



Jurnal Ilmiah Teunuleh

The International Journal of Social Sciences

Vol. 3, Issues. 4, Dec 2022

P-ISSN: 2807-193X | E-ISSN: 2746-4393

THE DEVELOPING OF BUSY BOOK MEDIA FOR LEARNING PROCESS: IMPLEMENTING STUDY IN PRIMARY SCHOOL

Helminsyah

STKIP Bina Bangsa Getsempena, Indonesia

*Helmi@bbg.ac.id

Lili Kasmini

STKIP Bina Bangsa Getsempena, Indonesia

lili@bbg.ac.id

Mardhatillah

STKIP Bina Bangsa Getsempena, Indonesia

mardhatillah.atjeh@gmail.com

Musdiani

STKIP Bina Bangsa Getsempena, Indonesia

musdiani@bbg.ac.id

Cut Marlini

STKIP Bina Bangsa Getsempena, Indonesia

Aprian Subhananto

STKIP Bina Bangsa Getsempena, Indonesia

Zaki Al Fuad

STKIP Bina Bangsa Getsempena, Indonesia

Abstract

Interviews with teachers from SD Negeri 16 Banda Aceh's first-grade classes revealed limited and unengaging learning materials, particularly in terms of enhancing speaking skills. The introduction of Busy Book media, previously unused for speaking skill development, was seen as a promising solution to these challenges, aiming to create engaging and enjoyable instructional materials. Consequently, researchers initiated a study titled "Development of Busy Book Learning Media for Speaking Skills in Class I Students at SD Negeri 16 Banda Aceh." The study's focus was on formulating a valid Busy

Book learning media suitable for first-grade students. Adhering to research and development (R&D) principles, the study adopted Thiagarajan's four-D device development model. Data collection involved questionnaire-based assessments by media experts, evaluating content, graphics, and media depth through both quantitative and qualitative analyses. The results demonstrated high validity ratings across validators, with average scores of 3.9, 3.6, and 4.03, indicating the Busy Book media's suitability for supporting first-grade speaking skills. These findings affirm the validity of utilizing Busy Book media for speaking skill development among first-grade students at SD Negeri 16 Banda Aceh.

Keywords: *Deveoping Media, Learning Process, Elementary School*

A. Introduction

Language is a means of communicating, sharing experiences and interacting with other people . Indonesian language learning includes four aspects of language skills, namely listening skills, speaking skills, reading skills and writing skill. In this study focused on speaking skills. Speaking skills are productive language activities. That is, in speaking someone involves thoughts, mental readiness, courage, clear words so that they can be understood by others . Speaking skills are also able to give birth to a critical generation because they have a high ability to express thoughts and ideas

Learning speaking skills will be easier to understand if the learning media used are in accordance with the learning material. Learning is an activity that involves all information and the environment that can make it easier for students to learn. The environment in question is not only a place to learn but all things that are possible and necessary for learning, one of which is the use of learning media.

Along with the development of modern times, there are many things that make people creative in developing a learning medium that supports the learning process to read. One of the media being developed is Busy Book. It is not certain that the inventor of Busy Book media has found several media images of Busy Book in the Pinterest application [6]. Likewise with the findings in journals which state that the Busy Book media was popularized by Dia na (in Nilmayani et al., 2017: 3), which is a learning book made from cloth (the dominance of flannel) which consists of several pages and contains various learning activities interesting. The results of the analysis of observation activities, interviews , and analysis of relevant research can show that there is a needs analysis. So we need a new and innovative learning media according to the problems in the field. By developing learning media for flannel based books called Busy Book.

A similar study was also carried out who argued that the validity of Big Book media must be assessed based on data from validation results by experts. The results showed that the practicality of the Big Book literacy media was shown based on the observation data on the activities of students and teachers when using Big Book literacy media. > 2.5 and evenly distributed to all students, while the data from the observation of teacher activities show that the achievement of the results of teacher activity is very good, this is evidenced by the increasing value of each lesson.

B. Research Method

This research is a type of research and development (R&D). Sugiyono (2007: 407) states that development research is a research method that aims to produce a certain product. This research procedure uses a 4D (four-D) device development model . The 4-D model consists of 4 stages of development, namely the definition stage (Define) , the planning stage (Design), the development stage (develop) , and the dissemination stage (Disseminate) Thiagarajan.

The final results are in the form of a Busy Book Media on speaking skills for low grade students, and will be explained as figure 1.

