The Effectiveness of Media Games Books and Big Books on the Learning Outcomes of Indonesia Language for Elementary School Students

Miftahur Rohmah[1]*, Muhamad Taufik Hidayat[2] iD

[1,2] Primary Teacher Education, Muhammadiyah Surakarta University, Surakarta, Indonesia

A B S T R A K

Saat ini masih banyak siswa yang mengalami kesulitan dalam memahami suatu bacaan, maka diperlukan adanya alat bantu yaitu media pembelajaran. Media pembelajaran merupakan salah satu perangkat pembelajaran yang tidak terpisahkan yang harus dapat dipilih dan digunakan oleh guru dalam proses kegiatan pembelajaran. Tujuan dari penelitian ini adalah untuk membandingkan efektivitas media Games Book dan media Big Book dalam meningkatkan hasil belajar siswa kelas tiga pada pelajaran bahasa Indonesia. Jenis penelitian ini bersifat komparatif dengan pendekatan eksperimen semu. Subjek dalam penelitian ini adalah siswa kelas tiga SD Negeri, sebanyak 36 siswa. Metode pengumpulan data menggunakan tes untuk menilai dan mengukur hasil belajar siswa. Uji validitas soal menggunakan Korelasi Product Moment, sedangkan uji reabilitas menggunakan metode Alpha Cronbach's. Uji Normalitas menggunakan metode Liliefors, uji homogenitas menggunakan uji F, sedang uji hipotesis menggunakan Independent Sample T-Test. Dalam penelitian ini menunjukkan bahwa media games book dan big book dapat meningkatkan hasil belajar siswa kelas tiga SD Negeri dalam pelajaran bahasa Indonesia. Sementara itu, media games book lebih efektif dalam meningkatkan hasil belajar siswa dari pada media big book.

A B S T R A C T

Currently, there are still many students who have difficulty in understanding a reading, it is necessary to have tools, namely learning media. Learning media is one of the inseparable learning tools that must be able to be selected and used by teachers in the process of learning activities. The purpose of this study is to analyse the effectiveness between Games Book media and Big Book media in improving the learning outcomes of third grade students in Indonesian lessons. This type of research is comparative to a pseudo-experimental approach. The subjects in this study were third grade students of elementary school consist of 36 students. The data collection method uses tests to assess and measure student learning outcomes. The test for data analysis related to validity of the questions uses Product Moment Correlation, while the reliability test uses Cronbach's Alpha method. Normality test using Liliefors method, homogeneity test using F test, while hypothesis test using Independent Sample T-Test. In this study, it is shown that media games books and big books can improve the learning outcomes of third grade students of elementary school in Indonesian lessons. Meanwhile, media games books are more effective in improving student learning outcomes than big book media.

1. INTRODUCTION

Indonesian is very important in the world of education because of Indonesian function in everyday life. Therefore, Indonesian is a language of instruction that plays an important role and is worthy of learning to create interaction between students and educators (E. S. Handayani & Subakti, 2020; Widiasri et al., 2022). Indonesian is one of the subjects taught at the basic education level. According to previous research Indonesian learning is learning that aims to teach Indonesian in oral and written terms in the form of skills (Heriwan & Taufina, 2020). In Indonesian lesson has some skills that students should

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*Corresponding author.

E-mail addresses: rohmah88@gmail.com (Miftahur Rohmah)

have. These skills include: reading, writing, listening, and speaking. Before students acquire writing skills, students must first master reading skills. Reading skills are a person's capacity to understand, interpret and decode language in written text. Reading skills become a means to capture information in writing (Hilda Hadian et al., 2018; Mualimah & Usmaedi, 2018). Reading is one of the inseparable activities in the world of education. Reading is also one of the main doors to access knowledge. This is because reading is a transformation of science through seeing and understanding the content written in a knowledge book or lesson (Alpian & Yatri, 2022; Rinawati, 2020). Reading activities cannot be separated from listening, speaking, and writing. Reading is one of the receptively active language skills. Reading is an understanding of the content of what is written in a book (Elendiana, 2020; Saefuddin et al., 2019). Reading allows a person to increase intelligence, access information, and deepen knowledge in a person. Reading also aims to form an understanding by the reader of what is being read. Reading comprehension is very important for everyone (P. Handayani & Koeswanti, 2020; Yunita Anindya et al., 2019). By understanding all the content of what reading is read, then we will understand and understand the meaning of the reading. This is in line with the opinion of previous researcher that state comprehension ability is seen as a skill to acquire knowledge and expand information as a result of written language reading activities (Ghabanchi & Behrooznia, 2014).

