



The Digital Learning Guidebook as a New Breakthrough in Improving Students' Reading and Writing Skills

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ABSTRAK

Hubungan erat antara literasi membaca dan menulis memungkinkan siswa untuk memperoleh informasi, meningkatkan pengetahuan, dan mengekspresikan gagasan secara tertulis. Namun, realita di lapangan menunjukkan bahwa pembiasaan literasi membaca dan menulis masih kurang, terutama disebabkan oleh minimnya panduan pembelajaran yang spesifik, penggunaan bahan literasi yang terbatas, serta rendahnya minat baca siswa. Oleh karena itu, perlu adanya panduan literasi yang lebih jelas dan sesuai dengan kebutuhan siswa. Penelitian pengembangan ini menggunakan model 4-D dengan tujuan untuk mengembangkan buku panduan pembelajaran berbasis digital untuk meningkatkan ketrampilan membaca dan menulis siswa kelas II sekolah dasar. Subjek yang terlibat pada penelitian ini adalah tiga orang ahli, yakni ahli isi, ahli bahasa, dan ahli desain. Metode yang digunakan dalam pengumpulan data adalah kuesioner. Sementara itu, analisis data dilakukan dengan teknik analisis deskriptif kualitatif dan analisis deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa, buku yang dikembangkan memenuhi kriteria kelayakan, praktis, dan efektif. Buku panduan pembelajaran berbasis digital yang inovatif terbukti dapat digunakan sebagai solusi potensial terhadap tantangan literasi baca tulis. Maka dari itu, penelitian ini berimplikasi padapeningkatan pembelajaran literasi baca tulis yang menyenangkan bagi siswadan dapat mencegah kebosanan selama pembelajaran.

ABSTRACT

The close relationship between reading and writing literacy allows students to obtain information, increase knowledge, and express ideas in writing. However, the reality in the field shows that literacy literacy in reading and writing is still lacking, mainly due to the lack of specific learning guides, limited use of literacy materials, and students' low interest in reading. Therefore, there needs to be a literacy guide that is clearer and more appropriate to student needs. This development research uses a 4-D model with the aim of developing a digital-based learning guidebook to improve the reading and writing skills of second grade elementary school students. The subjects involved in this research were three experts, namely content experts, language experts and design experts. The method used in data collection is a questionnaire. Meanwhile, data analysis was carried out using qualitative descriptive analysis techniques and quantitative descriptive analysis. The research results show that the book developed meets the criteria for feasibility, practicality and effectiveness. Innovative digital-based learning guidebooks have been proven to be used as a potential solution to reading and writing literacy challenges. Therefore, this research has implications for increasing reading and writing literacy learning that is fun for students and can prevent boredom during learning.

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1. INTRODUCTION

Reading skills are a process that produces new knowledge, experiences and attitudes by involving factors within the reader and external factors. Reading is not an instinctive ability or innate instinct, but is the result of learning from the environment (Hidayat & Rohati, 2020; Anindya et al., 2019). Meanwhile, writing is the ability to convey ideas, thoughts or information effectively through writing. Good writing skills are important in academic, professional and personal life. It involves using knowledge from activities such as listening, reading, and speaking, which is then expressed in words and language with meaning and purpose (Purwanti, 2022; Sidabutar, 2021). Writing skills also include the ability to process creative ideas from observations of phenomena, both from reading and direct experience. To improve reading and writing skills, students need to be involved in literacy activities. Literacy is the first step to creating quality human resources. Literacy is the ability to understand information from various sources through activities such as reading, viewing, listening, writing and speaking (Jaya, 2023; Fuadi et al., 2020). Literacy is not only limited to reading and writing, but also involves the ability to understand to increase insight and skills that are useful in life. Basic literacy aims to optimize the ability to listen, speak, read, write and calculate, then through understanding you can draw personal conclusions

(Puspasari & Dafit, 2021; Lisnawati, & Ertinawati, 2019). Literacy skills are an important tool in dealing with developments in technology and information, because through literacy, students can develop their cognitive abilities through understanding the information they obtain.

