



## Big Book Media Based on Local Wisdom Batang Regency Material on Making Friends in Diversity

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### Abstrak

Bahasa Indonesia di SD berperan penting untuk mengembangkan emosional, namun masih banyak siswa yang mendapatkan hasil belajar yang rendah. Hal ini disebabkan karena siswa masih sulit dalam membaca. Penelitian ini bertujuan untuk mengembangkan media big book agar dapat meningkatkan kemampuan membaca siswa kelas dua Sekolah Dasar. Metode penelitian yang digunakan adalah Research and Development (R&D) dengan menggunakan prosedur pengembangan 8 tahap model Sugiyono. Subjek penelitian yaitu ahli media pembelajaran, dan ahli materi pembelajaran. Sumbek uji coba yaitu 30 siswa. Metode yang digunakan dalam mengumpulkan data yaitu observasi, wawancara, angket, dokumentasi dan tes. Teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kualitatif, kuantitatif, dan statistik inferensial. Hasil penelitian yaitu penilaian yang diberikan oleh ahli media pembelajaran sebesar 93,47% (sangat baik) dan ahli materi pembelajaran 81,66% (sangat baik). Hasil penilaian guru dan siswa didapatkan persentase 100% (sangat baik). Hasil uji-t menunjukkan terdapat perbedaan yang signifikan antara hasil belajar pada data pretest yaitu sebelum dan sesudah menggunakan media Big Book. Oleh karena itu dapat disimpulkan bahwa media big book berbasis Local wisdom efektif digunakan dalam pembelajaran Kabupaten Batang Materi Keberagaman kelas II SD.

**Kata Kunci:** Pengembangan, Media Big Book, Local Wisdom, Kemampuan Membaca

### Abstract

Indonesian language in elementary school plays a vital role in developing emotions, but many students still get low learning outcomes. This is because students still have difficulty reading. This study aims to create big book media to improve the reading skills of second-grade elementary school students. The research method used is Research and Development (R&D), which uses the 8-stage development procedure of the Sugiyono model. The subjects of the study were learning media experts and learning material experts. The trial subjects were 30 students. The methods used in collecting data were observation, interviews, questionnaires, documentation and tests. The techniques used to analyze the data were qualitative, quantitative, descriptive analysis, and inferential statistics. The study's results were the assessment given by learning media experts of 93.47% (very good) and learning material experts 81.66% (very good). The results of teacher and student assessments obtained a percentage of 100% (very good). The t-test results showed a significant difference between learning outcomes in the pretest data, namely before and after using the Big Book media. Therefore, the big book media based on Local Wisdom is effective for learning Diversity Material for Grade II Elementary Schools in Batang Regency.

**Keywords:** Development, Big Book Media, Local Wisdom, Reading Ability

## 1. INTRODUCTION

One of the scopes of elementary school material is Indonesian. Indonesian in elementary school plays an important role in developing students' emotional, intellectual and social (Alfiyanti & Umam, 2022; Asrial et al., 2019; ED Astuti et al., 2022). Indonesian language education has an important role as a communication tool to convey the contents of learning materials to students and aims to gain knowledge, skills and attitudes (Wardoyo et al., 2022; Widodo, 2021). The four Indonesian language skills that students must master are listening, reading, speaking and writing skills. Reading is a person's understanding through

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translating symbols or images into sound and is part of a person's development (Halawa et al., 2020; Surono et al., 2023). Reading is a process by which a person understands the meaning or symbols contained in written material. The purpose of reading namely searching for and obtaining information contained in the reading (Alpian & Yatri, 2022; Apriliani & Radia, 2020).

However, the problem that is currently occurring is low reading skills. This was also revealed by previous research which stated that there are still many students who do not like reading activities because they are lazy (Gunarwati et al., 2021). Other findings also revealed that low student learning outcomes were caused by students not being accustomed to reading activities and teachers not implementing enjoyable reading activities (Dafit & Mustika, 2021; Misvandra & Sukma, 2020). This problem was also found when conducting observations at SDN Sidorejo 01 in class II. Based on the results of observations and interviews conducted with second-grade teachers at SDN Sidorejo 01. The results of the observation showed that the results of the daily test for class 2 in the Indonesian language subject showed that 64% of class 2 students did not complete the daily test. The data from 30 students in class two of SDN Sidorejo 01 showed that 17 students still had difficulty reading. 17 students who were not yet fluent in reading. Students still spelled when reading words, had difficulty reading fairly long words. Some students had difficulty arranging letter symbols into one word and still spelled and did not memorize the letter symbols at all. The results of the observation also showed that the difficulties experienced by students were due to the less than optimal use of learning media. The use of learning media was limited to text and images in books only. The lack of varied learning media made students passive and quickly bored. Students assume that learning Indonesian is not fun. Based on these problems, to support students' reading learning, appropriate media must be prepared. Media is a tool used by teachers in delivering material or the learning process (Suriantara et al., 2022; Wicaksono et al., 2020). The media that can be used to improve students' reading skills is the Big Book media. The Big Book media is a story book that has a large size which contains simple stories and colorful pictures (Aisah & Rini, 2022). Big book is a reading book that has a large size, writing and pictures. The benefits of Big book media are to increase students' motivation to learn, increase students' self-confidence and create enjoyable learning (Aisah & Rini, 2022; Artini et al., 2019; Natasyah et al., 2023).

