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DEVELOPMENT OF TRADITIONAL FISH PRESERVATION TECHNIQUES ON THE COASTAL COAST OF BENGKULU CITY E-BOOKLET LEARNING MEDIA USING ADDITIVES

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ABSTRACT

The purpose of this project is to produce an electronic booklet that junior high school science students studying additives will be able to use as a learning aid, particularly when it comes to the traditional fish preservation techniques used along Bengkulu City's shore. This research uses the Borg & Gall model which is carried out only until the fourth stage, 1) research and data collection (research and information), (2) planning, (3) developing a product design (developing an early form). a product), (4) field trials (preliminary field tests). The research instruments included observation sheets, teacher interview sheets, student readability test questionnaires and expert validation sheets. Based on the validation test results of material experts (88.75%), media experts (93.75%), and practitioners (94.53%), the research results indicate that the *e-booklet* on traditional fish preservation techniques on the coast of Bengkulu City is very suitable for use as an additive material learning medium for students. Students' assessment of the e-booklet as a means of learning additional material about traditional fish preservation methods on the coast of Bengkulu City showed a very good category with a percentage of 91.99%. In conclusion, the *e-booklet* on traditional fish preservation techniques on the coast of Bengkulu City as a learning medium for additive material is very suitable for use in learning science and additive material for class VIII SMP.

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1. INTRODUCTION

Science learning can be done by linking it to students' daily lives. With the teacher as a facilitator, students can learn about science material through daily activities or phenomena in everyday life. Students should be encouraged to explore and seek knowledge from natural phenomena in real life to use as a learning resource so that it can stimulate students to accelerate their understanding in certain fields of science. Therefore, having direct examples in learning activities will make the material presented easier for students to understand. Good learning material can make students quickly absorb the learning material that has been delivered so that they understand the material (Widianto, 2021; Hayati et al., 2019). One example of an activity that can be used as a learning medium is fish processing in Bengkulu.

Bengkulu is one of the provinces in Indonesia that has a long 525 KM coastline It contains abundant marine resources, both from sea-caught fisheries and cultivation to fisheries management. Indirectly, many people in Bengkulu City, especially those around Tapak Paderi Beach, work as fishermen (Ayub et al., 2022). In general, the management of salted fish in the Bengkulu coastal environment uses traditional fish preservation techniques. These techniques are in the form of preservation techniques on land, preservation techniques at sea and techniques for reducing salt content which can be used as learning resources for students, especially regarding additives. This is because the process of managing salted fish on the coast of Bengkulu City uses salt as a raw material. The use of salt in processing salted fish is one of the uses of natural additives which functions as a natural preservative for food (Nuranisa et al., 2018).

Linking learning material with direct examples that can be seen in everyday life will help students understand the material as a whole better. This is by research conducted by Hermalasari (2023) entitled " Development of *E-Leaflet* Media Based on Gorontalo Local Culture on Additive Material." The results found that the learning media developed was effective. Then there is also research by Marcellina (2023) entitled "Development of the Lemea Lebong *E-Booklet* as a Learning Media for Biotechnology Material for Middle School Students." The results showed that the media developed was suitable for use in middle school biotechnology material. Nevertheless, no one has connected fish preservation methods in earlier studies to the science curriculum on additives for junior high school students.

Based on the results of interviews conducted at SMPN 3 Bengkulu City, learning additive materials only use books as learning resources, which are usually in the form of printed books and worksheets that are sold nationally. So it is necessary to develop media with additive material in daily life that utilizes the management of salted fish on the coast of Bengkulu City in the form of an *e-booklet*. In this research, *e-booklets* will be used as teaching media that contain information on additive learning materials. With the development of *e-booklet learning media* that utilizes the surrounding environment, it is hoped that learning media that comes from the environment around the Bengkulu coast can be created so that it can be translated into electronic-based teaching media, namely in the form of *e-booklets* specifically in the form of an electronic booklet that may be utilized as a teaching tool for the additive material for class VIII SMP.