Reading and writing literacy involves two main activities, namely reading and writing. Cultivating an interest in reading is the key to creating a society that can process information well and avoid information that is unclear or false (Aprinawati, 2018; Mudawamah, 2018). Apart from reading, writing literacy also has an important role. Writing ability is closely related to children's cognitive abilities, namely that they need to have knowledge that can be expressed in written form (Sari et al., 2019; Dewi et al., 2019; Rekysika & Haryanto, 2019; Bilqis et al., 2016). Reading and writing literacy are interrelated, reading helps students obtain information to increase their knowledge, so that it is easier for them to express ideas in writing. It is important to implement reading and writing literacy on an ongoing basis so that people have adequate literacy skills to filter information. However, the reality in the field shows that students' reading and writing literacy habits are still lacking. Previous research revealed that children's reading and writing literacy culture is still low (Ati & Widiyanto, 2020; Ifadah, 2020; Windarto, 2020). This condition is also reinforced by the results of interviews at SDN 5 Selat which show that students appear to only read without understanding. When asked, students had difficulty answering because they did not understand the content of the reading. Students focus more on reading each line without understanding the meaning and purpose of the reading. Although this may be normal for grade I students who are still learning basic reading and writing, this becomes a serious problem if it still occurs in grade II. Class II students should be able to understand the content of the reading so that students do not experience difficulties at the next level.

Understanding student characteristics is very necessary to develop their literacy skills. Elementary school students have characteristics that can be observed in general, including intellectual, language, social, emotional and religious moral development. Intellectual development includes the analysis of an individual's psychic activity or abstract way of thinking (Putriana 2021; Septianti & Afiani, 2020). Progress in language development involves increasing the ability to communicate verbally, in writing, or using signs. Social development can be seen from interpersonal and intrapersonal relationships (Muhali, 2019; Swaraswati et al., 2019). The emotional aspect includes changes in thoughts and feelings that arise as a result of individual behavior. The formation of moral behavior can be influenced by the examples provided by parents, teachers and the community environment.

Low literacy skills are caused by a lack of specific literacy learning guides, limited use of literacy materials, and students' lack of interest in reading. Other factors that influence low literacy skills are the lack of supporting devices, support from the school, and students' interest in literacy (Marsari et al., 2021; Hidayat et al., 2018). Lack of infrastructure, lack of variety in the methods applied, and low student discipline in the literacy habituation process are factors in the low literacy skills of elementary school students. To overcome this problem, it is necessary to design a special literacy learning guide for grade II students in elementary schools that is clearer and in accordance with students' needs so that literacy habits can be implemented effectively by teachers. A manual is a text that includes various elements such as guides, instructions, references, principles, procedures, and descriptions of core material, including suggestions that need to be followed, as well as information about materials, materials, or work methods. Guidebooks have proven to be effective in familiarizing and developing a culture of literacy. Apart from being effective in supporting the literacy movement in schools, guidebooks can also help teachers and students to acquire better literacy skills. With a guidebook as a guide, learning activities can be more focused and structured (Numerteyasa, 2019; Winatha et al., 2018).

This research aims to develop a digital-based learning guidebook to improve the reading and writing skills of second grade elementary school students. This guide contains activities that can be carried out by students and teachers, accompanied by reading and writing literacy activities, as well as learning steps that are appropriate to the needs and characteristics of elementary school students, especially grade II students. It is hoped that the digital innovation in this guidebook can help teachers in providing literacy learning to students, especially in class II. Different from other learning guidebooks, the guidebook developed in this research can be accessed via a flipbook link, making it easier for teachers to prepare themselves, and can be accessed easily anywhere and anytime.

2. METHOD

This research is a type of development research or research and development (R&D). Development research is research carried out in a planned manner through a process of planning, development and product evaluation with the requirement that the product must meet the standards of validity, practicality and effectiveness (Hanafi, 2017; Jazuli et al., 2017). Development research aims to develop and validate products for use in education, which can involve the development of teaching materials, procedures and learning processes. In this research, the research design used in this research is development with a 4-D (four D) model. This model consists of Define, Design, Develop and Disseminate. Data collection in this research was carried out using a questionnaire to assess the feasibility, practicality and effectiveness of reading and writing literacy learning guidebooks for grade II elementary school students. The feasibility instrument in this research was used to collect assessments from experts regarding the reading and writing literacy learning guidebook that was developed. The research subjects

involved in assessing this guidebook were three experts, namely a content expert, a language expert and a design expert. The results of the expert assessment are used as a basis for making improvements or revisions to the guide before it is tested. This guide's feasibility assessment sheet uses a scale with a score range of 1-4. The instrument grid for each expert is shown in Table 1, Table 2, and Table 3.

