

The Effect of Quantum Learning Model With Big Book Media on Reading and Writing Skills

Arif Kamaluddin^{1*}, Rusnilawati² 

^{1,2} Elementary School Teacher Education, Muhammadiyah University of Surakarta, Surakarta, Indonesia

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ABSTRAK

Membaca dan menulis merupakan keterampilan yang sangat penting dalam pendidikan. Jika dibandingkan dengan negara lain, kemampuan membaca dan menulis masyarakat Indonesia masih rendah. Penelitian ini bertujuan untuk menganalisis apakah penerapan model Quantum Learning dengan media Big Book dapat mengatasi kekurangan keterampilan membaca dan menulis. Rancangan penelitian yang digunakan adalah rancangan eksperimen semu. Dimana dua sekolah dasar tersebut dibagi menjadi kelas eksperimen dan kelas kontrol. Responden dalam penelitian ini terdiri dari guru dan siswa kelas II. Teknik pengumpulan data yang digunakan adalah observasi, tes, dan dokumentasi. Adapun teknik analisis data menggunakan uji normalitas, uji homogenitas, uji T, dan uji ANOVA. Hasil penelitian menunjukkan bahwa terdapat peningkatan yang signifikan pada hasil posttest keterampilan membaca dan menulis siswa setelah menerapkan pembelajaran dengan model Quantum Learning dan media Big Book. Hasil uji ANOVA menunjukkan bahwa pembelajaran pada kelas eksperimen dan kelas kontrol dapat meningkatkan keterampilan membaca dan menulis siswa, meskipun nilai rata-rata peningkatan pada kelas eksperimen yang menerapkan model Quantum Learning dengan media Big Book lebih tinggi.

ABSTRACT

Reading and writing are very important skills in education. When compared to other countries, the ability to read and write Indonesian people is still low. This study aims to analyze whether the application of the Quantum Learning model with Big Book media can overcome the lack of reading and writing skills. The research design used was a quasi-experimental design. Where the two elementary schools were divided into an experimental class and a control class. Respondents in this study consisted of teachers and second grade students. Data collection techniques used are observation, tests, and documentation. The data analysis techniques used the normality test, homogeneity test, T test, and ANOVA test. The results showed that there was a significant increase in the posttest results of students' reading and writing skills after applying learning with the Quantum Learning model and Big Book media. The results of the ANOVA test showed that learning in the experimental class and control class could improve students' reading and writing skills, although the average value of the increase in the experimental class that applied the Quantum Learning model with Big Book media was higher.

1. INTRODUCTION

In general, elementary school is the earliest gate of formal education taken by students. Elementary school is a very important level of education, it is at this level that students will be equipped with the basic skills of reading, writing and arithmetic. At the elementary school education level, reading and writing skills are preferred, especially in the lower grades, because they are the main basis for mastering other subjects (Listiani & Kusuma, 2017; McLeod et al., 2019). Reading and writing are part of the language skills contained in Indonesian language learning content. listening skills, speaking skills, reading skills, and writing skills are part of language skills (Reistanti, 2018; Sadiku, 2015). Listening and speaking are oral skills. While writing and reading is a process of writing skills. This makes the ability to read and write inseparable.

Reading skills and writing skills are very related activities. Basically, reading skills are related to writing skills. By reading one's knowledge will increase, reading will also bring up new ideas. Knowledge and ideas obtained from reading can be poured into writing (Febrina, 2017; Nurani, RZ, Nugraha, F., & Mahendra, 2021). The previous opinion is reinforced by previous study the more often someone reads, the more one's knowledge, creativity, and imagination will increase so that it will bring up various ideas for writing (Rintaningrum, 2019). By reading, someone can find out any information that exists in this part of the world so that it will increase their knowledge and by reading will make someone wiser. Reading is an activity that will always be inherent in one's life, without exception in the world of education. The transfer of knowledge that is done by seeing and understanding the meaning of the text in a knowledge book, be it general knowledge books or textbooks, will always occur in every lesson in school (Nugraha et al., 2018; Winarti & Suryana, 2020). Students with low reading skills will find it difficult to follow further learning. Reading is the earliest skill honed in elementary school. Reading is a skill that must be trained as early as possible, because reading is a basic skill that students must have. Students whose reading skills are not high will have an impact on the entire learning process.

