



Development of E-Pocket Book HSK 3 Learning Media for Students of Class XI IBB SMA Nurul Jadid Paiton Probolinggo

Nurul Jadid 高中学 IBB 班十一年级学生的 HSK 3 学习电子口袋书开发

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Abstract: The purpose of this research is to design E-Pocket Book HSK 3 learning media for grade XI students of Language and Culture Program (IBB) at Nurul Jadid Paiton Probolinggo Senior High School. This learning media was developed to facilitate the learning process of Chinese, especially to prepare students for the HSK 3 examination, which is abbreviated from (Hanyu Shuiping Kaoshi). The development process used the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) which consists of five main stages. This research uses qualitative data as the type of data collected, which is collected through closed and open questionnaire sheets as data collection instruments. The E-Pocket Book HSK 3 media has obtained validation from media experts and material experts, and has been tested on twenty-one XI IBB class students and Chinese language teachers at Nurul Jadid Paiton Probolinggo Senior High School. According to the results obtained, it can be concluded that the HSK 3 E-Pocket Book is effective in increasing students' learning motivation and making it easier for them to prepare for the HSK 3 exam. In addition, this media also facilitates students to access materials independently.

Keywords: *development, E-Pocket book, HSK 3*

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摘要: 本研究的目的是为 SMA Nurul Jadid IBB 十一年级学生设计 HSK 3 电子口袋书学习媒体。该学习媒体旨在促进汉语学习过程，特别是帮助学生为汉语水平考试三级（HSK 3，汉语水平考试的缩写）做好准备。开发过程采用 ADDIE 模型（分析、设计、开发、实施、评估），包括五个主要阶段。本研究采用定性数据作为数据类型，通过封闭式和开放式问卷作为数据收集工具收集数据。HSK 3 电子口袋书媒体已通过媒体专家和 content 专家的验证，并在努鲁尔贾迪德高级中学十一年级 IBB 班的 21 名学生和汉语教师中进行了测试。根据研究结果可以得出结论，HSK 3 电子口袋书在提高学生学习动机和帮助学生备考 HSK 3 方面是有效的。此外，该媒体还便于学生自主获取学习材料。



关键词: 开发、电子口袋书、HSK 3

1. INTRODUCTION

As the official language of China, Mandarin is currently spoken by more than one billion people worldwide. This makes Mandarin one of the most widely spoken languages in the world. Based on this development, the Chinese government was encouraged to create a standardized test for those who want to master Mandarin but are not native speakers. This test is known as HSK, an abbreviation of Hànyǔ Shuǐpíng Kǎoshì (汉语水平考试). Sumei (2012) explains that HSK is an international Mandarin language proficiency test introduced by the Chinese government agency, focusing on participants' ability to communicate using Mandarin in the context of daily life, education, and work. (Sakti, 2021). HSK is an official Mandarin language test for foreigners, similar to Toefl for English. This test was introduced in 2010 by the Chinese government.

HSK has six levels of Mandarin language levels, these levels are intended to determine the extent of a person's ability in Mandarin. At levels 1 and 2 as beginners, the number of level 1 vocabulary that must be mastered by Mandarin learners is 150 words, at level 2 the number of vocabulary that must be mastered is 300 words, at levels 3 and 4 as intermediate levels, the level 3 vocabulary that must be mastered is 600 words, at level 4 the number of vocabulary that must be mastered is 1200 words, at levels 5 and 6 as advanced levels the level 5 vocabulary that must be mastered is 2500 words, at level 6 the number of vocabulary that must be mastered is 5000 words.

SMA Nurul Jadid is an Islamic Educational Institution that integrates formal high school education with Islamic boarding school education. SMA Nurul Jadid is known to have excellence in language teaching, including Arabic, English, and Mandarin. One of its flagship programs is the Mandarin language program, which aims to prepare students to be able to communicate fluently and master Mandarin well. According to the results of the pre-research conducted by the researcher, grade XI IBB SMA students have not received special learning regarding HSK 3, students must study independently using books because they are not allowed to bring cellphones, students are only allowed to bring laptops because SMA Nurul Jadid is an Islamic boarding school. In this regard, the E-Pocket Book HSK 3 is presented in digital format and can be used as a media option to support the smooth learning process in the classroom.

