



# Need Analysis of Busybook Development on Social Studies Material for Elementary School

Adinda Tsalis Dyah and Yulia Maftuhah Hidayati<sup>(✉)</sup>

Faculty of Teacher Training and Education, Muhammadiyah University of Surakarta, Surakarta, Indonesia  
ymh284@ums.ac.id

**Abstract.** Backgrounds: This study aimed to describe the need analysis for busy-book development on the content of social studies material on cultural diversity for fourth-grade elementary school. Methods: This study was qualitative. The subjects of this study were a teacher and 30 students of Muhammadiyah Elementary School Gonilan (MESG). Data collection techniques include interview, questionnaire, and documentation. Data analysis techniques were used in data reduction, presentation, and conclusion. The validity of the data used in this study was source triangulation. Results: The study indicated that it is necessary to develop busy-book on cultural diversity material. This was indicated by the average percentage of results 48.2% of students who answered “agree”, and the rate of 100% of teacher who responded “strongly agree”. It can be concluded that the development of busybook with the theme of cultural diversity is essential in social studies learning activities for fourth grade. Implications: The findings of this study, first, teachers need to improve creativity in learning activities by using learning media in the learning process. Second, students feel motivated by using busybook as learning media because learning more meaningful and fun. Novelty: Busybook on social studies content material can be done by exploring learning activities through diversity literacy which can increase student motivation in learning.

**Keywords:** need analysis · busybook development · elementary school

## 1 Introduction

Busybook is one alternative learning media where students can understand the material presented in a fun way and increase student activity in learning activities (Zain & Pratiwi, 2021). Mufliharsi (2019) argued that a busybook is one of the suitable media to use for appropriate and exciting learning activities. An active book is an interactive media made of cloth made into a book containing game activities that include material and can stimulate students' fine motoric of students when the learning activity occurs.

The subject of Social Studies (IPS in Indonesia) is a branch of science related to society's attitudes and habits, which are still abstract for delivering material to elementary

school students. According to Purbasarie & Fajrie (2017), Social Studies is a simplification and modification of the social studies with institutional goals by providing a stimulus given by the teacher to learning activities. Nugroho et al. (2020) argued that learning styles that tend to be the same without innovation or change will cause learning objectives not to be adequately achieved. Teachers must implement the correct method or strategy to raise students' potential development level to the entire group (Hidayati et al., 2020).

However, in learning activities, the social studies learning process still encounters various obstacles in the form of erroneous assumptions that lead to not achieving the educational goals of social studies learning as follows: (1) the material is delivered by the teacher in lectures and stories, (2) the absence of tools/media tangible things that can be used by students to trigger passivity from students, (3) Social studies cannot be a measure of student intelligence. This is also inseparable from several other inhibiting factors, from teachers, students, and the surrounding environment (Mella et al., 2022).

Students' understanding of social studies material is less than optimal, and student learning outcomes are relatively low. This can be overcome if the teacher can innovate in providing material in social studies learning in an exciting and not dull way for students. In addition, teachers can choose and use the suitable learning media model according to the materials provided. The assumptions that students get about boring social studies learning can be eliminated by using appropriate media, and the learning process will run correctly, regularly, and systematically and be fun for students (Baihaqi et al., 2018).

### **The Problem of Study**

In the social studies content, various materials are delivered only with an oral model. Lack of learning media and incomplete information for students, resulting in a lack of understanding of the material presented by the teacher (Sari et al., 2020). This condition resulted in students felt it was difficult to memorize, and the teacher's explanations tended to be monotonous. For example, when the teacher conveys material on ethnic and cultural diversity in each province in Indonesia, many types of culture can be explored, such as traditional dances, traditional clothes, traditional weapons, musical instruments, and archipelagic forms, which are a unique way to introduce Indonesian culture and preserve the culture owned by the community. As a country, Indonesia is an archipelagic country that has various ethnic, artistic, and cultural riches, so we need to preserve and understand multiple cultures in Indonesia and instill a sense of nationalism, and love for the homeland from an early age, especially in elementary school children through social studies learning content (Wahyudi et al., 2019).