2. METHOD

2.1 Types of research

The method in this research is research and development using the Borg & Gall (1989) model in Sugiyono (2019). There are 10 stages in Borg & Gall (1989), but this research was only carried out up to the fourth stage which was limited to carrying out expert validation tests and readability tests due to time and cost limitations including (1) research and data collection (research and development). The main stages carried out in this research were analysis and target learning needs of students are to collect information related to the development of *e-booklet* learning media by utilizing the potential of the surrounding environment, (2) planning at this stage is based on research and data collection that has been obtained, then a product plan in the form an a *e-booklet* is created. booklet, (3) developing a product design (developing an early form of a product) in this stage will consist of preparing and developing an *e-booklet* on the results of observations which will then be tested for feasibility validation, (4) field trials (a preliminary field test) at this stage a readability test is carried out using an instrument in the form of a questionnaire sheet that has been prepared.

2.2 Research Objects and Subjects

The object of this research is an *e-booklet* learning media for traditional fish preservation techniques on the coast of the city of Bengkulu. The subjects of this research were 22 students in class VIII 2 of SMPN 3 Bengkulu City in the 2022/2023 academic year.

2.3 Data Collection Instruments

In this research, the instruments used were observation sheets, teacher interview sheets, *e-booklet* readability test questionnaires and expert validation sheets.

2.4 Data Analysis

In this research, data analysis was carried out first, a validity test was carried out by 6 validators, consisting of 2 material experts who validated the suitability aspect of the material content and language, 2 media experts who validated the appearance aspect and 2 science teachers as practitioners who validated the suitability aspect of the material content. Language and appearance of the e-booklet being developed. This validation test uses a questionnaire sheet that has a score range of 1 to 4, namely using a Likert scale. Next, the researchers analyzed the data and tested the readability of the e-booklet on traditional fish preservation on the coast of Bengkulu City on students at SMPN 3 Bengkulu City.

3. RESULTS AND DISCUSSION

3.1 Research and Data Collection

Based on the results of interviews and observations of science teachers at SMPN 3 Bengkulu City, the use of science learning media still uses hard copies, such as printed books on loan from the school library and worksheets sold in bookstores. Other uses of learning media are usually in the form of power points in learning presentations and student worksheets. So from the results of interviews at SMPN 3 Bengkulu City as well as observations from science teachers, it is clear that variations in learning media are needed in science subjects, especially in additive materials.

In the interview, the science teacher suggested developing learning media in the form of *e-booklets* because there was no introduction or use of learning media in the form of *e-booklets.* With *e-booklet* learning media, learning material is presented concisely, interestingly and easily with pictures that attract students to be able to read it (Violla & Fernandes, 2021). *E-booklet* learning media is a printed teaching media product that is developed into an electronic or digital-based *booklet* with the help of several software programs and hardware features (Sarip et al., 2022).

In learning activities, students can use their cell phones while the learning activity is in progress and then collect from to the teacher who teaches when the learning activity is finished. Therefore, teachers recommend developing learning media in the form of *e-booklets.* Because it follows developments in the recent era of society 5, which once again puts humans at the center of civilization's development with the goal of improving society for people everywhere, teachers will find the current use of science learning media more engaging if presented in electronic form (Juliyanto & Trisnowati, 2021).

This is by accordance with according to Ester and Hutabarat (2024) teachers are expected to be able to prepare and carry out learning in the classroom in an interesting, creative, and innovative way by utilizing technology that is always developing all the time.

From the results of observations at school, the learning material on additives has not explained examples of the use of additives, especially natural preservatives which are associated with preserving fish on the coast of Bengkulu City. Based on the results of observations and interviews with fishermen, there are three techniques for making salted fish. Each technique for making salted fish both uses coarse salt (salt krosok) as the main ingredient in the process of preserving salted fish by drying for approximately 1-3 days depending on the intensity of the sunlight. In general, the process of making salted fish carried out by Bengkulu fishermen can be seen in Figure 1.

