expert

Material validators who are assessors in the development of *e-book* teaching materials, namely *KripsPak*. This material validator is a Javanese language lecturer at Semarang State University, namely Rahma Ari Widiastuti, S.Pd., M.A. This validation was carried out on December 30, 2024. The results of material validation can be seen in **Table 4**:

Table 4. Validation Results from Material Validators

No.	Aspects	Value
1	Content Feasibility	16
2	Linguistics	9
3	Retrieved	10
	Evaluation/Exercise	
4	Questions	5
Total		40
Percentage		88,8%

Referring to the assessment of the material expert, the *KrisPak* that has been developed gets very feasible qualification results. The questions on this questionnaire sheet refer to research (Nengseh & Damayanti, 2022). Based on the assessment questionnaire from the material validator, there are four aspects and nine indicators. This shows from the aspect of content feasibility, teaching materials contain material in accordance with the independent curriculum used at SMP Negeri 1 Kaligondang with a value of 4, the content of the material in *KrisPak* is in accordance with the learning objectives and learning outcomes with a value of 4, *KrisPak* is relevant to the material taught by the teacher of SMP Negeri 1 Kaligondang with a value of 4, *KrisPak* is in accordance with the needs of students because researchers adjust to the needs of students who have been filled in on a questionnaire sheet with a value of 4.

In the linguistic aspect, the *ngapak* language used in *KrisPak* is easily understood by students because researchers use *ngapak* Banyumasan language which is in accordance with the language of SMP Negeri 1 Kaligondang students who are the subjects of this study with a score of 4, information related to tourist boards is complete starting from tourist locations, admission prices, and rides contained in tours with a score of 5. In the aspect of presentation, the material displayed is very interesting for students with a score of 5, *KrisPak* is easy for students and teachers to access because only scanning barcodes can directly access

KrisPak with a score of 5. In the aspect of evaluation/training questions are in accordance with the learning objectives with a score of 5. The total of the media expert validator assessment is 40 with a percentage assessment of 88.8%.

Validators also provide criticism and suggestions for the *KripsPak* teaching materials developed. Criticism and suggestions are used to revise a product (Dewi & Handayani, 2021). Suggestions and criticisms were also given by media experts and material experts, among others:

Table 5. Experts' Suggestions and Criticisms

Media Expert	Material Expert
1. The use of fonts should use <i>fonts</i> that are commonly used in printed teaching materials, previously <i>KrisPak</i> used <i>comic sans fonts</i> and after being revised <i>EB Garamond</i> .	1. <i>KrisPak</i> needs more product description
	2. Inconsistent in the mention of the product, the researcher eventually referred to <i>KrisPak</i> as the product name
	3. The preface should use <i>ngapak</i> dialect, the preface has been revised and uses <i>ngapak</i> dialect to make it easier for students to understand.
	4. Grammar was too fixed on Indonesian, the researcher used <i>ngapak</i> Banyumasan dialect which is usually used by students at SMP Negeri 1 Kaligondang.
	5. Text too close to the <i>frame</i>
	6. Writing sub-titles that are written twice, namely in the author information

Based on suggestions and criticisms from media experts and material experts, researchers have improved this *KrisPak* product. The following are the results of the revision: (1) on the final page, namely the summary, there is a description of the contents of the product, readers can immediately know the contents of *KrisPak*, (2) researchers gave *KrisPak* as the name of the product, (3) the preface has been revised and uses *ngapak* dialect to make it easier for students to understand, (4) researchers used *ngapak* Banyumasan dialect which is usually used by students at SMP Negeri 1 Kaligondang, (5) have revised so that the text is not close to the *frame* so that it is easier to read, (6) in the author's information section has been revised

to become information on the supervisor, (7) Researchers improve the products developed according to suggestions and criticisms from media experts and material experts. Based on the media and material validation tests, it can be concluded that the teaching materials developed into an *e-book* called *KrisPak* fall into the very feasible category.

Discussion

The material used in *KrisPak* is based on textbooks available at SMP Negeri 1 Kaligondang. Researchers used *Purbalingga Tourism Stories* as the main reference source and some from the internet. This book was published by the Youth, Sports and Tourism Office of Purbalingga Regency. This book contains twelve tourist board texts in Purbalingga. Starting from natural tourism, water tourism, historical tourism, and even educational tourism. Here are the twelve tours contained in *KrisPak*:

Table 6. Tourist Attractions on KrisPak

No.	Tourist Name	Description
1.	Owabong	This tour is the most famous type of water tourism in Purbalingga which offers a variety of water games.
2.	Golaga	This tour is a type of nature tourism. Golaga, which means a cave full of lawa or bats, is a special attraction for tourists.
3.	Purbasari Pancuran Mas	This tour is a type of water and educational tour. It offers quite complete water rides and an aquarium inhabited by various types of freshwater fish.
4.	Museum Umah Wayang lan Artefak Kemukusan	This tour is a type of educational tour. The museum is a place for children to practice gamelan, sing folk songs, play wayang, and read books.
5.	Banjaran Village Tourism	This tour is a nature tour located in Banjaran Village. It offers products made by the people of Banjaran Village, namely gedheg and fringe tourism at Slinga Dam.
6.	KieArt School Kaligondang	This tour is a type of educational tour. This tour is also often called the art house, because it contains many arts including karawitan, theater, dance, gending, painting, and cartoons.
7.	Legendha Lingga Yoni	This tour is a type of historical tourism.