Previous research findings state that the use of learning media can improve student learning outcomes. Other studies state that getting results from using Big Book media has a positive influence on students' abilities (Antariani et al., 2021; Fitriani et al., 2019). Other research also supports this research, which reveals that the use of Big Book media has a big influence on students' skills (Mahsun & Koiriyah, 2019; Setyaningsih & Syamsudin, 2019). This Big Book media has a big influence because students are interested in learning to read from the material being taught. This is evidenced by students' reading skills which have increased when using Big Book media without using Big Book media. However, there has been no study on Big Book media based on local wisdom of Batang Regency, the material of being friends in the diversity of Class II Elementary School. Big Book media based on local wisdom of Batang Regency has various significant benefits, especially in the context of education and cultural preservation. First, this media functions as an interesting educational tool, where the content can help students understand and appreciate local wisdom. By presenting information related to culture, history, and regional traditions, Big Book can increase the awareness of the younger generation of the importance of preserving their cultural heritage. In addition, this media can also strengthen local identity, because it uses language and symbols that are familiar to the local community. Based on this, the purpose of this study is to develop Big Book media based on local wisdom of Batang Regency, the material of being friends in the diversity of Class II Elementary School.

## 2. METHOD

This type of research is Research and Development (R&D). This research was conducted to develop big book media to improve the reading skills of second grade elementary school students. This research uses a development research procedure with 8 stages of Sugiyono's development model which includes potential and problems, data collection, product design, design validation, design revision, product trial, product revision, usage trial, product revision, and mass production. However, this research only uses 6 stages of the model, namely 1) potential and problems; (2) data collection; (3) product design; (4) design validation; (5) design revision; (6) usage trial. The potential and problem stages are used to find out the problems that occur in schools. The data collection stage can be obtained from educators and students related to the lack of media in learning. The product design stage begins by finding an appropriate theme, compiling an initial design, making a big book design that is in accordance with the educator and student questionnaires. The design validation stage is the big book media product that has been made and then assessed or validated by experts including media experts and material experts. The design revision stage is revising the product according to the input given by the experts. The product trial stage is carried out in small groups to find out the results of using big books based on local wisdom, the material of being friends in diversity, and the responses of educators and students to the big book media. The product revision stage is to revise the product based on input from students. The trial usage stage is used to determine the effectiveness of the product being developed.

This research was conducted at SDN Sidorejo 01, Gringsing District. The subjects of the research were learning media experts and learning material experts. The trial subjects were 30 students. The methods used in collecting data were observation, interviews, questionnaires, documentation and tests. The test method was used to measure students' abilities at the beginning and after using the product. The observation method was used to observe the learning process that took place in the second grade to identify problems that occurred. The interview method was used for in-depth information from respondents. The questionnaire method was used to collect data on the results of expert validation, and questionnaire responses from educators and students. The documentation in this study was in the form of a list of student names, a list of student grades, and photos during learning activities in the second grade of SDN Sidorejo 01. The instruments used in data collection were tests, questionnaires, and interview guidelines. The instrument grid is presented in [Table 1](#).

**Table 1.** The Research Instrument Grid

No.	Statement
1	The pictures and readings contained in the big book media are interesting.
2	Big book media increases my knowledge.
3	I find it easier to read using big books.
4	The language used in big book media is easy to understand.
5	Use of terms with standard language and effective sentences.
6	Images and writing are interrelated.
7	The shape and size of the big book are appropriate.
8	The colors used in the big book media are attractive.
9	The shape and size of the letters are clearly legible.
10	Big book media motivates me to learn.
11	I can study big book media alone or together

The techniques used to analyze the data are qualitative descriptive analysis, quantitative analysis, and inferential statistics. Qualitative descriptive analysis is used to manage data in the form of input provided by experts regarding the developed big book media. Quantitative descriptive analysis is used to manage data in the form of scores provided by experts regarding the developed big book media. Inferential statistical analysis is used to test the effectiveness of the developed big book media in improving the reading ability of elementary school students.