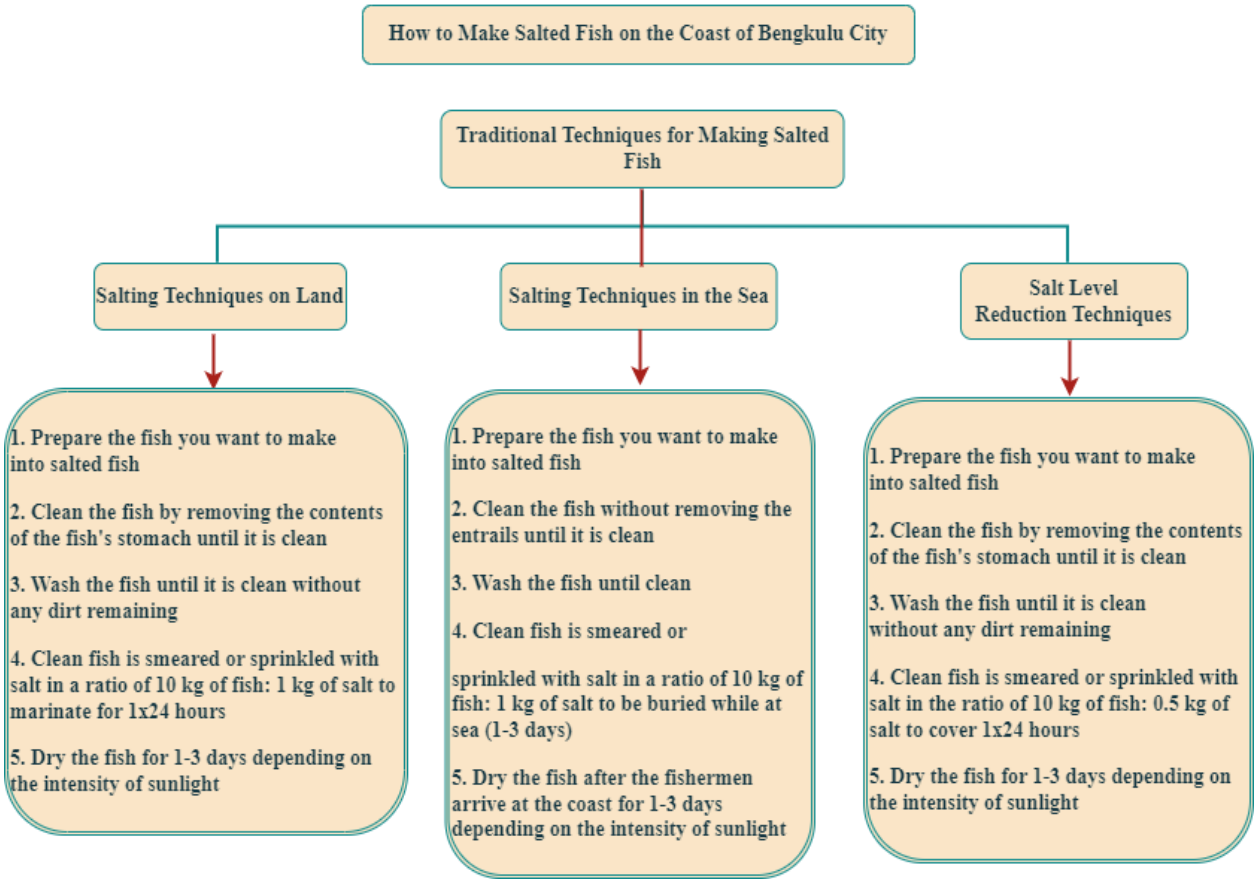

Figure 1. How to Make Salted Fish on the Coast of Bengkulu City

In general, Bengkulu fishermen more often use salting techniques on land. However, each technique does not have too significant differences. The differences between the three techniques can be seen in Table 1.

In general, salted fish preservation processing on the coast of Bengkulu City has a ratio of fish and salt of 10:1, where 1 ton of fish requires 100 kg of salt. The salt used by fishermen on the coast of Bengkulu City is coarse (salt krosok). According to fishermen, coarse salt (salt krosok) is used for processing salted fish because it is white crystals at a cheaper price and is available in large quantities so it is easy to find. According to Indrastuti (2019) the size of the salt crystals used in making salted fish must be considered. If you use very fine salt, the salt will absorb too quickly and the salt will not be evenly distributed throughout the fish tissue, causing the surface of the meat to become hard quickly. Scientifically, coarse salt contains impurities such as magnesium and potassium which differentiate it from fine salt, making its absorption capacity different (Sumada et al., 2016).

