

Development of Learning Media in Big Book Form With Sub Theme "The Beauty of Cultural Diversity in My Country" to Improve Student Learning Outcomes in Class IV SD Negeri 026609 Binjai

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ABSTRACT

This study aims to (1) produce learning media for the Big Book sub-theme of the beauty of my country's cultural diversity on social studies content that is suitable for use by students in grade IV SDN 026609 Binjai Selatan, (2) To produce Big Book learning media on the sub-theme of the beauty of my country's cultural diversity. which is effective on social studies content in class IV SDN 026609 Binjai Selatan. This research is a development research using the ADDIE (1990) development model. The ADDIE model stands for Analysis, Design, Development or Production, Implementation or Delivery, and Evaluations developed by Reiser and Mollenda (1990). This research procedure consists of five stages which include analysis, design, development, implementation and evaluation. The instrument used in this research is the feasibility validation sheet which includes aspects of content / material, language. and presentation / design of the Big Book, as well as learning outcomes tests. The first trial was conducted on 25 students of class IV-a and the second trial was conducted on 25 students of class IV-b at SDN 026609 Binjai Selatan. The results of this study indicate that: (1) the Big Book learning media developed is suitable for use; and (2) the Big Book learning media on the sub-theme of the beauty of my country's cultural diversity has been effective, seen from the students' learning completeness. Furthermore, it is suggested that teachers can use Big Book learning media as an alternative to learning to improve student learning outcomes.

Keywords: *development, learning media, learning outcomes*

1. INTRODUCTION

The learning media in the 2013 curriculum plays an important role. Therefore, to improve the learning process, teachers are required to make learning more innovative so that it can encourage students to learn optimally, be it independent learning or learning in class. The use of appropriate learning media will also increase attention and generate student motivation. Students will feel happy learning, do not get bored quickly, and the material presented will be easier for students to understand. However, the reality that occurred in the elementary school where the researcher conducted observations and interviews of the preliminary study, social studies learning seemed to be boring learning. The learning model used is still conventional, which relies on the lecture method. The use of instructional media is still minimal, even rare. Teachers tend to rely on textbooks as a medium of learning. Judging from the learning

activities, it also simply shows the pattern of transfer of knowledge from teachers to students without giving students the opportunity to develop their potential. Such a learning process will look stiff. This condition is also inseparable from the various problems encountered in the learning process. Many students feel inadequate in learning the themes in the 2013 curriculum because they are considered difficult for students. One of the themes that many students consider difficult is the theme of diversity in my country because in this theme a lot of discussion about social studies learning about ethnic groups in Indonesia. In this material, many students do not understand the explanation given by the teacher. The teacher only explains the material from the textbook and does not give examples of pictures related to the material. Lack of media used in the learning process will greatly affect the learning outcomes obtained by students. The following can identify some of the problems that arise from the results of observations in class IV SD Negeri

026609 Pujidadi Binjai. The learning focus is divided due to the lack of enthusiasm of the students in the learning process. Students feel bored with the learning process because the delivery of material is less attractive. Students are more interested in reading other reading books, compared to listening to the teacher's explanation.

The problem that arises from the teacher is the lack of variation in the presentation of learning. Social studies content themes, both in terms of methods and learning media. The teacher teaches only using the lecture method and giving a lot of assignments at the beginning of the lesson. This makes students look less enthusiastic. The use of textbooks is the only learning resource for teachers and students so that the teacher centered method still dominates the social studies learning process. The teacher seems to take a safe zone by using simple learning tools and resources, even though certain materials are better when using supporting learning media.

Problems in terms of facilities and infrastructure used by the teacher during the learning process are also the cause of the learning process in the classroom to look boring. Lack of availability of learning facilities and infrastructure such as Liquid Crystal Display (LCD) and Information and Communication Technology (ICT) room is one of the reasons teachers rarely use varied media.