Table 1. The Content Expert Instrument Grid

No	Component	Indicator	Item Number	Number of Items
1.	Relevance	The contents of the guide are easy to understand.	1, 2	2
		Relevant to the school literacy movement guidelines.	3, 4	2
		Relevant to student characteristics.	5, 6	2
2.	The truth of the content	Clarity of description of learning procedures.	7, 8	2
		The truth of the concept conveyed.	9, 10	2
		Learning procedures are structured systematically.	11, 12	2
Amount				12

Source : Suarthama (2016) with modifications

Table 2. The Linguist Instrument Grid

No	Aspect	Indicator	Instrument Item Number	Number of Items
1.	Clarity of language	The language used is straightforward and communicative.	1, 2, 3, 4	4
		Conformity to language rules.	5, 6	2
2.	Writing system	Conformity of writing layout with EYD.	7, 8	2
		Numbering is clear and precise.	9	1
		Correct use of terms.	10	1
Amount				10

Source : Nugroho & Mawardi (2021) with modifications

Table 3. The Design Expert Instrument Grille

No	Aspect	Indicator	Instrument Item Number	Number of Items
1.	Cover design	Cover appeal	1, 2, 3	3
		Composition or layout of writing.	4	1
2.	Content design	Cover color matching	5	1
		Suitability of placement of each component.	6	1
		Suitability of letters, spacing and layout of writing.	7, 8, 9, 10, 11, 12	6
Amount				10

Source : Arigiyati et al., (2018) with modifications

Practical test instruments were used to collect data regarding assessments from users, especially class II teachers at Selat State Elementary School, regarding the reading and writing literacy learning guide that had been developed. The results of the assessments from these teachers will later determine the practicality of the guidelines that have been prepared. This practical test sheet uses a 1-4 score scale, focusing on components such as product use, content, time, costs and human resources required. The instrument grid is prepared to guide the data collection process from the users shown in Table 4.

Table 4. The Instrument Grille Practical Test Sheet Guide

No	Aspect	Indicator	Instrument Item Number	Number of Items
1	Product use	Ease of use guide	1, 2, 3, 4	4
2	Fill in the guide	Compliance with the contents of the guide	5, 6, 7	3
		Suitability of learning steps	8, 9, 10, 11	4
3	Time	Time required to implement the guide	12	1
4	Cost	Costs involved in implementing the guidelines	13	1
5	Human Resources	Required resources	14	1
Amount				14

Source : Wardana & Rulyansah (2019) with modifications

Meanwhile, the effectiveness test of the reading and writing literacy learning guide was used to measure students' reading and writing literacy using a Likert scale questionnaire with a score range of 1-4. The reading and writing literacy instrument grid can be shown in [Table 5](#)

Table 5. Reading and Writing Literacy Instrument Grid

No	Aspect	Indicator	Instrument Item Number	Number of Items
1	Reading pleasure	Enjoyment of reading activities	1	1
		Read of your own free will	2	1
2	Awareness of the benefits of reading	Awareness of the importance of reading	3	1
3	Reading frequency	Reading intensity	4	1
4	Reading quantity	Diversity of reading	5	1
		Efforts to obtain reading sources	6	1
5	The pleasure of writing	Enjoyment of writing activities	7	1
		Write of your own free will	8	1
6	Awareness of the benefits of writing	Awareness of the importance of writing	9	1
7	Writing frequency	Writing intensity	10	1
8	Writing quality	The type of writing produced	11	1
9	Student skills	Able to use logic well	12	1
		Able to be creative	13	1
		Able to work together	14	1
		Able to communicate well	15	1
Amount				14

Source : [Aryandani et al., \(2021\)](#) with modifications

Table 6. The Validity Criteria

No	Percentage score (%)	Interpretation
1	0 – 54	Very less
2	55 – 64	Not enough
3	65 – 74	Pretty good
4	75 – 89	Good
5	90 – 100	Very good

Source : [Tegeh & Kirna \(2010\)](#) with modifications

[Table 6](#) presents the validity criteria used in this study. Meanwhile, the data in this research was analyzed using two techniques, namely qualitative descriptive analysis and quantitative descriptive analysis. Data obtained from expert testing is used as a basis for revising the product. After revision, the product is then tested in the field. The collected data was analyzed qualitatively and quantitatively. Qualitative analysis is carried out by arranging data in the form of words, sentences, images and charts, especially to analyze suggestions and comments from experts. Meanwhile, quantitative analysis is carried out by grouping data based on variables and carrying out data calculations. This quantitative analysis technique involves processing data in the form of numbers or percentages, especially to analyze the validity, reliability and effectiveness of the guidelines developed.