Table 1. Differences in techniques for making salted fish

No	Technique for Making Salted Fish	Types of Fish	Name of Salted Fish	Difference
1.	Land salting techniques	 In general, salting techniques on land are carried out on snapper fish, jambal roti fish and so on.	Jambal Roti Salted Fish	At the stage of making salted fish using the salting technique on land, the guts of the fish are cleaned and cut in half so that the result is wider.
2.	Sea salting techniques	 In general, this sea salting technique is used for small fish such as boiled flying fish and anchovies.	Boiled Salted Flying Fish	The stages of making salted fish using the sea salting technique will be done without cleaning the fish's stomach contents.
3.	Salt reduction techniques	 The type of fish that is salted according to consumer demand is bleberan	Bleberan Salted Fish	When making salted fish using the technique of reducing the salt content, it is the same as the salting technique on land, only the salt content is reduced.

The salting technique on land will go through the process of cleaning the fish's stomach contents. This is done because the fish are quite large and fishermen want wider fish with a drier texture of salted fish. In general, salting techniques on land are used for snapper fish, jambal roti salted fish and so on. Scientifically, the salting technique on land is superior because it is more hygienic where the fish's stomach contents have been cleaned first. If fish are not cleaned of fish scales, gills and stomach contents can become a source of bacteria and enzymes that speed up rotting so that the resulting salted fish will not last long. Meanwhile, the processing of salted fish aims to preserve fish or increase the shelf life of fish caught by fishermen (Apriyani et al., 2021).

The sea salting technique is carried out by fishermen when they fishermen are at sea for more than three days. Fishermen do salting in the sea because it is to prevent the rotting of the fish that the fishermen have caught. After all. They fishermen still have to go to sea. In this technique, freshly caught fish are washed thoroughly without removing the fish's entrails. From the sea salting technique, the resulting salted fish has a thicker texture and is not too dry, so the salty taste is too strong, which makes this salted fish less attractive to consumers. Scientifically, salted fish with a salty taste that is too strong can cause consumers to consume too much salt, which can increase blood pressure because of the high sodium content in this food, namely salted fish (Nugroho et al., 2019). Therefore, salted fish using this technique are less attractive to consumers.

Next, there is the technique of salting fish by reducing the salt content which is carried out by fishermen based on consumer demand, which is usually called fresh salted fish. Making salted fish using the salt reduction technique is the same as other techniques, only the salt content used is reduced from usual. Freshly salted fish are sea-caught fish that are preserved with a lower salt content than usual. So the resulting salty taste is not too strong like normal salted fish. This salted fish is only produced according to consumer demand because this salted fish is not very long-lasting. If the level of salt is used as a preservative in the process of making salted fish, if the level is reduced, it will result in the final result being salted fish that is not very long-lasting because salt can inhibit the growth of bacteria and enzymes that cause fish to rot (Usmany & Liline, 2019).

From several salted fish preservation techniques on the coast of Bengkulu City, researchers have carried out organoleptic tests by 10 respondents with three samples, namely salted fish samples using land salting, sea salting and salt reduction techniques. Based on the assessment aspects in the form of color, aroma, texture and taste, the most preferred samples of salting on land were obtained. The organoleptic test results obtained by researchers can be seen in Figure 2.

