

DEVELOPMENT OF A DRAWING BOOK MEDIA FOR WRITING MATERIALS IN ELEMENTARY SCHOOLS

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ABSTRACT

Indonesian language learning will never be separated from the four skills namely reading skills, listening skills, writing skills and speaking skills. As for writing learning, students are trained to express an idea and develop vocabulary through an essay based on their knowledge, experience and imaginative ideas. Poetry is an expression of an expression expressed in an article in the form of experience or imagination by using indirect language. In the learning process many students do not understand what poetry is, so often they have difficulty writing a poem composition even though it is a simple poem. Based on the results of research and product development it can be concluded that the product produced is a medium of Indonesian language learning picture books for class of III poetry writing material, this media has been validated by media experts, materials and linguists and has been tested on UPT SD Negeri Satriyan 03 students, and the final data obtained by 85.3% media experts, 92.0% material experts, 85.3% linguists. Based on the results of the validation test by 3 expert fields, it is known that the developed picture book media is categorized as good with an average percentage of 87.5% and is suitable for use. For the media readability trial, it is considered feasible with a percentage of 86.75% and student responses are considered worthy with a percentage of 90.62%.

Keyword: *Development, Learning Media, Picture Books, Poetry Writing, Class of III in Elementary School.*

INTRODUCTION

Learning is an activity carried out by teachers and students in a learning environment that requires learning components, including learning objectives, materials, educators or teachers, students or students, methods, learning media, situations or environments and evaluation (Putra, 2013). According to Isnaningsih & Bimo (2013), so that the learning process can take place optimally, it requires the teacher's creativity to choose learning resources and media with tools that are appropriate to the development and needs of students. Indonesian language learning is learning that will never be separated from the four skills namely reading skills,

listening skills, writing skills and speaking skills. Basically Indonesian language learning aims to form and develop communication skills in students, both oral and written. As for writing learning students are trained to express an idea and develop vocabulary through an essay based on their knowledge, experience and imaginative ideas.

There are several types of literature taught to elementary school students, namely poetry, prose and drama. Of these three literatures, the most difficult learning to learn is poetry learning, because in it must understand the contents of poetry and be able to make poetry verse essays with short sentences that fit the theme raised from both experience and ideas of imagination that arise in students' thoughts. The poem expresses thoughts that evoke feelings, which stimulates the imagination of the five senses in a rhythmic atmosphere (Pradopo, 2007: 7). Poetry is an expression of an expression expressed in an article in the form of experience or imagination using indirect language.

While in the learning process many students do not understand what poetry is, so often they have difficulty writing a poem composition even though it is a simple poem. So that their ideas and creativity cannot arise due to the lack of understanding in the poetry material. In addition, there are other factors that make students difficult to understand the material, namely there is no learning media that supports, so that learning runs there is no interest for students to try to make a poem or just understand it because maybe students are only presented with poems that based on just a paper and there is no detailed explanation of how it looks.

Based on the observations conducted by researchers in 2 schools, namely UPT SDN Sawentar 04 and UPT SDN Satriyan 03, researchers chose to conduct research at UPT SDN Satriyan 03 because researchers found many problems at the school. The results of observations and interviews with teachers at the UPT SDN Satriyan 03 found several facts, including: 1) the implementation of learning activities are generally still dominated by teachers with the lecture method, 2) learning resources in the form of textbooks, student worksheets and learning media that have not been able to make students are active in learning activities and improve their learning outcomes, 3) there has never been an Indonesian language learning media especially in poetry material,

4) the optimal utilization of infrastructure in schools, 5) students still have difficulty composing poems independently.

Based on the explanation, the researcher was motivated to conduct research in the development of instructional media with the aim of improving the quality of learning in understanding and writing a poem essay with the title "Development of Media Picture Books for Poetry Writing Material in Class of III Elementary Schools".

METODE

1. Research Approach and Design

This research uses research and development methods, or also called Research and Development. The Research and Development (RnD) method is a research method used to produce certain products, and test the effectiveness of these products. The development model in this study uses a descriptive procedural model developed by Borg and Gall (Setyosari, 2013). The research and development steps are as follows:

- a. Initial research and information gathering
- b. Development of initial product formats
- c. Initial trial
- d. Product revision
- e. Field trials

2. Research Framework and Procedures

Based on the Borg and Gall development model, the development procedures in this study are carried out as follows: (1) the preparation and data collection stage, (2) the product development stage, (3) the product trial phase (product validity), (4) the stage revision, (5) product trial phase in the field.