### **State of the Art**

Several previous studies regarding the development of busybook are relevant to current studies. Baihaqi (2018) study results showed that the development of Nusantara card for social studies learning content diversity, ethnicity, culture, and nation gave a positive response from teachers and students to the product reaching 98.5%. Further, Kasdriyanto & Wardana (2021) survey showed that picture-based scrapbook media oriented to national insight meets the element of practicality, contains aspects of effectiveness, and contains material that follows the characteristics of elementary school students. It can increase students' interest in learning and is suitable for use. Wardhana & Alawiyah

(2021) study, showed that the average results of the applied questionnaire reached a percentage of 96.58%. The results of the student readability questionnaire reached a rate of 96.8% in product trials. It is said to be effective in using thematic learning for second grade of Elementary School. Budiman (n.d.) found the average score from the first stage of media expert validation were 4.03, included in the “good” category. The second validation was carried out by media experts with a score of 4.7, included in the “excellent” category (Marthiasari et al., 2020). The results of the validation by media experts are included in the very feasible criteria with an average value of 90%. Based on these results, the product in the form of busybook is very suitable for student learning activities (Sulastri et al., 2020). The results of the expert validation assessment, the busybook in learning obtained a high feasibility test score by getting an average score of 85.4% by conducting an expert validation test, thus bringing the “very feasible” category. According to Mella et al. (2022), the development results obtained a percentage with excellent qualifications covering technical aspects, appearance, pictures, and illustrations. The rate obtained from the effects of individual trials is 85.25%, which is a suitable qualification. The percentage obtained from the results of the small group trial is 89.52% which is a perfect qualification.

### **Study and Objective Gap**

This study was interested in the need for busybook development in learning activities to improve quality and achieve the expected learning objectives. Media development includes diversity literacy following the curriculum. The lack of supporting media in learning activities is a challenge for teachers to increase motivation, especially in social studies learning content.

## **2 Method**

### **Type and Design**

This study used a qualitative type. According to Sugiyono (2019), qualitative research is based on the philosophy of postpositivism, used to examine the condition of natural objects. In collecting data, which was carried out utilizing interviews, questionnaires and documentation, the researcher acted as an observer. This type of descriptive qualitative focuses on analyzing the needs of learning media in the context of social studies material on cultural diversity for fourth-grade elementary school.

### **Data and Data Sources**

In this study, primary data were obtained through interviews. While secondary data was taken through observation, needs analysis, questionnaire sheets and documentation, and relevant previous research. The primary data sources in qualitative study are taken

through the results of interviews, the results of questionnaires, and the results of field observations.

### **Data collection technique**

The data collection technique is the method used to collect data from the object. In this study, the authors used the results of interviews, questionnaires, and documentation.

**Interview.** In this study, the authors used interview data, and the distribution of questionnaires on student needs to obtain information and data regarding the needs of learning media on social studies content. The type of interview used in this study concerns the instruments and questions that have been prepared following the formulation of the problem. Respondents in this study were teachers and students. In this case, the authors interviewed related parties, as stated in the data sources, which included teachers and fourth-grade students of MESG, related to analyzing busybook development needs.

**Questionnaire.** Needs questionnaire analysis was analyzed using one form of measurement scale, namely the Guttman Scale. The Guttman scale is a scale used to obtain clear answers from respondents. The Guttman scale only has two scores; for example, the attitude of supporting statements/questions are given a score of 1, and perspectives that do not help according to statements/questions are given a score of 0.

**Documentation.** It is a technique of collecting data by collecting and analyzing existing documents and tracing the data historically. According to Sugiyono (2018: 47), documentation is a method used to obtain data and information in the form of archives, documents, written numbers, and images in the format of reports and information that supports research.

### **Data Validity**

The authors used the triangulation method in this study to obtain one data source to compare with other examiners, namely the triangulation used by teachers and students. At the same time, triangulation in this study uses interviews, questionnaires, and documentations.

### **Data Analysis**

Data analysis in qualitative has three elements related to the data collection process the form of data reduction, data presentation, and conclusion drawing. At the data collection stage, the authors looked for the required data that is relevant and sufficient for analysis.

Data reduction is a simplification carried out by selection, focusing, and the validity of raw data into meaningful information. At the same time, the presentation of data is a collection of information arranged systematically and efficiently understood. Concluding is the conclusion of data that has been compiled as an answer to the existing problems.

## **3 Result**

### **Observe the behavior of students**

This study was conducted at MESG, Genduren, Gonilan, Kartasura District, Sukoharjo

Regency, Central Java, Indonesia. Following the problems discussed, it analyzed the need for Busybook Development in Social Studies Content for fourth grade at MESG. The study was carried out over approximately three months from July to September, 2022.