3. RESULTS AND DISCUSSION

Results

This research is composed of four stages of the 4-D model. At the definition stage, activities are carried out to determine and define development conditions. Analysis of development needs, product requirements, and R&D research models are the focus in this stage. To develop reading and writing literacy guidelines for grade II elementary school students, the definition stage includes analysis of the literacy curriculum and program, analysis of literacy learning needs, and analysis of student characteristics. At the design stage, initial products or product designs such as reading and writing literacy learning guides are created in accordance with the results of the needs analysis that has been carried out.

Prototype or the design of a reading and writing literacy learning guide for grade II elementary school students was developed using Microsoft Word 2013. The guide cover design process was carried out using the Photoshop application. After going through the development and design stages, the final results of the guide are

presented digitally which can be accessed via a flip book link. The parts of the digital-based literacy learning guidebook consist of an initial appearance (cover/contents), introduction (background, importance of reading and writing literacy), general instructions (objective, target, target, stages of general literacy implementation, how to choose good reading), special instructions (literacy learning steps at the habituation stage, literacy learning steps in the development stage, literacy learning steps learning stages).

At the development stage, two main activities are carried out, namely expert appraisal and developmental testing. Expert appraisal is carried out to validate product designs by involving content, language and design experts. Developmental testing is product testing on real user subjects, involving teachers as product user practitioners. Instrument validity analysis was carried out using the content validity ratio or CVR approach. Validation is carried out to find out how appropriate the items are to the domain being measured based on expert considerations. Based on the CVR calculation for each item in each instrument, it is known that the literacy learning guide assessment instrument for reading and writing has met validity for all items in the five assessment instruments. After getting the CVR value, proceed with calculating the CVI on the instrument as a whole.

The evaluation results from four assessors show that the CVI of the reading and writing literacy learning guide assessment instrument is 1, which can be interpreted as an excellent value. Thus, the reading and writing literacy learning guide instrument can be considered to have a very appropriate or special content validity index (CVI) based on the assessments of the assessors. With adequate instrument validity results, the instrument is considered suitable for use to test the validity, practicality and effectiveness of the literacy learning guide that has been developed. Data from the content validity test of the literacy learning guide was developed to analyze content validity. The results of analysis by content experts, linguists and design experts can be shown in [Table 7](#).

Table 7. The Validity Test Results by Experts

No.	Expert	Score	Category
1	Content Expert	90%	Very good
2	Linguist	78%	Good
3	Design Expert	92%	Very good

Data analysis involved calculating the total score obtained through practitioner assessment sheets. After that, the results are converted into percentages to determine the practicality qualification of the guide being developed. Based on the assessments of three practitioners, the practicality percentage of the guide was calculated as shown in [Table 8](#).

Table 8. The Practitioner Assessment

No.	Practitioner	Score	Category
1	Practitioner 1	83.92	Good
2	Practitioner 2	75%	Good
3	Practitioner 3	78.57	Good
Average			Good

Based on the table, the results of the practicality test percentage analysis show that the practicality of the reading and writing literacy learning guide is in the good category, in accordance with the product practicality conversion guide. This indicates that this guide is considered practical and can be implemented well by practitioners in providing reading and writing literacy learning. The next step in the development of this digital-based guidebook involves a complete revision of the guide that has been prepared. This revision process aims to perfect the guide after going through a validation process by experts, including content experts, language experts and design experts. The resulting valuable suggestions obtained from these three validators guided the revision process.

Some of the suggestions given are first, in response to suggestions, replace the word "Introduction" with "Foreword". Second, in an effort to improve the guide's readability and regularity, the author made improvements to the list of attachments and pages. This revision was made to ensure clarity of information and make it easier for guide users to navigate the contents of the document. Third, in response to suggestions for better contrast, improvements were made to the text and background. It is hoped that the increased contrast will improve the user's readability and understanding of the guide's contents.

Fourth, the bibliography in the guide has been revised, including aspects of formatting, quotations and other details to make it more accurate and in accordance with applicable writing guidelines. This is done to ensure the accuracy and credibility of the information presented in this guide. This revision is based on input and suggestions from validators, so that the guide can better meet user needs. All changes made are aimed at improving the quality, clarity and usability of this digital-based reading and writing literacy learning guide.

The last is the dissemination stage with three activities, namely, validation tasting, packaging, and diffusion and adoption. The guidebook developed will be tested for feasibility to evaluate the extent to which it can help improve students' reading and writing literacy. Testing the effectiveness of the guide was carried out by administering a test in the form of a questionnaire after applying the guide to class II students at the Selat 5 State Elementary School. The data from the effectiveness test is then analyzed to determine the effectiveness of the literacy learning guide being developed.