3. Test Subjects

The test subjects in the development of picture book-based learning media on Indonesian subjects the subject of writing this poem is a class III Indonesian subject teacher as an Indonesian language learning expert and class III UPT SDN Satriyan 03 students. Selection of UPT SDN Satriyan 03 as a test location try based on several reasons, namely: (1) students do not fully understand the concept of writing children's

poetry, (2) schools do not have a media that helps students in learning poetry literature.

4. Data Type

The data used in this study are qualitative and quantitative data. In accordance with development research needs, quantitative reports are combined with qualitative. Qualitative data are in the form of assessments, inputs, responses, criticisms and suggestions for improvement through open questionnaire questions while quantitative data are collected by closed questionnaire questions compiled by providing answer choices about product assessment and tests of the achievements in the field.

5. Data Collection Instrument

The research instruments used to obtain data from this study include interviews, questionnaires

6. Data Analysis Technique

The analysis used in this research development consists of three techniques, namely the analysis of learning content and descriptive analysis. Data in the form of symbols will be analyzed logically and meaningfully (Arikunto, 2003), while data in the form of numbers will be analyzed with the following formula:

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

Information :

- a. P : Large percentage (sought)
- b. $\sum x$: The total number of respom answers in 1 item
- c. $\sum xi$: The total number of highest answer scores in 1 item
- d. 100 : Constants

Then the use of conservation scale of achievement levels is used to determine the level of validity, effectiveness and attractiveness (Arifin, Zaenal, 2009) The categories are set as follows:

Table 1
Qualification Level of Feasibility Based on Percentage

Presentase (%)	Validity Level	Information
84 < score ≤ 100	Very valid	No revision
68 < score ≤ 84	Valid	No revision
52 < score ≤ 68	Valid enough	Some revisions
36 < score ≤ 52	Invalid	Revision
20 < score ≤ 36	Very Invalid	Revision

Table 2
Criteria for Scoring Validation Questionnaire

SCORE				
1	2	3	4	5
Very Inaccurate	Inaccurate	Quite right	Right	Very precise

Table 3
Criteria for Scoring Questionnaire Withdrawal

SCORE				
1	2	3	4	5
Very Interesting	Interesting	Quite Interesting	Less Attractive	Very unattractive

RESULT AND DISCUSSION

The initial step in making a picture book media is product design begins by collecting material and product design. After the material is collected the researcher determines the illustrated story line. Then, proceed with compiling material to be developed, based on student books and other books. After the material is collected then place the order of the material in accordance with the student's book then design the appearance of images on each page. The finished product is then validated to 9 validators divided into 3 material expert validators, 3 media expert validators, and 3

language expert validators. The results of the assessment of the assessment indicators by material experts can be seen in the following Table 4.1.

Table 4.1 Expert Material Assessment

Question Number	Validator 1	Validator 2	Validator 3	Total Skor
1.	5	5	5	15
2.	5	5	4	14
3.	5	5	4	14
4.	4	4	4	12
5.	5	5	4	14
6.	4	4	4	12
7.	5	5	4	14
8.	5	5	4	14
9.	5	5	4	14
10.	5	5	5	15
Total Score				138
Characteristic				150
Presentase				92,0%

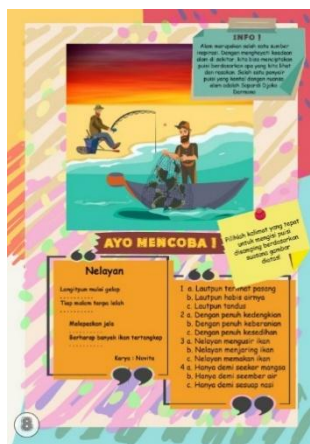
During the language validation process, there were a number of revisions submitted by the validators to achieve the validity of the revision:

- 1) The validator also suggests adding to the structure of the poem.



Figure 1 Additional Material

- 2) The validator also suggests adding letters to make it easy for students to read. Before the revision of the font size is 12 and after the revision of the font size becomes 14.