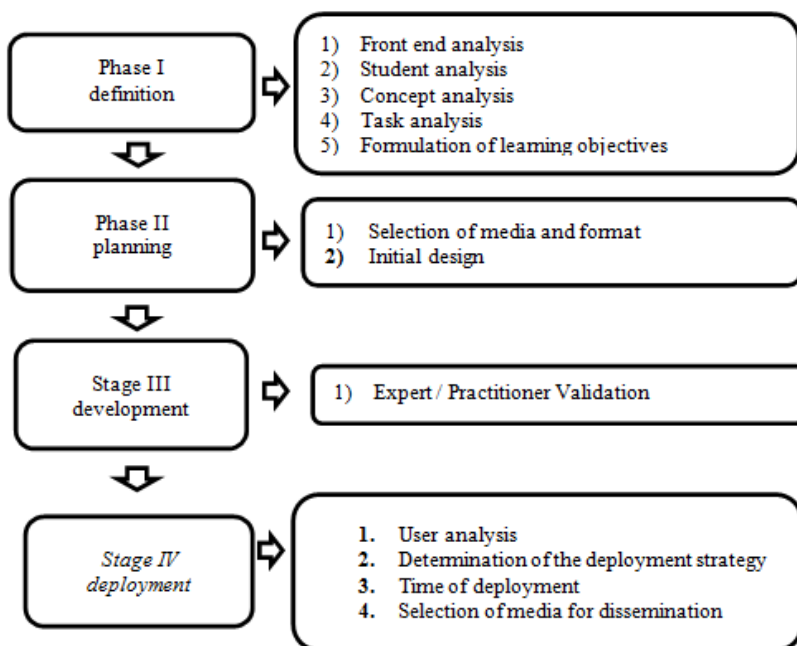


Figure 1. Development procedure chart

Sugiyono (2010: 308) states that data collection techniques are techniques used to obtain data, with certain techniques. This type of research is a closed study in which the respondent only needs to choose the answers provided by the researcher. The data collection technique used by researchers is a questionnaire. where the media assessment validation sheet instrument is given to the expert. After obtaining the data, the researcher analyzed the information obtained through a questionnaire.

Researchers used a questionnaire that would determine the validity of the Busy Book media on students' speaking skills, in this case the researcher has provided an alternative answer that must be chosen by the respondent without the possibility of giving other answers.

Research instruments are tools that can be used in collecting data as an important part of research. The instrument used in this study, namely a questionnaire for media experts 1, 2 and 3 which was assessed based on 3 aspects, namely from the aspects of content, graphics and media depth. The instrument was carried out using validation. Data from testing activities can be classified into two forms of data, namely qualitative and quantitative. Qualitative data is in the form of analysis of learning media needs through interviews with class teachers at the pre-research stage and comments and suggestions from media experts.

In the questionnaire, responses were given about the products developed in the form of very good, good, adequate, insufficient, and very insufficient answers to the statements provided. If the respondent gives a very good response, the score of the statement item is 5, a good response is a score of 4, a sufficient response is a score of 3, a poor response is a score of 2, and a very poor response is a score of 1.

$$\bar{x}_1 = \frac{\sum x_i}{n} \quad (1)$$

Information:

\bar{x}_1 = the average score of the validators' assessment

$\sum x_i$ = average score of the results of the i-th validator assessment

n = number of validators

$$\bar{x}_1 = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100 \quad (2)$$

The scale of measurement for development research which has been modified from Riduwan (2009: 39). For the purposes of quantitative analysis, the answers can be scored in the following table:

Table 1. Rating Scale

No.	Quantitative Analysis	Score
1	Very good	5
2	Good	4
3	Enough	3
4	Less	2
5	Very less	1

The scores given are one to five for very good, good, moderate, less and very poor ratings which describe the lowest score to the highest score. The level of scale measurement in this study uses intervals. The validator can show his assessment or opinion on the assessment proposed by the instrument. Interval data can be analyzed by calculating the average answer based on the scoring of each answer from the respondent.

The results of the assessment score are then sought for the average of a number of trial sample subjects and converted the assessment statements to determine the quality and level of usefulness of the products produced based on user opinions. The conversion of the score into this assessment requirement can be seen in the following table:

Table 2. Validity Criteria

Category Value	Interpretation	Score
$p \geq 4,2$	Very Valid	A
$4,2 < P \leq 3,4$	Valid	B
$2.5 < P \leq 3.4$	Quite Valid	C
$2,4 < P \leq 1,8$	Lack of Valid	D
$1.8 < P \leq 1$	Invalid	E

Source: Maizora (2011)

Based on the table data above, the product development will end when the assessment score of this learning media has met the validity requirements with the level of content, graphic, and media depth aspects in the Busy Book for grade I students of SDN 16 Banda Aceh to improve speaking skills. then to find out the category of each instrument item or the whole of the media being developed. In this study, the media developed was considered valid if the results of the assessment by media experts obtained a minimum value of "Quite valid" in all aspects of the assessment.