### 3. RESULT AND DISCUSSION

#### Result

The study aims to develop big book media to improve the reading skills of second grade elementary school students. This study uses a development research procedure with 8 stages of Sugiyono's development model which includes potential and problems; data collection; product design; design validation; design revision; and trial use. A questionnaire on student needs for big book media based on local wisdom on diversity material was given to second grade students of SDN Sidorejo 01 totaling 30 students. First, potential and problems. The results of the analysis of student needs for big book media based on local wisdom on diversity material include (a) material aspects, (b) presentation aspects, (c) linguistic aspects, and (d) graphic aspects. Reading ability can be described that 30 students, all students answered that they could read vowels. There are 26 students who can read consonants and 4 cannot. There are 26 students who can read syllables and 4 cannot. Furthermore, 23 students can read a word and 7 students cannot. The ability to read a sentence is still low, namely 13 students can read sentences and 17 students cannot read a sentence. The knowledge of punctuation marks, periods and commas, only 13 students can and 17 students cannot. Second, data collection. Teachers' needs for big book media include (a) material aspects, (b) presentation aspects, (c) language aspects, (d) graphic aspects.

Third, product design. At this stage, developing a Big Book Media based on local wisdom of Batang Regency. The size of the cover typography consists of 2 aspects, namely a) the letters used are easy to read, including (a) the size of the big book title letters is more dominant than other writings, (b) the color of the big book title contrasts with the background, (c) The size of the letters is proportional to the size of the big book (d) The type of font is clearly legible. The second aspect is b) simple letters including descriptors (a) not using too many letter combinations, (b) not using decorative letters that can reduce readability (c) letters are clearly legible, (d) In accordance with the type of font of the big book contents. The media cover indicators consist of 4 descriptors, namely (a) illustrations depicting the contents of the big book (b) illustrations are able to reveal the character of the object (c) the shape of the object is in accordance with reality (d) the color of the object is in accordance with reality. The next indicator of the content typography includes 4 descriptors, namely (a) the size of the letters is appropriate, (b) not using too many fonts, (c) not using decorative or decorative letters, (d) the use of letter variations is not excessive. The last indicator is the content illustration includes 4 descriptors, namely (a) able to reveal the meaning of the object, (b) proportional form, (c) form according to reality, (d) scale according to reality. The results of product development are presented in [Figure 1](#).



**Figure 1.** Results of Media Development Big Book based on Local Wisdom of Batang Regency

Fourth, design validation. Before the big book as a medium in learning to read for second grade, the big book must be validated by experts first. Validation aims to determine the validity of the media being developed. In this development research, researchers tested the feasibility of the media through expert validation. Expert validation in this study was carried out by two experts, namely material experts and media experts. The results of the validation from experts are presented in Table 2.

**Table 2.** The Big Book Media Validation Results from Experts

No.	Expert	Mark	Qualification
1	Learning Media Expert	93.47%	Very good
2	Learning Material Expert	81.66%	Very good

Based on the assessment of learning media experts, the big book media obtained a percentage of 93.47% with a very good category, which means that this media can be used with revisions. The assessment of learning material experts, obtained overall big book media obtained a percentage of 81.66% with a very good category, which means that big book media can be used with slight revisions. Fifth, design revision. The big book media was then revised according to the suggestions of media experts and material experts.

Sixth, usage trial. The Big Book media that has been revised according to the suggestions of media experts and material experts, can be tested for product and usage trials. The trial was conducted in class 2 with 6 students. The results of the assessment given to the teachers showed that the response of class 2 teachers at SDN Sidorejo 01 obtained a percentage of 100%. The response criteria are included as very good, which means that the big book media is suitable for use in usage trials. The results of the assessment given to students showed that the results of the responses of class three students at SDN Sidorejo 01 contained 11 questions with a percentage of 100%.

Media *Big Book* then test its effectiveness against students' reading ability before and after using big book media. The results of reading ability scores were obtained from the pretest and posttest scores conducted to determine the effectiveness of local wisdom-based big book media. The results of data analysis showed that the skill scores of grade 2 students of SDN Sidorejo 01 at the time of the pretest and posttest were below the pretest average, which was 43% and the average posttest score was 100%. Furthermore, a normality test was carried out on the reading ability score results on the pretest and posttest scores. This test aims to determine whether the data is normal or not. The normality test in this study used SPSS which is presented in Table 3.

**Table 3.** The Normality Test Results

	Kolmogorov-Smirnova			Shapiro Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Pretest	0.143	30	0.119	0.959	30	0.301
Posttest	0.151	30	0.080	0.933	30	0.059

Based on Table 3, it shows that both data, both pretest and posttest have a normal distribution because the significance value obtained in the Shapiro-Wilk table is  $> 0.05$ . Continued with the Paired T-Test hypothesis test using SPSS 25 for Windows with the aim of determining the effectiveness of the product. The results of the data analysis are presented in Table 4.