Writing is a language skill that is used to convey ideas or ideas that are in the mind through written language so that others can read and understand them. There are several problems in writing skills because of the lack of reading skills, namely students having difficulty expressing their ideas, students do not understand well about good and correct Indonesian grammar and also because students' small vocabulary makes their writing less effective (Martavia et al., 2016; D. Rahmawati & Permata, 2018). Someone who has good reading skills will also have a good vocabulary, so that it will help to express ideas or ideas in writing and make writing more organized. Writing is the last of the four language skills. This is because writing is a complicated and complex activity (Cahyono et al., 2016; Zhang, 2020). Same with reading, at the elementary school level, especially in the low grades, students' writing skills are still at the basic level. Beginning writing learning in grade II SD is focused on using capital letters at the beginning of sentences, writing letters into words and sentences that are more meaningful (Herlina et al., 2019; Widyaningrum & Hasanudin, 2019). In addition, the components that need to be considered in starting writing are the neatness of writing and the use of punctuation marks.

If you look at the results of a survey conducted by PISA (Program for International Student Assessment), Indonesia ranks 74th out of 79 countries in the reading category. Indonesia ranks 6th from bottom (74) with an average score of 371, down from 64th in 2015 (Nugrahanto & Zuchdi, 2019; Pratiwi et al., 2019). Meanwhile, according to UNESCO reading interest index in Indonesia is only 0.001. So it can be interpreted that out of a thousand people only one person has an interest in reading. In fact, in the world of education it is closely related to literacy activities, especially in the aspect of reading. High interest in reading and the habit of reading is one of the factors that influence the development of education in developed countries (Akbar, 2017; Sari et al., 2020). Quantum Learning is a learning model in which students are accustomed to learning in a comfortable, enjoyable and useful way (Mustamiroh & Octaviani, 2022; Sujatmika et al., 2018). In the implementation of the Quantum Learning model, students are given a wide opportunity to contribute to every learning process (Masrur, I., Irawati, E., & Sulisty, 2020; Zahran, 2019). Quantum Learning emphasizes that learning is not only about what to learn, but also why we have to learn it and how to learn it. According to previous study state that students' brains are more optimal after learning with the Quantum Learning model, because the Quantum Learning model in practice prioritizes learning based on experience, and learning in an interesting, fun and creative way (Setiawati et al., 2018; Sujatmika et al., 2018). The Quantum Learning Model has 5 principles that carry the main principle "Bring their world to our world, and deliver our world to their world".

The learning model will provide maximum results if it is supported by the use of appropriate learning media. Good and innovative learning is basically inseparable from the use of media (Istiqlal, 2018; Ranuharja et al., 2021). Media and the learning process are an inseparable unit in order to achieve certain goals in schools in particular (Risnaini et al., 2020; Shebastian et al., 2020). At first the media only focused on fulfilling the needs of one type of learning. Visual media for visual learning and audio media for learning. Along with its development, now the media is no longer focused on providing benefits to only one type of learning. Currently learning media is divided into visual media, audio media, audio visual media and multimedia media (Ikhsan & Humaisi, 2021; F. Rahmawati et al., 2019). In this study the Quantum Learning learning model will be combined with Big Book media. Big Book is a visual type media that has special characteristics. Big Book is a story book filled with colorful text and pictures, the text and pictures are enlarged and have simple text patterns (Aulia, M., Adnan, Yamin, M., & Kurniawati, 2019; Prawiyogi et al., 2020). Enlarging the size of the writing and pictures has the goal of making it easier for students to read and study the stories and pictures in them. According to previous study Big Book is a type of picture book which in its use can provide great benefits in the learning process of children (Ramadhan, N., 2021). Big books have large text and image sizes as well as interesting compositions that allow

students to be more interested in reading and learning them (Hilda Hadian et al., 2018; Setyorini et al., 2019). Due to its large size and interesting composition, Big Book is very suitable for use in lower grades in improving students' reading and writing skills. Therefore, researchers are interested in conducting research related to Big Book media. This study aims to analyses whether implementing the Quantum Learning model with Big Book media can overcome the lack of reading and writing skills.

2. METHOD

The type of research used in this study is research with a quantitative approach to the experimental method. Experimental research is a quantitative study to examine causal relationships. The experimental method is the most productive and most chosen method (Rogers & Revesz, 2019; Sugiyono, 2015). Experimental research method is used to find the effect of treatment on others must be in a state that can be controlled, and this research method is a quantitative method that has its own characteristics, namely the existence of a control group. The design used in this study is a quasi-experimental design. In this study, two classes were used as the experimental class and the control class, but only the experimental class was given treatment. The experimental class and the control class were both given pretest and posttest. The experimental class was given treatment in the form of learning using the Quantum Learning model with Big Book media, while the control class used models and media commonly used by teachers, namely contextual learning models with visual media. This research was conducted in two schools, namely SD N 02 Alastuwo and SD N 04 Alastuwo which are located in Alastuwo Village, Kebakkramat District, Karanganyar Regency. The subjects in this study were 28 grade II students, 14 students in grade II SD N 02 and 14 students in grade II SD N 04 Alastuwo in the 2022/2023 academic year.