C. Result and Discussion

Research result

1. Define (Definition)

The define stage is the stage of analysis and problem identification to obtain various information related to the product to be developed.

a. Initial analysis

Initial analysis is the process of identifying problems faced when carrying out the learning process. This analysis is carried out by making direct observations. The results of the observations indicate that there are still some problems faced in the teaching and learning process. These problems are the speaking skills of grade 1 students of SD Negeri 16 Banda Aceh are still at a less than optimal level where the media used by the teacher is less attractive so that students get bored during the learning process.

b. Student analysis

Basically, the learning system that is applied is still fixated on the teacher's explanation. Until now, there is still no learning media in the form of Busy Book media used. Students are still shy about speaking in front of their friends and are also less active in the learning process, often students only hear what is said and do the tasks ordered by the teacher. Things like this make students become bored and less enthusiastic when the learning process takes place.

c. Concept analysis

The formulation of the concept is done by way of identifying things that are presented to the media that was developed with reference to the materi second semester neighbor during the night event is applied to the first-grade students of SD Negeri 16 Banda Aceh.

d. Task analysis

The formulation of the task is done by way of mapping the material based on the analysis of the concept. The results of this analysis are in the form of subject matter, namely about events during the day and night, so that the material displayed on the media is arranged into several parts, namely from the activities of the first students when they wake up in school to understand events during the day and night.

e. Formulation of learning objectives

The formulation of learning objectives or indicators of achievement of learning outcomes is based on the basic competencies listed in the syllabus. Basic competencies can be broken down into several materials. The material presented in the media must be

adapted to the objectives of learning the media. The purpose of developing this media is to improve students' speaking skills.

2. *Design*

a. *Media Selection and Format*

The format used in making the Busy Book learning media is as follows:

- 1). This product is made from flannel as the main material.
- 2). In this media, it will start with a cover containing the title and identity in the form of:
 - Introduction of the title of the material according to the theme.
 - There is an image on the cover that relates to the material.
 - The contents of the Busy Book learning media development are as follows:
- 3). Title.
- 4). Material about day-night events to make it easier for children to learn to understand and explain day-night events and tell stories about what is in the pictures.

3. *Initial Design*

The initial design of product development resulted in the form of a book made of flannel with the theme of day and night events as a learning medium in improving children's speaking skills in the development of Busy Book at SD Negeri 16 Banda Aceh. The development of this product originated from the potential and potential problems and problems that were found in the field by conducting observations and interviews with teachers at SD Negeri 16 Banda Aceh. From the results of observations and interviews that at SD Negeri 16 Banda Aceh, the use of Busy Books has never been used as a learning medium. From the potential and existing problems, the researcher wants to develop the Busy Book as a learning medium in improving speaking skills. Then the researcher also collected data through observation, literature study in collecting theories about the Busy Book as a Busy Book learning medium.

4. *Develop (Development)*

At this stage of develop or development is to produce products that have been revised based on input and advice from the experts. This development stage includes expert validation and development trials. However, in this study it is limited to expert validation with revised revisions.

After making the initial product Busy Book as a learning medium in the development of speaking skills of grade 1 elementary school students, then the product was validated by several experts, namely: media expert 1, media expert 2 and media expert 3 consisting of 3 aspects of assessment namely content, graphics, and media depth. Product validation that is carried out is validation of the initial product without improvement to improve the product that has been revised.

D. Conclusions

This study aims to produce a Busy Book learning media as a medium for learning Indonesian in grade I SD Negeri 16 Banda Aceh and to test its validity. The development steps are based on the 4-D development model. According to Thiagarajan in Trianto (2014), 4-D models is composed d ari 4 stages of development, i.e., define (definition), design (design), develop (development), and disseminate (deployment). However, in this research it is only carried out until the develop stage, this is because at the development stage the research objectives have been achieved. The resulting product is Busy Book media.

At the stage of the definition (define) the identification and analysis of problems in the form of a preliminary analysis, the student's analysis, concept analysis, task analysis and formulation tujua n learning. The results of the stages of this definition is found problems of the media that is used in the first grade of elementary school less varied and less interesting so that students get bored and eager to follow the teaching in class and then in addition, media Busy Book has not been done as a learning medium to the school. Therefore, researchers will develop media Busy Book with references from various sources both books, the Internet and journals so that med she Busy Book can be as one medium of learning in first grade elementary students that resulted in an active, passionate and skillful speaking in the learning process.