The subject of the study as the data source was the fourth-grade teacher and students. In this study, primary data were obtained from interviews. Meanwhile, secondary data were collected from questionnaires, relevant documents, and previous studies. Based on the results of the study students more interested in the busybook during the social studies learning process, especially the material for cultural diversity. While the teacher's response to the use of the Bussybook obtained the results that the teacher can develop learning media varied and creative, teaching media used in the learning process can support learning activities well and effectively. Busybook contains many exciting activities that can be done by students; students can develop knowledge about culture in Indonesia well, use of media can be used by students for an extended period and can be used at any time, busybook media can be presented concretely and realistically on cultural diversity material, busybook learning media can reflect the uniqueness of its use, some of these aspects get a percentage of 100% so it can be categorized as strongly agree. The results of the needs analysis are designed as follows and have been adapted to the following aspects: (1) learning media made following indicators of competency achievement; (2) teaching media following the characteristics of learning materials that have been adjusted (3) pay attention to the facilities and infrastructure needed by teachers and students (4) pay attention to the needs.

### **Analysis of learning media needs at MIM Gonilan**

Based on the results of the questionnaire that has been distributed to fourth grade students, it can be described as follows:

#### **Student responses to social studies**

Description Students' responses to social studies subjects use two statements, all of which fall into the agree the category as shown in Table 1.

#### **Teacher's Response to the Use of Busybook**

Based on the study it can be shown as Table 2.

Meanwhile, the teacher's response to the use of busybook media for cultural diversity was developed using 7 questions/statements, all of which fall into the category of strongly agree.

**Table 1.** Table of Student Responses to Social Studies

Statement/question	Percentage	Criteria
Students are interested in the development of busybook media on multiple social studies	100%	Agree
Students find it challenging to learn the material on cultural diversity with the lecture method	48.2%	Agree

**Table 2.** Teacher Responses to the Use of Busybook

Statement/question	Percentage	Criteria
Teachers can develop varied and creative learning media	100%	Strongly agree
Learning media used in the learning process can support learning activities properly and effectively	100%	Strongly agree
The busybook contains many exciting activities that students can do	100%	Strongly agree
Learners able to develop knowledge about culture in Indonesia well	100%	Strongly agree
The use of media can be used by students for an extended period and can be used anytime	100%	Strongly agree
Busybook media can be presented in a concrete and realistic way on cultural diversity material	100%	Strongly agree
busybook learning media can reflect the uniqueness in its use.	100%	Strongly agree

## 4 Discussion

A busybook is a learning medium that contains enjoyable activities, pictures, and illustrations that can help teachers and students learn. Initial condition analysis was conducted through direct observation to determine the conditions in learning activities at MESH. The results of interviews with teachers found that there was not much variety of media used during the learning process. Teachers only use student books, so students feel bored and learning activities were not maximal. The availability of busybook is available, such as an explanation of areas and dance delivered through the active book. When the teacher uses it in the learning process, students are very enthusiastic about using busybook media variations in learning, and they become more excited and student activity increases.

Based on the results, it can be explained that students are very interested in developing busybook media on Social Studies learning materials, especially in the subject of Cultural Diversity, with a 100% percentage with agreed criteria. Students also admit that students find it challenging to learn the material on cultural diversity with the lecture method by obtaining a rate of 48.2% with the criteria for agreeing. Students feel more interested and happy if they use learning media, especially busybooks, during the social studies learning process, especially on the subject of Cultural Diversity.

The need for busybook learning media is developed according to the material and development of fourth-grade students. Pictures and activities used in making media use simple images and are often encountered by students in their environment. Learning media is very important to use during the learning process. With the learning media, it can increase the interest and attention of students in the learning material presented by the teacher. This is in line with aid (2018) that the media can increase the interest and attention of students to learn.

With interest in learning, especially in social studies, students enthusiastic and active during the learning process. Interest in learning factors that encourage students during

the learning process as Ricardo & Meilani (2017) statement that interest in learning is a motivating factor for students to learn. Students do not feel bored during the learning process so student learning outcomes can increase. Learning outcomes are changes in knowledge only but include skills carried out consciously to achieve specific goals. This finding in line with Sulikah et al. (2020) & Sumarni, (2019) that learning outcomes are changes in individual attitudes not only regarding changes in knowledge but also include skills, abilities, attitudes, habits, understanding, mastery. All of which must be done consciously and have positive goals and are sustainable and permanent.

Learning media in the form of a bussybook can support students to be active during the learning process. Knowing that can be said to be effective if it has achieved the learning objectives that have been made. This is in line with study conducted by Yulianto & Nugraheni (2021) that the effectiveness of learning is the teacher's behavior when teaching which can bring new experiences through specific approaches and strategies to achieve a learning goal.