The data collection techniques used in this study are observation, test, and documentation. Observation were made to observe students' reading and writing, test in this study, two tests were used, namely the pretest and posttest in the control class and the experimental class. In this study the test was used to determine how skilled students were in reading and writing. Tests will be given at the beginning and end in the form of an oral test for reading skills and a written test for writing skills. Assessment in this test is assessed using a rubric of reading and writing skills that have been consulted and approved by experts. Documentation is an indirect data collection technique aimed at research subjects. Documentation can be in the form of photos, writings and videos. The documentation in this study was in the form of data on the scores of students' reading and writing skills, the number of students to be studied, photos and videos.

The data that has been obtained will then be analyzed, but before analyzing the data it is necessary to test the prerequisites with the normality test and homogeneity test. Normality test needs to be done to find out whether the sample to be used is normally distributed or not. After that it is continued with a homogeneity test, to find out whether or not the variance is the same in the two study groups. After the data is declared normal and homogeneous, data analysis can be continued with the paired samples test and the ANOVA test to find out the comparison between the Quantum Learning model and Big Book media and Contextual models with visual media. Paired samples test and ANOVA were carried out to answer the research hypothesis.

3. RESULT AND DISCUSSION

Result

The normality test is a prerequisite test, the normality test is used to test whether the data obtained is normally distributed or not. To facilitate data testing, the SPSS application is used to test the normality of a data. The results of the normality test in this study can be seen in Table 1.

Table 1. Normality test

Model	Group	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistics	df	Sig.	Statistics	df	Sig.
Pretest Reading	Experiment	0.149	14	0.200	0.946	14	0.500
	control	0.121	14	0.200	0.928	14	0.283
Posttest Reading	Experiment	0.159	14	0.200	0.945	14	0.493
	control	0.145	14	0.200	0.946	14	0.495
Pretest Writing	Experiment	0.161	14	0.200	0.933	14	0.331
	control	0.184	14	0.200	0.916	14	0.195
Posttest Writing	Experiment	0.117	14	0.200	0.949	14	0.549
	control	0.156	14	0.200	0.962	14	0.753

Results on Table 1, stated that the results of the normality test that had been carried out obtained pretest and posttest significance values for reading and writing skills > 0.05, meaning that the data was normally distributed. If the results of the data in the normality test are normally distributed, the data review is continued with the homogeneity test. The homogeneity test is used to investigate whether the homogeneity of the variance between groups is fulfilled or not. Based on data analysis, the results of the pretest and posttest of reading and writing skills in the two classes show that the significance value is > 0.05, it can be concluded that the data is homogeneous. After the prerequisite test has been carried out, the next step is to test the hypothesis by testing the paired samples test. Next, a hypothesis test will be carried out to see the results of increasing learning outcomes in the experimental class. The following presents data on the results of hypothesis testing using the paired samples test as show in Table 2.

Table 2. Hypothesis Test Results t-test Reading Skills

Model	Means	std. Deviation	std. Error Means	95% Confidence of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Read Pretest & Posttest	-25,892	4.1437	1.1074	-28,285	-23,500	-23,381	13	0.000

Based on Table 2, it shows that the Significance value (2-tailed) is 0.000 <0.05, which means (H0) is rejected and (Ha) is accepted. The conclusion from the reading skill hypothesis test, the data shows that there is a significant difference between the learning outcomes of the pretest and posttest reading after implementing the Quantum Learning model with Big Book media. Hypothesis test results t-test writing skills is show Table 3.

Table 3. Hypothesis Test Results t-test Writing Skills

Model	Means	std. Deviation	std. Error Means	95% Confidence of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Write Pretest & Posttest	-26,785	4.5392	1,213	-29,406	-24,164	-22,079	13	0.000

Based on Table 3, the significance value (2-tailed) is 0.000 <0.05, which means (H0) is rejected and (Ha) is accepted. The conclusion from the writing skill hypothesis test, the data shows that there is a significant difference between the learning outcomes of the pretest and posttest of writing after implementing the Quantum Learning model with Big Book media. ANOVA hypothesis test results is show in Table 4.