E-Pocket Book or digital pocket book is a digital form of pocket book designed to present information concisely and practically. E-Pocket Book can generally be accessed via electronic devices such as mobile phones, tablets, or laptops. Pocket Book is a small, lightweight, and very easy to carry anywhere, so it is considered a practical book, has a size small enough to be stored in a pocket, and is practical and comfortable to read in various situations. According to Istianah (2017) Pocket Book is a book with a small size, lightweight, easy to store in a pocket, and practical to carry and read in various places. The E-Pocket Book developed in this study contains complete HSK 3 vocabulary materials with meanings and examples, which are designed to deepen students' understanding. As an effort to improve learning, researchers designed the HSK 3 E-Pocket Book for grade XI IBB SMA students to improve the quality of learning Mandarin and this has the potential to be an interesting and efficient learning tool for grade XI IBB SMA students in learning Mandarin.

Previous research used as the main reference in this study is owned by Muslimah (2013) with the title "Development of Pocket Books as Independent Learning Media for Arabic Language for Grade VII Students of SMP IT Abu Bakar Yogyakarta". This research and development aims to develop Arabic language learning media in the form of pocket books for grade VII Yogyakarta

and the responses of 20 students of SMP IT Abu Bakar Yogyakarta. This development research has similarities with what the researcher did, including using the development of pocket book media. These two studies also have differences, where the previous study developed Arabic language learning media for grade VIII of SMP IT Abu Bakar Yogyakarta, while this study focuses on the development of Mandarin language learning media for grade XI IBB SMA.

In SMA Nurul Jadid, there is no special learning program for HSK 3, so many students have difficulty memorizing HSK 3 vocabulary. In addition, limited learning resources for independent learning also cause students to have difficulty in learning the material. To overcome this problem, the researcher decided to design the E-Pocket Book HSK 3 learning media. This media includes 600 HSK 3 vocabulary, complete with example sentences and explanations of grammar that are often used in everyday communication. As an additional alternative, this media is expected to improve student learning outcomes in learning Mandarin. The development of the E-Pocket Book HSK 3 aims to help grade XI IBB students of SMA Nurul Jadid Paiton Probolinggo in improving their Mandarin language skills, especially in preparing for the HSK 3 exam, in a more fun, practical, and structured way. In addition, the development of the E-Pocket Book HSK 3 provides great benefits for students in improving their understanding, mastery of the material, and their preparation for the HSK 3 examination.

2. METHOD

This study is included in Research and Development which is hereinafter abbreviated as R&D. According to Umami et al (2021) R&D aims to create new products through a series of development processes. According to Sugiyono (2015) the R&D method is not only used to produce products, but also to test the feasibility and effectiveness of the product so that it can be utilized properly.

The development model applied in this study is the ADDIE model. According to Mulyatiningsih (2012) the ADDIE model can be used in various development processes, such as making models, learning strategies and methods, media, and teaching materials. The ADDIE model introduced by Dick and Carry is an acronym for a series of stages in the development process, namely: Analysis, Design, Development, Implementation, and Evaluation. The steps in development research with the ADDIE model in this study are presented in the following chart.