Based on the results of observations made by researchers, there is a problem, namely the limited learning media used by the teacher. Therefore, one of the solutions offered is the use of instructional media in the social studies learning process in accordance with student needs.

Therefore, the use of learning media that creates an interactive learning process can be a solution to the problems above. This solution is expected to be able to overcome problems that arise both in terms of students, teachers, and infrastructure.

One of the media that can be developed is Big Book media. In learning the theme of the beauty of diversity in my country, Big Book is able to visualize teaching materials and convey several terms used in the material "The Beauty of Cultural Diversity in Indonesia" more clearly when compared to textbooks. Big book is a medium that has special characteristics that are raised, both in text and in images. So that in the learning process, there will be shared reading activities between the teacher and students. In this big book media, it has special characteristics, such as being full of colors, attractive images (Gunawan, 2015: 11). Big books are included in the picture book category, the use of picture books provides great benefits for children's learning. Image is a form of semiotic function which can be considered as half way between symbolic play and mental image. By using picture books, it can be said that children have played symbolic games, which have a function to provide pleasure and autotelism and are like mental images in their efforts to imitate reality (Piaget & Inhelder, 2010:

72). This Big Book is also equipped with a guidebook for the use of the Big Book and Student Worksheet (LKPD).

With the advantages it has, this Big Book is expected to help the social studies learning process as a tool that suits the needs of students in elementary schools and is able to help improve student learning outcomes so as to achieve social studies learning goals effectively and efficiently. Based on the description above, the researcher is interested in conducting development research entitled: Development of Learning Media in the Form of a Big Book, Sub Theme "The Beauty of Cultural Diversity in My Country" to Improve Student Learning Outcomes in Class IV SD Negeri 026609 Binjai. With the Big Book media, it is hoped that students can be more motivated during the learning process, so that it is easier for students to understand the material thoroughly so that the learning outcomes obtained by students are also good.

2. METHOD

This study uses a research and development model (Research and Development). According to Sugiyono (2013: 407) Research and Development is a research method used to produce certain products and test the effectiveness of these products. Meanwhile Mulyatiningsih (2011: 161) argues that research and development (Research and Development) aims to produce new products through the development process. Research and Development research activities are integrated during the product development process. To be able to produce certain products used research that is needs analysis and to test the effectiveness of these products, a research is needed. The purpose of this development research is to develop social studies learning media. The product developed in this research is the Big Book media "The Beauty of Cultural Diversity in My Country" for learning in grade IV. Sukmadinata (2013: 164) says that research and development Research and Development (R&D) is a process or a rare step for huntuk to develop a new product or improve an existing product that can be justified.

3. RESULT AND DISCUSSION

The research procedure or steps used in this study were the development of the ADDIE model modification device (1990). The ADDIE model stands for Analysis, Design, Development or Production, Implementation or Delivery, and Evaluations developed by Reiser and Mollenda (1990). According to Mulyatiningsih (2011: 199) the ADDIE research and development model is more rational and more complete than the 4D model. This research procedure adapts the ADDIE development model which consists of five stages including analysis, design, development, implementation and evaluation (Sugiyono, 2015: 200). Researchers chose the ADDIE model because the ADDIE development model was effective, dynamic and supported the performance of the

program itself (Warsita, 2011: 7). The ADDIE model consists of 5 components that are interrelated and structured systematically, which means that from the first stage to the fifth stage in its application, it must be systematic and cannot be ordered randomly. These five stages or steps are very simple when compared to other design models. Because it is simple and systematically structured, this design model is easy to understand and apply. The ADDIE development research steps in this study if presented in chart form are as follows:

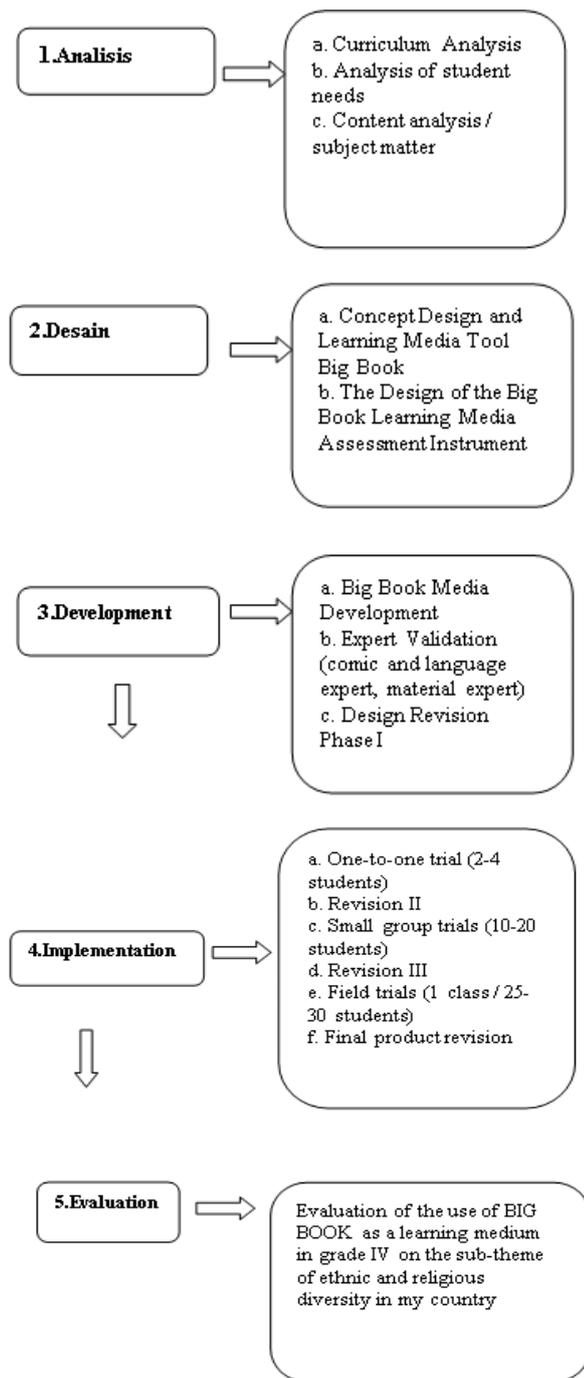


Fig. 1 The ADDIE development research steps

This research and development model can be used for various forms of product development such as models, learning strategies, learning methods, media and teaching materials. The following is a chart of the modification of the stages of the ADDIE model research and development procedure (Branch, R.M, 2009).

3.1 Data analysis technique

3.1.1 Media Feasibility Questionnaire Data Analysis

Questionnaire data for the eligibility of the experts were analyzed using the percentage of the developed media scores. Then the scores obtained are analyzed using the percentage score using the formula:

$$Ps = f / N \times 100 \tag{1}$$

Information:

PS = Percentage Score

f = The number of scores obtained

N = Total maximum score (Sugiyono, 2012: 141)

With criteria:

81.26 ≤ score ≤ 100 = very good

62.51 ≤ score ≤ 81.25 = good

43.76 ≤ score ≤ 62.50 = good enough

25.00 ≤ score ≤ 43.75 = not good

3.1.2 Validity and Reliability Analysis

Before analyzing student learning outcomes as evidence of the effectiveness of the media developed, the learning outcomes test instrument that will be used in real learning (trials I and II) is analyzed for its validity and reliability.

3.1.2.1 Validation of Learning Outcomes Test Items

To find out the validation of test items, the product moment correlation with rough numbers is used, namely:

$$r_{xy} = (N \sum XY - (\sum X) (\sum Y)) / (\sqrt{[(N \sum X^2 - (\sum X)^2) (N \sum Y^2 - (\sum Y)^2)]}) \tag{2}$$

Information :

∑ Y = Total total score

∑ X = Total item score

∑ XY = Sum of product of item score (Arikunto, 2006: 170)

To interpret the meaning of the value of the validity of each item, the price is consulted with the critical price of r product moment with the criteria if rcount > rtable at the 5% significant level, then the test is said to be valid.