Using the Bussy book requires MESH teachers to be more creative when preparing learning tools. Teachers can develop various creative learning media. Teachers are expected to be able to arrange learning tools according to the learning styles of their students. Dewantara et al. (2020) stated that a teacher must consider choosing and utilizing suitable learning media in a lesson to pay attention to student learning styles. With consideration in developing learning tools and learning media according to the needs of students, it will provide convenience so that the learning press used in the learning process can support learning activities properly and effectively.

## 5 Conclusion

Based on the study, it can be concluded that the development of busybook can be said to be very effective in the learning process, especially in social studies subjects on cultural diversity. Students admit that learning using learning media is more fun than the lecture method. The percentage of student's interest in the development of busybook on social studies was 100%.

## References

- Baihaqi, M. R., Ristono, W. S., Abdul, D., & Lidinillah, M. (2018). Pedadidaktika : Jurnal Ilmiah Pendidikan Guru Sekolah Dasar Pengembangan Media Kartu Nusantara untuk Pembelajaran IPS Kelas IV SDN pada Materi Keanekaragaman Suku Bangsa dan Budaya. 5(2), 47–58. [Scientific Journal of Elementary School Teacher Education Development of Nusantara Card Media for Social Studies Class IV SDN Learning on Ethnic and Cultural Diversity Materials]
- Budiman, M. A. (n.d.). Pengembangan Media Quiet Book Tema Keluargaku. [My Family Theme Quiet Book Media Development]
- Dewantara, A. H., B., A., & Harnida. (2020). Kreativitas Guru Dalam Memanfaatkan Media Berbasis It Ditinjau Dari Gaya Belajar Siswa. *Journal of Primary Education*, 1(1), 15–28. [Teacher Creativity in Utilizing IT-Based Media in Terms of Student Learning Styles]
- Hidayati, Y. M., Ngalm, A., Sutama, Arifin, Z., Abidin, Z., & Rahmawati, E. (2020). Level of combinatorial thinking in solving mathematical problems. *Journal for the Education of Gifted Young Scientists*, 8(3), 1231–1243. <https://doi.org/10.17478/JEGYS.751038> [Level of combinatorial thinking in solving mathematical problems.]