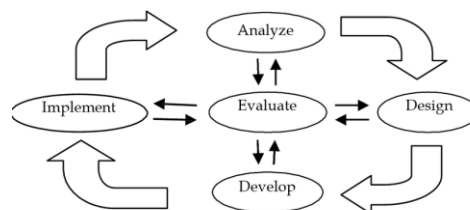


Fig. 1 ADDIE model

According to Dick and Carry, the circles and arrows in the ADDIE model lead to the evaluation stage that occurs throughout the instruction. Evaluation at this stage aims to assess the overall effectiveness of the learning design and products developed. The evaluation process here does not only occur at the final stage, but also becomes part of each stage in development to improve and ensure that the resulting product meets the needs of students and the learning objectives set. This evaluation can be done through product testing on small groups, collecting data



from students, or revisions based on feedback received from users or material and media experts. This evaluation can be done through product testing on small groups, collecting data from students, or revisions based on feedback received from users or material and media experts.

Initial data were obtained through the distribution of questionnaires on December 4, 2024 to class XI IBB students of SMA Nurul Jadid Paiton Probolinggo. Furthermore, an interview was conducted with one of the teachers based on the results of the questionnaire. According to Sugiyono (2015), interviews can be used as an initial data collection technique to explore the root of the problem and gain a deep understanding of the existing issues (Wijaya, 2018). In addition to interviews, research data were also obtained from criticism and suggestions given by material experts and media experts regarding the media being developed. The researcher used a questionnaire as an instrument to collect responses from KFL. as a material expert, RYI as a media expert, and students as product users. The questionnaire assessment used a scale with information strongly agree, disagree, and disagree. All data collected was then analyzed and presented using a descriptive qualitative approach.

3. FINDINGS AND DISCUSSION

Following are the results of the E-Pocket development for HSK 3 using ADDIE model and its discussions:

3.1 Analysis

In the first stage in this research and development is the analysis activity. The analysis step aims to analyze the problems in the field and the factors underlying the need for product development to be developed (Sugiyono, 2015). The lack of Mandarin learning media at SMA Nurul Jadid causes students to have difficulty in understanding the material effectively. Without adequate media support, such as digital books, applications, or other multimedia materials, learning becomes limited and less than optimal. This has an impact on low student engagement, because the available media is less interesting. Through interviews between researchers and teachers, it was concluded that in SMA Nurul Jadid there is no special learning program that focuses on HSK (Hanyu Shuiping Kaoshi), so students have difficulty in learning Mandarin further. This causes students to have difficulty in remembering HSK 3 vocabulary, coupled with limited learning resources that can be used independently, which further exacerbates their difficulties in learning HSK 3. More focused learning and more intensive practice can help students prepare themselves better. So far, students have learned HSK independently only by relying on the vocabulary in the HSK book and trying to interpret the words themselves without any guidance or more in-depth structured learning. However, apart from that, students need to have special learning media for HSK 3 in order to improve student learning outcomes in learning Mandarin. Therefore, researchers are encouraged to develop research media with the title "Development of E-Pocket Book HSK 3 Learning Media for Class XI IBB Students of SMA Nurul Jadid Paiton Probolinggo."

3.2 Design

After conducting the analysis and knowing the root of the problem, the next stage is to design the media product image. Designing E-pocket Book media using Canva is the right choice for creating e-books with attractive and easily accessible designs. Canva provides various graphic design features that can be used to design E-Pocket Books without requiring professional design skills. Here are the steps for designing E-Pocket Books using Canva. Before designing the design,



the researcher first prepared the materials and content that would be included in the E-Pocket Book, collected all the materials that would be included in the E-Pocket Book, such as text, images, graphics, and other media. Furthermore, the determined the structure of the e-book, such as pages and determined the visual design elements, color schemes, and layouts. Afterthat, the researcher ensured that the design was appropriate for the intended audience and comfortable to read.