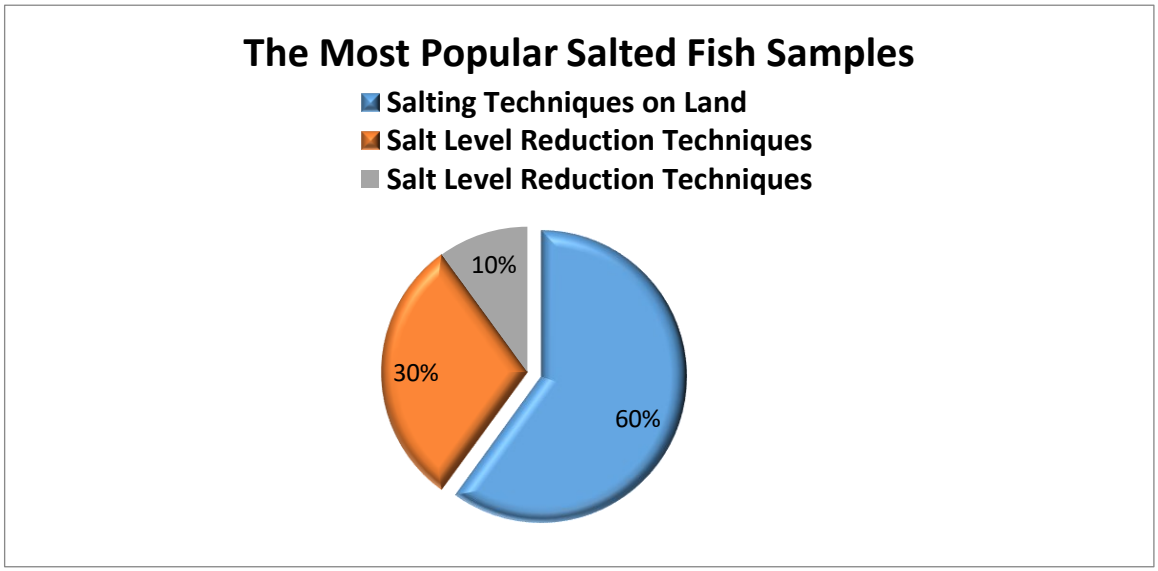

Figure 2. Samples of the Most Popular Salted Fish

3.2 Planning

At this stage, an e-booklet will be developed which contains additives, information about salted fish starting from the types of salted fish in Bengkulu and procedures for making salted fish, namely based on basic competition (KD) 3.6 Explaining the various types of additives in food and drinks, addictive substances and their impact on health, the learning objective is that students can explain examples of natural and artificial additives found in everyday life as well as learning indicators, namely being able to explain natural and artificial additives in food in everyday life. In compiling *e-booklets* will be designed using the Canva application with the help of the Flip

Corporate application. This *e-booklet* design has three parts, namely the initial part which consists of a cover, foreword, table of contents, instructions for use, basic competition, learning indicators and learning objectives. Then the second part, namely the content section, consists of an introduction, the meaning of additives, the meaning of salted fish, types of salted fish, salt preservatives, the process of preserving fish, how to make salted fish, the impact of using additives unwisely and the results of organoleptic tests and the third part The closing consists of an evaluation (let's discuss), A bibliography and author biography.

3.3 Develop a Product Draft

At this stage, an e-booklet learning media product for preserving salted fish on the coast of Bengkulu City will be created, which will then be revised according to suggestions and input from validators consisting of material experts with indicators for assessing the accuracy of the title, completeness of learning media components, presentation of material content, linkages material with examples in everyday life, presentation of discussion material, simplicity of sentences and the nature of language communication used. Media expert with indicators of cover design, content design, writing system, image presentation, table presentation and video display presentation. Then, practitioners with all indicators of material, media and language. The results of the e-booklet development are as follows:

(a)

(b)

(c) (d)

Figure 3. Results of the Design of an *E-booklet* a) Fill in the additive material in the *e-booklet,* b) Fill in the salted fish material in the *e-booklet,* c) Fill in the additive material in the *e-booklet,* d) Fill in additional material, examples of additives in the process of making salted fish.

After revisions were made according to the suggestions and comments of all validators, the new *e-booklet learning media* was said to be suitable for use with the results in Table 2.

Table 2. Validation Test Results

No	Validation Test Results	Percentage (%)	Category
1.	Materials Expert	88.75%	Very Worth It
2.	Media Expert	93.75%	Very Worth It
3.	Practitioner	94.53%	Very Worth It

Based on the validation test results in the table, three aspects have been assessed by the six validators which include (1) Material aspects consisting of the accuracy of the *e-booklet title*, completeness of *the e-booklet components*, presentation of the material content in *the e-booklet*, presentation of additive material, presenting the relationship between additives and salted fish preservation and providing discussion material, presenting activities for making salted fish in the coastal areas of Bengkulu City. The percentage in this aspect is 88.75 % with a very feasible category. (2) Media aspects consisting of cover design, content design, *e-booklet writing system*, image presentation, table presentation and video display presentation. The percentage obtained in this aspect was 93.75 % with a very feasible category. (3) Language aspects consisting of the appropriateness of language use, simplicity of sentence structure and the communication nature of the language used. The percentage in this aspect is 94.53 % with a very feasible category.