		Lingga Yoni or often called Panembahan Drona is a Hindu heritage site.
8.	Wurung Temple	This tour is a type of historical tour. Wurung has the meaning of an unfinished temple because this temple is in the form of boulders not like a temple in general.
9.	Watu Dakon Site	Tourism is a type of historical tourism. This tour is a cultural heritage site. The name Dakon is because its shape is similar to the traditional game of dakon.
10.	Cipaku Inscription	Tourism is a type of historical tourism. It is thought to be a relic of the Tarumanegara Kingdom.
11.	Tuk Sikopyah	This tour is a type of educational tour. The tradition of spring water collection is carried out by residents as a form of cultural preservation and tourism.
12.	Curug Sumba	This tour is a type of water tourism and nature tourism. This waterfall has blue water and a beautiful rural atmosphere. Curug in Indonesian language which means waterfall.

KrisPak is distributed to students in the form of a link or QR Code. There is a lighter video that contains Owabong tourism. This video contains the researcher's voice using ngapak Banyumasan dialect. This KrisPak has 100 pages. There are six tourist texts that are assessment questions using wordwall and there are six tourist texts in the form of assessment questions using google form. In some assessment questions, researchers present questions using images.

KrisPak products as teaching materials have advantages, namely: (1) easily accessible through gadgets, laptops, and computers. KrisPak made using the canva application can be accessed through many technological devices, (2) the appearance of teaching materials is attractive with additional features of images, elements, videos, and online games that are not available in printed teaching materials, (3) there are various types of online games (wordwall) on KrisPak, so students are not bored when working on assessment questions, (4) there are many pictures so that students are happy when reading KrisPak.

Students of SMP Negeri 1 Kaligondang are allowed to bring *gadgets* if needed in the learning process and teachers allow them to assist students in learning. *E-books* are easily accessible by anyone and anytime because they are digital (Rodhiah & Roza, 2020). *KrisPak* has many pictures that match the tourist board

presented. Images are taken from the internet and elements to enhance the appearance to make it more interesting. There is one video, namely the Owabong tourism video as a lighter video and played before students read *KrisPak*.

The canva application is easy to access, there are many features that attract students' attention and make students better understand the learning material (Pradani, 2022). In printed teaching materials, assessment questions are only in the form of multiple choice and essays. *KrisPak* presents assessment questions in the form of *online games* that can attract students' attention because it has various types of games. There are many educational games that attract students' attention and are suitable for all subjects (Ferlina & Fratiwi, 2024). The pictures and videos contained in *KrisPak* make students not bored when reading it. The resolution displayed is good enough so that students can see the images and videos clearly. The canva application has a fairly good image and video resolution (Admelina *et al.*, 2022).

KrisPak products also have disadvantages, namely: (1) the use of the Canva application requires an internet network. The use of the internet network is one of the weaknesses in using *KrisPak* because students have to use internet quota. SMP Negeri 1 Kaligondang does not provide Wifi because the use of gadgets is only for learning. The canva application requires a supporting internet connection (Nafian *et al.*, 2024), (2) *KrisPak* requires an e-mail account to be able to enter the canva application. Access to the canva application must be via e-mail (Dwi Putri, 2023). In using canva, it must always be connected to the internet and cannot be used offline, so users need a data package (Resmini *et al.*, 2021).

The research is supported by previous research which states that e-books are effective in increasing learning motivation, students strive to get good learning results so that learning motivation arises (Hapsari & Zulherman, 2021). *E-books* that contain interesting pictures and stories can foster interest in reading in students (Putrislia & Airlanda, 2021). In increasing students' interest in reading and understanding, one way is through teaching materials (Rahmatullah *et al.*, 2021). *KrisPak* can be used for seventh grade student learning as an enrichment teaching material that can help teachers in the learning process to make it easier and more enjoyable.

Conclusion

Based on the results of research that has been carried out, students of class VII C and Javanese language teachers of SMP Negeri 1 Kaligondang need teaching materials developed into e-books. The results of testing teaching materials developed into *KrisPak* obtained results from media experts of 82.2% with a very feasible category. Assessment from material experts amounted to 88.8% with a very feasible category to be used in class VII junior high school learning to increase learning motivation and foster students' interest in reading.

Related to the conclusions that have been presented, this research contains the following implications, first, students like to read through *gadgets*, so the use of *KrisPak* as an enrichment teaching material can help students in increasing learning motivation and interest in reading. Second, students can learn anywhere and anytime without knowing the time, so *e-books* can make learning in a more practical and efficient way. Third, tourism in Purbalingga Regency is increasingly recognized by students ranging from educational tourism, nature tourism, water tourism and historical tourism.

The practical implications of this research underscore the importance of developing more modern teaching materials. Teachers need to innovate in making teaching materials that are in accordance with the digitalization era to ensure students are more optimal in understanding the subject matter at school.

Future research is expected to conduct product trials with students to determine the level of effectiveness. *KrisPak* is expected to be used as teaching material for schools in the ex-Karisidenan Banyumas area (Banyumas, Purbalingga, Cilacap, and Banjarnegara). The use of *ngapak* Banyumasan dialect in *KrisPak* can help students in understanding the material. Teachers as educators are expected to use *KrisPak* as teaching materials that can help the effectiveness of learning.

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