The material in the E-Pocket Book media is HSK 3 Vocabulary, which contains around 600 words along with example sentences and grammar. These words cover various topics that are often used in everyday communication. In the HSK 3 media, it is complete with the meaning of each word and several example sentences that show the use of the vocabulary in the correct grammatical context:

• Vocabulary Categories

Verbs (e.g.: 吃 [chī] - eat, 说 [shuō] - speak)

Nouns (e.g.: 书 [shū] - book, 家 [jiā] - house)

Adjectives (e.g.: 大 [dà] - big, 好 [hǎo] - good)

Pronouns (e.g.: 他 [tā] - he, 我 [wǒ] - I)

Adverbs of time (e.g.: 昨天 [zuótiān] - today, 明天 [míngtiān] - tomorrow)

• Grammar

Some of the grammar rules in the E-Pockr Book HSK 3 media include:

• Sentences S + V + O (Subject + Predicate + Object)

Example: 我吃苹果。(Wǒ chī píngguǒ) - I eat an apple.

• Using linking particles:

了 (le) to show changes or actions that have occurred.

过 (guò) to show past experiences.

吧 (ba) to make sentences into invitations or suggestions.

By mastering a vocabulary of around 600 words, understanding basic sentence structures, and practicing listening, reading, and writing skills, students will be better prepared to face the HSK 3 examination with thorough preparation.

3.3 Development

The Development stage is intended to process the creation of the E-Pocket Book HSK 3 media product based on the design that has been made in the design stage. The E-Pocket Book HSK 3 media can be accessed and used offline, allowing students to study anytime without the need for an internet connection. This Pocket Book HSK 3 media is compiled using the Canva platform. Canva allows the creation of attractive visual designs without requiring high graphic design skills, making it suitable for digital learning media such as the E-Pocket Book. After the image is finished, the researcher arranges the vocabulary according to its sequence and compiles the HSK level 3 grammar, such as the use of verbs, adjectives, and simple sentences with easy-to-understand examples. The researcher conducted a media validation process by asking for expert opinions to evaluate the feasibility of developing the E-Pocket Book HSK 3 media. In this assessment, media experts assessed the appearance aspect. The appearance aspects assessed



consisted of five questions, namely: 1) the type and size of letters in the media are appropriate, 2) the type and size of letters in the media can be read well, 3) the use of images in the media is appropriate, 4) the colors applied are balanced and harmonious, 5) the overall design and appearance of the media is attractive. Media experts gave a "less appropriate" assessment of the type and size of letters in the media, while a "very appropriate" assessment was given for the type and size of letters in the media can be read well, the use of images in the media is appropriate, the colors applied are balanced and harmonious, the overall design and appearance of the media is attractive.

The last assessment is an assessment of the usability aspect, which includes 1) practical media to use, 2) media has good quality, 3) easy to use media devices . According to media experts, practical media to use, media has good quality, media devices are easy to use are very appropriate. In addition to the evaluation, media experts also provide input and recommendations for improvements such as the need to rearrange the layout and add a cover and identity on the back. Based on the data analysis from the media above, the conclusion is that the improved E-Pocket Book HSK 3 media meets the criteria for use in Mandarin language learning for grade XI IBB SMA students. The use of product improvements is to make the product easier for students to understand. The results of the validation sheet filled out by the media expert, the validator suggested that ornaments be added to the cover and the appearance of the text layout design was changed from times new roman font to clear sans to make it clearer to read. Based on these suggestions, the researcher made changes to the design of the product packaging.