Before being revised



After revised

Figure 2-3 Revised font type

Media that has been declared valid will then be tested. The test subjects in this study were students of class 3 UPT Satriyan 03 Elementary School on September 24-September 25 2019. The small group test was conducted at class III UPT SDri Satriyan 03 with a total of 16 students who were all students in one student class. After the trial, the students then fill out the readability questionnaire whose content discusses the understanding of the media by students, understanding language, understanding the material delivered, students' interest in media, the physical form of media according to students. The results of the questionnaire are presented in table 4.4 as follows :

Table 4 Student Readability Questionnaire Results

No	Student																Amount
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1.	4	5	4	4	5	5	5	5	5	4	5	4	5	5	5	5	75
2.	4	5	4	4	5	5	5	5	5	4	4	4	5	5	5	5	74
3.	4	4	4	4	4	5	5	5	5	4	5	4	4	5	5	5	72
4.	4	4	4	4	4	5	5	5	4	4	4	5	4	5	5	5	71
5.	5	4	5	4	4	4	4	4	4	5	4	5	4	4	4	4	68
6.	4	4	5	4	5	4	4	4	4	5	4	4	5	4	4	4	68
7.	5	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	66
8.	4	4	5	4	4	4	4	4	5	4	5	5	4	4	4	4	68
9.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	64
10.	4	4	5	4	4	4	4	5	4	4	4	5	4	4	4	5	68
Total																	694
Maksimal																	800
Presentase																	86,75%

This data is used to determine the response of 16 children to the picture book media on Indonesian language learning to write poetry. The results of the questionnaire are presented in Table 4.5 as follows :

Table 5 Results of Student Response Questionnaire

No	Student																Amount
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1.	5	5	5	4	5	4	5	5	5	5	5	4	5	5	5	5	77
2.	4	4	5	5	4	5	4	5	4	4	5	4	4	5	4	4	70
3.	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	65
4.	4	5	5	4	4	5	4	4	5	4	4	4	4	4	5	4	69
5.	4	5	5	4	4	4	4	5	5	5	4	4	4	5	5	5	72
6.	4	5	4	5	5	5	4	4	5	5	4	4	4	4	5	5	72
7.	5	5	5	5	5	5	4	5	5	5	4	4	4	5	5	5	76

8.	5	5	5	5	4	5	4	5	5	5	4	5	4	5	5	5	76
9.	4	4	4	4	4	4	5	5	5	5	4	5	5	5	5	5	73
10.	5	5	5	5	5	4	4	5	5	5	4	4	4	5	5	5	75
Total																	725
Maksimal																	800
Presentase																	90,62%

Researchers evaluate the product according to observations made in the field. Media picture books have advantages and disadvantages. The advantage of using this picture book media is the attractive learning media display, because it is adjusted to the characteristics of elementary school students. And learning becomes more fun. In addition students are required to be more active, confident, and have the courage to express ideas in learning. The media of this picture book can also help the teacher in delivering the subject matter to introduce poetry writing material. Besides learning becomes more productive and able to foster mastery of concepts in students. This can be seen by students in the response of students who are enthusiastic to work on the practice questions contained in the media picture book. The weakness of this picture book media is limited to poetry writing material. The use of picture book media is very limited for small groups and pictures only emphasize the perception of the senses of the eye.

Product improvement is done to improve the product based on the shortcomings and weaknesses of the product produced. At this stage, the product has been tested and received a response from students. Then the media is refined to get media that is truly suitable for use by elementary school students and teachers in learning. This improvement is based on assessments and suggestions from the validators as well as responses from students as research subjects

CONCLUSION

Based on the results of research and development of this picture book media product, it can be concluded that the product produced is the Indonesian language learning picture book media for class III poetry writing material, which aims to make it easier for students and can also improve student understanding. This media has been validated by media experts, materials and linguists and has been tested on UPT SDN Satriyan 03 students, and the final data obtained is 85.3% for media experts, 92.0% for material experts, 85.3% for Linguist. Based on the results of the validation test by 3 expert fields, it is known that the media of picture books developed are categorized as good with an average percentage of 87.5% and are suitable for use. For testing media readiness is considered feasible with a percentage of 86.75% and student responses are considered worthy with a percentage of 90.62%.

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