Data analysis uses hypothesis testing with the t test formula. The hypothesis proposed is as follows: H_0 : The use of reading and writing literacy learning guides is not effective in increasing the reading and writing literacy of class III elementary school students, H_1 : The use of digital-based learning guides is effective in increasing the reading and writing literacy of class II elementary school students. The t_{count} value obtained, after consulting the t_{table} value (at a significance level of 5% and degrees of freedom $df = n-1$) is 2.074. With a t_{table} value of 1.671, it can be concluded that the t_{table} value $< t_{count}$. Therefore, H_0 (null hypothesis) is rejected and H_1 (alternative hypothesis) is accepted. Therefore, the use of digital-based learning guides is considered effective in improving the reading and writing literacy of class II students at the Selat 5 State Elementary School.

Discussion

The test results of the digital-based reading and writing literacy learning guide show that this guide has succeeded in meeting good qualification standards. This guide is reliable and has the potential to be an effective tool in improving reading and writing literacy skills, especially for second grade students in elementary schools. Based on practicality tests carried out on digital-based learning guidebooks, it is known that their use can be smoothly integrated into classroom learning. With adequate qualifications and the availability of digital-based reading and writing literacy guides, the implementation of reading and writing literacy learning in elementary schools can be improved significantly. This is in line with previous research which states that good qualifications and the availability of digital-based reading and writing literacy guides can significantly increase reading and writing literacy in elementary schools (Munawaroh, 2016; Rohmawati, 2015). This guide can be a valuable resource for teachers in designing more engaging and interactive learning experiences. In addition, the ease of use and accessibility of digital-based guides provides opportunities for their dissemination to various other schools, supporting efforts to increase literacy in various regions. With this potential, digital-based reading and writing literacy learning guides can be disseminated more widely in schools. This is in line with previous research which states that digital reading and writing literacy learning guides can be widely used in schools in various regions (Putrianingsih et al., 2021; Kassem, 2018). It is hoped that this will have a wider positive impact on improving students' reading and writing literacy skills, as well as advancing literacy learning approaches at the elementary level by utilizing technology effectively.

The results of this research support previous research which also showed positive results regarding the development of guidebooks and school literacy movements. Previous research has developed literacy guides that have demonstrated good and consistent levels of validity and practicality (Fauzan et al., 2022; Masriani & Mayar, 2021). Several previous research findings provide further support for the concept that the development of digital-based literacy guidebooks can be effective in improving students' reading and writing abilities. The consistency of positive results from these various studies provides a strong foundation for continuing to encourage the development of innovative and relevant literacy learning methods at the elementary level. This reading and writing literacy learning guide makes a major contribution to improving the quality of literacy learning in elementary schools. The guide provides real guidance for teachers and makes learning easier. This is in line with previous research which states that the guide provides concrete guidance for teachers, making it easier for them to carry out effective learning and according to students' needs (Fatmawati, 2021; Rosmala, 2021). With a guide, teachers can be more focused in designing learning strategies that improve students' reading and writing skills. In addition, this guide creates a dynamic and engaging learning atmosphere, inspiring teachers to create enjoyable learning experiences for students.

The activity alternatives in this guide provide needed variety in learning, help keep students engaged, and create diverse learning experiences. This guidebook also provides benefits in selecting appropriate reading material, helping teachers adapt the material to students' level of understanding more easily. Thus, this guide not only functions as a reference, but also as a practical tool that helps teachers in preparing quality and enjoyable literacy learning. The digital innovation in this guidebook can help teachers provide literacy learning to students, especially in class II elementary schools. This research has implications for increasing reading and writing literacy which can prevent students' boredom during learning and make learning more enjoyable. In this research, the problems discussed are limited to the development of digital learning guidebooks as a solution to improve students' poor reading and writing skills. For future research, it is recommended to expand the scope by exploring additional factors that may influence the effectiveness of guidebooks. By involving additional variables, further research can provide more in-depth and comprehensive insight into the development of reading and writing literacy learning guides for elementary school students.

4. CONCLUSION

This research produces an innovative digital-based learning guide, specifically aimed at second grade elementary school students. This guide is used as a potential solution to reading and writing literacy challenges and was developed based on an analysis of field needs. With a presentation of procedures and gradual learning steps, this guide is relevant and suitable for improving the reading and writing literacy of class II students. Feasibility, practicality and effectiveness tests show positive results with satisfactory validity and criteria. This digital-based reading and writing literacy learning guide is not only feasible and practical, but also effective in improving the literacy of class II students. Students' reading interest increases, reading intensity is higher, and awareness of the importance of reading and writing literacy becomes clearer.

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