**Table 4.** Differences in the Average Pretest And posttest

	Paired Differences						t	Dt	One-Sided p	Two-Sided p	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Lower					Upper
				Lower	Upper						
Pretest_ Posttest	20.5000	10.85564	1.98196	24.55356	16.44644	10.343	29	<0.001	<0.001		

The results of the data analysis showsignificance value (2-tailed) of  $<0.001$  where 0.005 indicates that there is a significant difference between learning outcomes in the pretest data, namely before using the media, with the posttest data, namely after using the media. Therefore, it can be concluded that the Local Wisdow-based big book media is effective in learning Batang Regency Diversity Material for Class II Elementary School SDN Sidorejo 01.

## Discussion

The results of the data analysis show that the Big Book Media based on local wisdom of Batang Regency has received very good qualifications from experts, teachers, and students. This is due to several factors. First, the Big Book Media based on local wisdom of Batang Regency can improve students' reading skills. In this study, it was found that when children were given treatment with big book media, children actually learned to read by looking at pictures. When the teacher repeated reading with students by pointing to words, students had pronounced words that had not been pointed to by the teacher on the same page. So when students are faced with words or writings that do not have pictures, students are not yet very good at reading them. The Big Book Media based on local wisdom of Batang Regency can significantly improve the reading skills of elementary school students by presenting content that is relevant and interesting to them. Interesting content can increase students' interest in reading (Astuti & Istiarini, 2020; Maharani et al., 2023; Rusmono & Alghazali, 2019).By presenting stories and information taken from local culture and traditions, students will be more interested in reading because they can see a direct connection between the material and everyday life (RF Astuti & Istiarini, 2020; Hendriani, 2020; Saidah & Damariswara, 2019).The large, visual format of the Big Book makes it easy for teachers to engage students in active shared reading, strengthening student understanding and engagement (Mahsun & Koiriyah, 2019; Pribadi et al., 2021; Wandini et al., 2020).In

addition, the use of familiar language and context helps students feel more confident in reading, so that literacy skills can develop better. Big Book media not only improves reading skills but also strengthens the sense of cultural identity among students.

Second, Big Book Media based on local wisdom of Batang Regency increases students' learning motivation. Big Book Media based on local wisdom of Batang Regency is a learning tool that integrates local wisdom in the educational process in elementary schools. By utilizing local stories, culture, and traditions, this media is able to attract students' attention and make them more interested in learning (Astuti & Istiarini, 2020; Hendriani, 2020; Saidah & Damariswara, 2019). In addition, the use of local elements in learning can increase the relevance of the material, so that students feel more connected to what they are learning (Wardani & Suniasih, 2022). This not only increases motivation to learn, but also fosters a sense of pride in their regional culture (Habaridota, 2022). Thus, this Big Book Media becomes an effective means to encourage the spirit of learning and strengthen students' local identity.

Third, Big Book Media based on local wisdom of Batang Regency improves the learning atmosphere. Big book media makes learning closer to students, fun and meaningful (Antariani et al., 2021; Fitriani et al., 2019). This media is in accordance with the characteristics and needs of students and improves reading skills in students, as evidenced by the positive response in student learning outcomes in understanding information (Antariani et al., 2021; Fitriani et al., 2019). The use of big book media in learning can make children more active in speaking, children are more active in expressing themselves, children express more ideas related to stories or pictures, children communicate more with others. In addition, children understand the story better because they see the pictures directly. The use of this media makes children get new experiences, and creates courage and enthusiasm (Artini et al., 2019; Purnamasari & Wuryandani, 2019). Thus, many children can express ideas, thoughts, or stories well, and children's speaking abilities also develop more optimally after experimenting with big book media.

Previous research findings also revealed that big book media can increase students' learning motivation (Purnamasari & Wuryandani, 2019; Setiyaningsih & Syamsudin, 2019). Other studies also reveal that big book media can improve students' abilities. The limitation of this study is that the big book media developed is only intended to improve reading skills in grade II elementary school students. The implication of this study is that the development of big book learning media can not only be used for initial reading learning, but teachers can combine and apply it in various subjects. In addition, it can improve language skills and motivate students to learn. Big book media used to improve reading skills can be developed again with more mature planning in the future by paying more attention to aspects of presentation and use of simpler language for elementary school students, so that it is closer, more useful, and more meaningful. It is hoped that in the future, research on local wisdom-based big book media will be increasingly developed with various new elements that are more in accordance with students' needs.

#### **4. CONCLUSION**

The assessment results given by experts, teachers and students show that The Big Book media based on local wisdom of Batang Regency received very good qualifications so that it is worthy of being used in learning. The t-test results showed that there was a significant difference between learning outcomes in the pretest and post-test data. It can be concluded that the Big Book Media based on local wisdom of Batang Regency is effective in improving the reading skills of elementary school students.

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