At the design stage (design) there are several steps, namely the selection of media that is in accordance with the curriculum and the learning objectives, the selection of formats, namely assessing formats existing media from a variety of sources of information both from books, internet and journals, then set the media will be developed, and make an initial media plan. In the media selection step, the format is adjusted to the material being taught and a theoretical study of good media development. Then determine the Busy Book learning media as a medium that can improve the speaking skills of grade 1 SD students. Furthermore, the instructional media

that have been arranged are consulted with the supervisor so that they get input and suggestions for the purpose of improvement and improvement.

For produce finished products in the form of media Busy Book that can improve students' speaking skills class I SDN 16 in Banda Aceh. This media was validated by 3 expert validators. The assessment of the media was assessed from 3 aspects, namely aspects of content, graphics, and aspects of media depth. The content aspect is in a good category with the acquisition of an average score of 4.06 which consists of 5 indicators, namely the media according to the learning objectives, the media used according to the level of development of students, the media according to the curriculum content, the suitability of the media made with the concept, and the media used can attract students' interest.

Furthermore, the graphic aspect is in a good category with an average score of 3.73 consisting of 11 indicators, namely the composition and size of the picture, the accuracy of the image layout, the attractiveness of the image, the colors used attract the attention of students, the suitability of the image with the concept. , accuracy of color composition, suitability of color to the characteristics of elementary school students, accuracy of media size, accuracy of media color, clarity of media made, and appearance of product packaging. Then the next aspect, namely the depth aspect of the media, is in the good category with the average score of 3.83 which consists of 4 indicators, namely media durability, media safety, accuracy and quality of the materials used, and the media is easy to store and transport.

Bibliografi

- Barreto, D. V. (2017). Motivation and Learning Engagement Through Playing Math Video Games. *Malaysian Journal of Learning and Instruction*, 14(2), 1-21.
- Bossé, M., & Adu-Gyamfi, K. (2011). Stop Teaching and Let Students Learn Geometry. *Mathematics Teacher*, 105(4), 293–297. <https://doi.org/10.5951/mathteacher.105.4.0293>.
- Freudenthal, H. (2002). *Revisiting Mathematics Education*. New York: Kluwer Academic Publishers.
- Gravemeijer, K. (1994). Educational Development and Developmental Research in Mathematics Education. *Journal for Research in Mathematics Education*, 25(5), 443–471. <https://doi.org/10.2307/749485>.

- Gravemeijer, K. (2016). Real, Meaningful Mathematics. *International Journal of Research in Undergraduate Mathematics Education*, 2(1), 134–139. <https://doi.org/10.1007/s40753-016-0026-1>.
- Gravemeijer, K., & Cobb, P. (2006). Design Research from a Learning Design Perspective. Dalam *In J. Van den Akker, K. Gravemeijer, S. McKenney & N. Nieveen (Eds). Educational Design Research*. New York: Routledge.
- Hedegaard, M. (1998). Situated Learning and Cognition: Theoretical Learning and Cognition. *Mind, Culture, and Activity*, 5(2), 114–126. https://doi.org/10.1207/s15327884mca0502_5.
- Heuvel-Panhuizen, M. &. (2005). *Young Children Learn Measurement and geometry. A Learning-Teaching Trajectory with Intermediate Attainment Targets for The Lower Grades in Primary School*. Utrecht: The Netherlands: Freudenthal Institute.
- Johar, R., Sri, Y., & Saminan. (2015). The Analysis of Proportional Reasoning Problem in The Indonesian Mathematics Textbook for The Junior High School. *Journal on Mathematics Education*, 9(1), 55-68.
- Kemendikbud. (2013). *Kerangka Dasar dan Struktur Kurikulum 2013*. Jakarta: Kemdikbud.
- NCTM. (2000). *Principles and Standards for School Mathematics. School Science and Mathematics*. <https://doi.org/10.1111/j.1949-8594.2001.tb17957.x>.
- Sari, I. K., Nasriadi, A., & Salmina, M. (2018). Students' Understanding of Charts: The Study of PISA's Problem-Solving in the Content of Data. *Journal of Physics: Conference Series*, doi :10.1088/1742-6596/1088/1/012108.
- Soedjadi, R. (2000). *Kiat Pendidikan Matematika di Indonesia; Konstatasi Keadaan Masa Kini Menuju Harapan Masa Depan*. Jakarta: Dirjen Dikti. Depdiknas.
- Treffers, A. (1993). Wiskobas and Freudenthal Realistic Mathematics Education. *Educational Studies in Mathematics*, 25(1), 89–108. <https://doi.org/10.1007/BF01274104>.
- Wang, J., & Lin, E. (2008). An Alternative Interpretation of the Relationship between Self-Concept and Mathematics Achievement: Comparison of Chinese and US Students as a Context. *Evaluation & Research in Education*, 21(3), 154-174. <https://doi.org/10.1080/09500790802485203>.