Detailed interpretation of the correlation coefficient which is interpreted as validity (Suherman, 2001: 137)

$0.80 \leq r_{xy} < 1.00$ = Very High Valid Problem

$0.60 \leq r_{xy} < 0.80$ = High Valid Problem

$0.40 \leq r_{xy} < 0.60$ = Medium Valid Questions

$0.20 \leq r_{xy} < 0.40$ = Low Valid Questions

$0.00 \leq r_{xy} < 0.20$ = Very Low Valid Questions

$r_{xy} \leq 0.00$ = Invalid Problem

If the value of t count $>$ t table, then the correlation is significant at the significant level $\alpha = 0.05$ with degrees of freedom $(dk) = N - 2$.

3.1.2.2. The Reliability of Learning Outcomes Test Items

The reliability of the learning outcome test items was tested using the Brother and Richardson KR-20 formula proposed by Supranata (2014: 114) as follows:

$$r_{11} = k / ((k-1) \{ (s^2 - \sum pq) / s^2 \}) \quad (3)$$

Information :

r_{11} = Reliability using the KR-20 equation

p = Proportion of test takers who answered correctly

q = Proportion of test takers who answered incorrectly ($p = 1 - p$)

$\sum pq$ = the number of products between p and q

K = many questions

S = Debiation standard or standard deviation is the root of variant which can be found with the equation: $s = \sqrt{((\sum x^2) / N)}$

N = Number of test takers

$\sum x^2$ = Total deviation from the mean of squares

To interpret the reliability value of the price test, we consult the product moment correlation criticism price table at a significant level of $\alpha = 0.05$ and the criteria are r count $>$ r table, so the test is said to be reliable. With the correlation index on the book (Sugiyono, 2012: 186) as follows:

$0.09 < r_{11} \leq 1.00$ = very high degree of reliability

$0.70 < r_{11} \leq 0.90$ = high degree of reliability

$0.40 < r_{11} \leq 0.70$ = moderate degree of reliability

$0.40 < r_{11} \leq 0.20$ = low degree of reliability

$r_{11} < 0.20$ = very low degree of reliability

3.2 Data Analysis for Big Book Media Effectiveness

The effectiveness of learning media is determined based on the classical achievement of student learning outcomes. The data obtained from student learning outcomes at the end of each trial were analyzed to

determine the percentage of students who had achieved their learning outcomes. Based on the 2013 Curriculum, a student is said to be complete if he gets a value ≥ 71 and gets a B.

Permendikbud number 53 of 2015, the value of the completeness of the competence of knowledge and skills is written in the form of numbers and letters, namely 1-100 for numbers equivalent to letters A to D

The value of students' knowledge and skills is determined by the formula:

$$\text{Student score} = (\text{score obtained}) / (\text{maximum score}) \times 10 \quad (4)$$

While the completeness of class learning on the percentage of classical completeness (PKK) is obtained by calculating the percentage of the number of students who complete individually. A class is said to have completed learning if the PKK is $\geq 85\%$. The percentage can be calculated using the formula:

$$\text{PKK} = (\text{Number of students who completed learning}) / (\text{total number of students}) \times 100\% \quad (5)$$

The criterion that states that students have achieved classical completeness is if there are 85% of students who take the learning outcomes test who get a minimum score of 75 (Trianto, 2009: 241). If these criteria have not been fulfilled, it is necessary to conduct a review of the process and learning outcomes that have been carried out, and to carry out a trial test with the aim of obtaining effective teaching materials.

4. CONCLUSION

The results of this study indicate that: (1) the Big Book learning media developed is suitable for use; and (2) the Big Book learning media on the sub-theme of the beauty of my country's cultural diversity has been effective, seen from the students' learning completeness. Furthermore, it is suggested that teachers can use Big Book learning media as an alternative to learning to improve student learning outcomes.

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