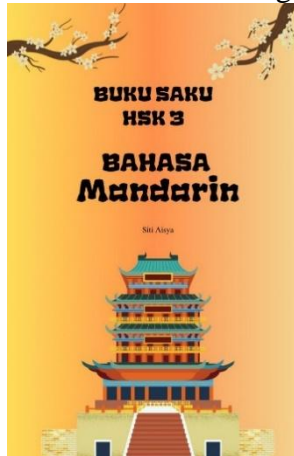


Fig. 2 Cover Before Revision

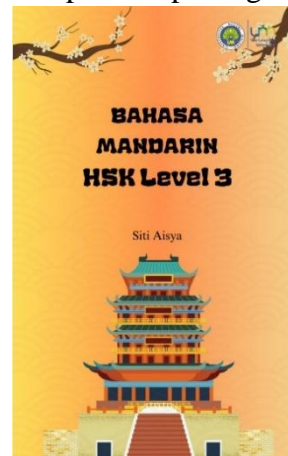


Fig. 3 Cover After Revision



Fig. 4 Text Layout Before Revision



Fig. 5 Changes in Text Layout After Revision

3.4 Implementation

The implementation stage is the trial stage of the product that has been developed. The validation process carried out previously became the basis for researchers to revise the product before it was applied to students. Furthermore, the product was tested on a small group of 6 people to get feedback on the media, design, and level of user involvement, as well as to conduct experiments. The results of the trial revealed several errors, such as examples of sentences that were not in accordance with the HSK 3 material and the media display was less attractive due to the lack of elements. Based on these results, the researchers revised the learning media and re-validated it with media experts and material experts. After validating it with media experts and material experts, a large group trial was then conducted on 21 grade XI IBB SMA students to measure the extent to which the media could help them understand the HSK 3 material. The researchers gave instructions to students to access the E-Pocket Book media and explained about the media that was being developed, as well as the purpose of the research being carried out. Next, the researcher randomly asked students about the HSK 3 material and asked students to create examples of vocabulary in HSK 3. After the trial, the researcher distributed a questionnaire to students containing 6 questions to obtain suggestions and assessments related to the learning media.

Based on the results of the student questionnaire, it is known that in six questions twenty-one students chose "very appropriate" about the E-Pocket Book HSK 3 media being easy to use, practical and easy to access, the E-Pocket Book HSK 3 media increasing the enthusiasm for learning Mandarin vocabulary, the media is very easy to use, using the E-Pocket Book HSK 3 media makes Mandarin learning more interesting, the E-Pocket Book HSK 3 media helps in remembering vocabulary, the media developed can function as a tool for independent learning.

3.5 Evaluation

Evaluation is the final stage in the ADDIE model development process, which is carried out to assess the extent of the quality of the product that has been developed (Sugiyono, 2015). The evaluation stage is the last step in the development process, which aims to assess the success of the E-Pocket Book media product. However, in practice, evaluations have been carried out



whenever necessary, such as after conducting observation results from lecturers, colleagues, and questionnaires from student responses when using the E-Pocket Book HSK 3 media.

Based on the trial questionnaire, the E-Pocket Book HSK 3 media is considered to be able to help improve students' understanding of HSK 3 materials, improve Mandarin learning skills more effectively, and the media is easily accessible and interesting for students. However, according to several research subjects, there are several materials that are considered less appropriate for HSK level 3.

4. CONCLUSIONS AND SUGGESTIONS

The results of the development and testing of the E-Pocket Book HSK 3 learning media for grade XI IBIB SMA students, show that this media is effective in improving the quality of Mandarin language learning. The use of this E-Pocket Book helps students prepare for the HSK 3 examination in a more interactive and practical way, especially because the materials presented can be accessed independently through digital devices. The development of the E-pocket book media has been carried out through a validation process by media experts and material experts, and has been tested on 21 students of class XI IBB SMA Nurul Jadid Paiton Probolinggo. From the validation results, it can be seen that this media is suitable for use according to students' learning needs. The validation results show that the HSK 3 E-pocket book media has high feasibility to be applied in teaching and learning activities with an emphasis on the completeness of the material and interesting presentation. E-pocket book media can be used to facilitate students in learning Mandarin and make students active in making sentences using Mandarin. From the trial activities, it is known that this media product has a number of advantages and disadvantages. One of the advantages is that it can increase students' interest in learning independently, encourage them to explore HSK 3 material more deeply and allow students to learn HSK 3 quickly. The disadvantage of this media is that E-pocket books can only be accessed via digital devices, which may not be owned by all students. The results of the development of the E-Pocket book media of HSK 3 can be recommended for schools throughout the country offering Mandarin language. Based on the results of this development, it is hoped that there will be further research to develop E Pocket book media for higher HSK 4-6.

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