Table 4. ANOVA Hypothesis Test Results

Source	Type III Sum of Squares	df	MeanSquare	F	Sig.
Corrected Model	5968554	3	1989.518	7,706	0.000
Intercepts	195629632	1	195629632	757,740	0.000
Learning model	506,417	1	506,417	1962	0.168
Learning outcomes	4668,917	1	4668,917	18,084	0.000
Learning_model *	707,310	1	707,310	2,740	0.104
Learning_results					
Error	12908.761	50	258,175		
Total	217500,000	54			
Corrected Total	18877.315	53			

Test results on Table 7 shows the learning model a significance value of 0.168 > 0.05, in the learning model and results a significance value of 0.104 > 0.05. From these results it can be concluded that (Ha) is rejected and (H0) is accepted. The conclusion from these data is that learning in the experimental class that implements the Quantum Learning model with Big Book media and the control class that implements contextual models with visual media can both improve students' reading and writing skills. However, in the learning outcomes the significance value is 0.000 <0.05, this value interprets the existence of a real contrast in the posttest scores of reading and writing skills between the experimental class and

the control class. Based on data analysis proves that the scores of both classes have increased, but the increase in the scores of the experimental class is higher when compared to the control class. In the pretest-posttest reading in the experimental class increased from 50.45 to 76.34 while in the experimental class it increased from 50.89 to 62.95. This average proves that in the experimental class the increase in reading scores was higher. The same thing happened to writing skills where the average pretest-posttest score for the experimental class increased from 43.30 to 70.09, while the control class also experienced an increase from 44.20 to 56.70, an increase in the mean score. the average in the experimental class is higher when compared to the control class.

Discussion

This increase in value is certainly inseparable from the implementation of the Quantum Learning model with Big Book media. This can happen because the combination of the Quantum Learning model with Big Book media is very feasible if used to overcome the lack of students' reading and writing skills, especially in lower grades. Quantum Learning is a model that has principles by carrying out the main rules "Bring their world into our world, and deliver our world to their world" this rule makes it easier for students to interpret the material presented by the teacher during learning. Learning is carried out by following the Quantum Learning learning planning shell, namely "TANDUR". In addition, the role of the teacher in presenting the material based on the learning steps of Quantum Learning also plays a big role, so that learning can take place optimally according to the objectives. Quantum Learning is a development model that is designed with a variety of fun education by memorizing, getting used to reading, and can foster children's enthusiasm for reading and writing (Sujatmika et al., 2018; Wibowo, 2020).

The results of the studies that have been conducted are consistent with the previous study that found after implementing the Quantum Learning strategy it is proven that the posttest writing scores have increased compared to the pretest scores research (Masrur, I., Irawati, E., & Sulisty, 2020). Next in other research found that the Quantum Learning model is proven to be able to improve beginning reading skills, the results of the study show that the average score of children who learn to use Quantum Learning is higher than those who do not use it (Setiawati et al., 2018). It is also supported by other research found that the results of the study show that Big Book media can improve learning outcomes for beginning reading in the high category (Fatriani & Samadhy, 2018). The results of this study are also relevant to previous research that proves that Big Book media is effective for improving students' writing skills, as evidenced by the increase in the average score of students in the experimental class to 73.5 while in the control class which only uses conventional media has an average score of 67 (Dayu & Anggrasari, 2017).

Based on the studies that have been conducted and have been proven in this research, the implementation of the Quantum Learning model combined with Big Book media is highly recommended to be applied in learning. Given that reading and writing skills are very important in education, especially at the elementary school level. So the benefits of the Quantum Learning model and Big Book media need to be disseminated so that they can assist teachers in improving students' reading and writing skills. In addition, other research that examines the impact of using the Quantum Learning model and Big Book media on other skills also needs to be carried out in order to find out other benefits that can be obtained from applying the Quantum Learning model and Big Book media in learning. In future studies that use Big Book media, it is hoped that more innovation will be done in designing and making Big Book media. In making the Big Book as much as possible the material in it is more adapted to the conditions of the students. In addition, in using the Quantum Learning model in learning, the steps must be more adjusted so that the learning carried out can take place as fully as possible.

4. CONCLUSION

In the this study, the impact of implementing the Quantum Learning model with Big Book media on reading and writing skills is studied. Based on the results of studies that have been reviewed, it shows that the Quantum Learning model and Big Book media can improve students' reading and writing skills. This can be seen from the results of the paired samples test for both reading and writing skills with a significance value of $0.00 < 0.05$, meaning that (H_0) is rejected and (H_a) is accepted. However, learning using the Quantum Learning model using Big Book media is no better than learning using contextual models using visual media. Based on the Anova test that has been done, both of them are able to improve their reading and writing skills.

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