By fulfilling all aspects, from material, media to language, this *e-booklet* will be better used to support learning activities both independently at home and guided by teachers at school. The use of quality learning media will create quality learning activities so that students will obtain maximum learning outcomes (Putri & Putri, 2020). Accuracy in the content of the material with the simplicity and attractiveness of the language used can make students feel as if they are interacting directly with the teacher (Wulandari et al., 2021).

Plus, *the e-booklet* also uses attractive colors and images so that it can increase students' interest and motivation to learn and pay close attention to the video (Diantari & Anak, 2021). In learning media, presenting images that are appropriate to the material displayed will increase students' interest in reading. With pictures, students can imagine, so that they can help students improve their memory performance regarding the material displayed in the *e-booklet.* (Muslimawati et al., 2023) .

3.4 Field Trials *(Preliminary field testing)*

At this stage, the researcher will conduct a field test by carrying out readability tests by students at SMPN 3 Bengkulu City. Readability test responses were carried out at SMPN 3 Bengkulu City with 22 class VIII 2 students. Readability testing is carried out by giving learning media to students to try and use, then new students fill out a readability test questionnaire that has been prepared by researchers. The following *e-booklet* readability test results can be seen in Table 3.

Table 3. Results of Student Readability Response Tests

No	Feasibility Aspect	Percentage (%)	Criteria
1.	Interest	93 %	Very good
2.	Material	92.27%	Very good
3.	Language	90.71%	Very good
Average Percentage		91.99%	Very good

From the readability response test carried out on the *e-booklet* on traditional fish preservation techniques on the coast of Bengkulu City, the overall percentage result was 91.99% with very good criteria based on the results tested by students who did not receive input or suggestions but rather positive comments on the media. tested *e-booklet* learning. From the aspect of interest, the results were 93% with very good criteria, so it can be concluded that this learning media is very interesting and easy to use by students. According to Sarip (2022), good teaching media is media that is able to make it easier for students to understand the material they are studying.

From the material aspect, the percentage result was 92.27% with very good criteria because it contained material that was in accordance with basic competencies, learning indicators and learning objectives to be achieved so that it could be used as a medium to support learning activities. This is in line with Fitriana (2022) opinion that good learning media must also be able to fulfill the requirements as companion learning media to support students in the learning process. Apart from that, the *e-booklet* on preserving salted fish on the coast of Bengkulu City is presented attractively with clear pictures used. This makes the *e-booklet* easy to understand. This is based on the results of Putri research (2020) based on student response questionnaires, the material in the *booklet* can be understood easily with pictures or illustrations.

In the language aspect, the percentage results obtained were 90.71% in the very good category. This is due to the use of language that is easy for students to understand with complete descriptions. To improve students' cognitive understanding, the material presented in *e-booklets* must comply with good and correct writing rules so that students can understand and remember it easily (Rahmatih et al., 2017). The *e-booklet* learning media used to support learning activities will be very useful in science learning because *e-booklets* are very effective, practical and can improve understanding of material concepts (Hoiroh, 2020)

4. CONCLUSION

Learning media regarding salted fish processing has been developed. This learning media can be linked to middle school class VIII semester 1 learning material on additives. Based on the results of the validity tests that have been carried out, it was found that the salted fish preservation e-booklet on the coast of the city of Bengkulu has a very feasible category with a percentage of 92.34% according to the 6 validators consisting of 2 material experts, 2 media experts and 2 practitioners . And based on the results of the readability response test for students, it was found that the salted fish preservation e-booklet on the coast of Bengkulu City was in the very good category with a percentage of 91.99% according to 22 respondents, namely class VIII students at SMPN 3 Bengkulu City.

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