- Iskani. (2015). Pengukuran Skala Guttman Secara Tradisional (Cross-Sectional). *Ejournal Poltektegal*, 5. <http://ejournal.poltektegal.ac.id> [Traditional Guttman Scale]
- Kasdriyanto, D. Y., & Wardana, L. A. (2021). Pengembangan Media Scrapbook Berbasis Picture And Picture Berorientasi Wawasan Kebangsaan. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(1), 271–278. <https://doi.org/10.31004/obsesi.v6i1.1255> [Development of Picture and Picture Based Scrapbook Media with National Insight Orientation]
- Marthiasari, S., Hendraipta, N., Yuliana, R., Sultan, U., & Tirtayasa, A. (2020). Publish By Primary : *Jurnal Pendidikan Guru Sekolah Dasar* Volume 9 Nomor 4 Agustus 2020 | Issn : 2303–1514 | E-Issn : 2598–5949 All Right Reserved | Printed In Indonesia Doi : <https://doi.org/10.33578/Jpkip.V9i1.7991> Development Of Hand Puppet On Stude. 9, 571–580.
- Mella, B., Wulandari, I. G. A. A., & Wiarta, I. W. (2022). Bahan Ajar Digital Interaktif Berbasis Problem Based Learning Materi Keragaman Budaya. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 6(1), 127–136. <https://doi.org/10.23887/jppp.v6i1.46368> [Interactive Digital Teaching Materials Based on Problem Based Learning Cultural Diversity Materials]
- Nugroho, A. Y., Hartono, H., & Sudiyanto, S. (2020). Analisis Kebutuhan Pembelajaran Ilmu Pengetahuan Sosial Di Sekolah Dasar. *Jurnal Kependidikan: Penelitian Inovasi Pembelajaran*, 4(1), 15–25. <https://doi.org/10.21831/jk.v4i1.19736> [Analysis of Social Learning Needs in Elementary School]
- Purbasari, I., & Fajrie, N. (2017). Seminar Nasional Pendidikan PGSD UMS & HDPGSDI Wilayah Jawa. *Pembelajaran Tematik SD Bermuatan IPS Dengan Media Gambar Sederhana*, 239–245. [Elementary Thematic Learning With Social Science Content with Simple Image Media]
- Ricardo, R., & Meilani, R. I. (2017). Dampak Minat dan Motivasi Belajar Terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 2(2), 79. <https://doi.org/10.17509/jpm.v2i2.8108> [The Impact of Interest and Learning Motivation on Student Learning Outcomes]
- Risa mufliharsi. (2019). Pemanfaatan Busy Book Padakosakata Anak Usia Dinidipaud Swadayakk. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699. [The Use of Media Busybook in Early Childhood Vocabulary]
- Sari, M. Z., Fitriyani, Y., & Amalia, D. (2020). Analisis Bahan Ajar Keragaman Suku Bangsa dan Budaya dalam Implementasi Karakter Toleransi di Sekolah Dasar. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 6(3), 382. <https://doi.org/10.33394/jk.v6i3.2824> [Analysis of Ethnic and Cultural Diversity Teaching Materials in the Implementation of Tolerance Characters in Elementary Schools]
- Sulastrri, E., Taufik, M., & Hakim, Z. R. (2020). Pengembangan Media Quiet Book Pada Pembelajaran Tematik Dikelas Iv Sekolah Dasar. *Indonesian Journal of Elementary Education (IJOEE)*, 1(2), 13–27. <https://doi.org/10.31000/ijoe.v1i2.2928> [Development of Quiet book Media in Thematic Learning in Grade IV Elementary School]
- Sulikah, W., Setyawan, A., & Citrawati, T. (2020). Identifikasi Hasil Belajar Siswa Muatan IPA Materi Perubahan Wujud Benda Kelas V SDN Socah 4. *Prosiding Nasional Pendidikan*, 551–556. [Identification of Students Learning Outcomes Science Content Material Change in Forms of Objects Class V SDN Socah 4]
- Sumarni. (2019). Upaya Peningkatan Hasil Belajar Melalui Penerapan Model Pembelajaran Kooperatif Tipe Jigsaw Untuk Meningkatkan Hasil Belajar Ipa Kelas V Sd Negeri 012 Buluh Rampai Tahun Pelajaran 2015/2016. *Jurnal Mitra Pendidikan*, 3(2), 184–194. [Efforts to Improve Learning Outcomes Through the Application of Jigsaw Type Cooperative Learning Models to Improve Science Learning Outcomes for Grades V Elementary School 012 Buluh Rampai Academic Year 2015/2016]
- Wahid, A. (2018). Pentingnya Media Pembelajaran dalam Meningkatkan Prestasi Belajar. *Istiqra*, 5(2), 1–11. [The Importance of Learning Media In Improving Learning Achievement]



- Wahyudi, I., Bahri, S., & Handayani, P. (2019). Aplikasi Pembelajaran Pengenalan Budaya Indonesia. V(1), 135–138. <https://doi.org/10.31294/jtk.v4i2> [Application for Learning Introduction to Indonesian Culture]
- Wardhana, L. A., & Alawiyah, Y. T. (2021). Pengembangan Media Pembelajaran Monopoli Berbasis Tematik Pada Tema 4 (Hidup Bersih Dan Sehat) Kelas Ii Sdn Summersuko Kabupaten Probolinggo. *Pedagogy : Jurnal Ilmiah Ilmu Pendidikan*, 8(1), 23–26. <https://doi.org/10.51747/jp.v8i1.700> [Development of Thematic Based Monopoly Learning Media ON Theme 4 (Clean and Healty Living) Class II SDN Summersuko, Probolinggo Regency]
- Yulianto, D., & Nugraheni, A. S. (2021). Efektivitas Pembelajaran Daring Dalam Pembelajaran Bahasa Indonesia. *Decode: Jurnal Pendidikan Teknologi Informasi*, 1(1), 33–42. <https://doi.org/10.51454/decode.v1i1.5> [Effectiveness of Online Learning in Indoenesia Language Learning]
- Zain, A. A., & Pratiwi, W. (2021). Analisis Kebutuhan Pengembangan Media Powerpoint Interaktif Sebagai Media Pembelajaran Tematik Kelas V Sd. Elementary School: *Jurnal Pendidikan Dan Pembelajaran Ke-SD-An*, 8(1), 6. <https://doi.org/10.31316/esjurnal.v8i1.1205> [Analysis of the Need for Interactive Powerpoint Media Development as a Thematic Learning Media for Class V Elementary School]

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