Reading requires the interest of each individual because the interest in reading needs to be instilled and grown since childhood (Prawiyogi et al., 2020; Sumaryanti, 2018). Students who have a high interest in reading will make the student understand all what readings have been read. Students who have a low interest in reading make learning outcomes less than optimal. In connection with that, the most of the acquisition of knowledge is carried out by students through reading activities (Sahan et al., 2021; Sari et al., 2020). Education in Indonesia is still very low in reading activities. In 2020, UNESCO said that Indonesia ranked second from the bottom in terms of world literacy, meaning that people's interest in reading was very low. Base on UNESCO data, the reading interest of the Indonesian people is very concerning, only 0.001%. This means that out of 1,000 Indonesians, only 1 person is diligent in reading (Barus et al., 2021; Nugrahanto & Zuchdi, 2019). This statement is in line with the opinion saying that in more than two hundred countries in the world Indonesia still needs a ranking increase in literacy (Nasution, 2019). This will lead to a lack of reading comprehension which is because someone is lazy to read. Reading will gain new knowledge and knowledge after getting the benefits of what has been understood in the content of the writing contained in the reading.

Reading comprehension is a complex task that relies on various automatic cognitive processes and strategies. Understanding the content in reading is very important because it can affect student learning outcomes (Dewi & Yuliana, 2018; Istiq'faroh et al., 2020). This is in line with the opinion that the success of learning activities can be measured by student success in understanding the material (Angga et al., 2020). Reading comprehension in primary school is necessary to achieve reading plurality tests and learning outcomes. Learning outcomes are the abilities that students have after students receive their learning experience (Purwanto & Rizki, 2015; Sudjana, 2016). The learning outcomes referred to in this study were the lack of reading comprehension of students in Indonesian lessons. This results in low and unsatisfactory student learning outcomes. Lessons Indonesian are also often considered difficult because Indonesian is an exact science. There are many factors cause low student learning outcomes in Indonesian lessons. These factors include the lack of students in understanding a reading. Another factor is students who lack enthusiasm in learning. This is because teachers are less innovative in teaching or only use the lecture method. This statement is in line with the opinion of previous study state that learning is still teacher-centered which makes students less motivated to carry out learning (Firman et al., 2020). In fact, teachers also have many strategies and media models in the implementation of learning so that students are motivated in learning (Abroto et al., 2021; Eren & Coskun, 2016).

In the learning process activities, it is necessary to have tools, namely learning media. Learning media is one of the inseparable learning tools that must be able to be selected and used by teachers in the process of learning activities (Dewanti et al., 2018; Susilo, 2020). Media has great use in the learning process that takes place in the classroom. The use of learning media can make it easier for teachers to convey information to students. The use of learning media aims to make the learning process more effective and efficient and learning objectives can be achieved. The use of learning media chosen to be used as a tool in conveying the subject matter must be fixed and appropriate, so that learning concepts can be more easily understood and last longer in student memory (Inayah, 2021; Umami & Adha, 2021). This is in line with the opinion that the importance of using learning media will make students happy, interested and enthusiastic during the learning process and also learning outcomes can be obtained optimally (Antara & Dewantara, 2022; Novitasari, 2016). Games book is a book medium and in it is in the form of games that can help students in understanding the material. Games books can be used in learning activities by attracting and developing students' interest in reading to always learn (Rahmat, 2018;

Umami & Adha, 2021). This games book presents a variety of games presented accompanied by instructions for use and procedures for solving them. Meanwhile a big book is a large book with special characteristics, namely attractive images and rhythmic text patterns, so that it can help students learn to read without saturation. Big book is a storybook with special characteristics that are raised, both from text and images so that it allows reading activities to occur together between teachers and students (Prawiyogi et al., 2020; Setiyaningsih & Syamsudin, 2019). Big books can help students increase their interest in reading as well as increase knowledge. Big books with special characteristics that are raised, both text and images, to allow joint reading activities between teachers (Prawiyogi et al., 2020; Sulaiman, 2017).

There are similar study related to this topic. There are previous study that state learning media is an important component in supporting the learning process (Hilman & Dewi, 2021; Ulfah, 2019). The media has an important role and function in learning. The use of learning media is very helpful to improve student learning outcomes. Other study also state that the media in the learning process have contributed to and solved the problems faced to provide students with learning possibilities (Akbar & Tarman, 2018; Hernawati et al., 2021). Media games books and big book media can attract students' attention in learning activities. From those previous study there are no study that focus on analyse and compare different learning media that can improve student learning outcomes in Indonesian. Therefore the aims of this study is to analyse the effectiveness between Games Book media and Big Book media in improving the learning outcomes of third grade students in Indonesian lessons.

2. METHOD

This type of research is quantitative with a Quasi-experimental design. The subjects in this study were third grade students in the 2021/2022 school year in total 36 students. The subjects are divided into 2 study groups, each consisting of 18 students. This study uses a quasy-experimental design because it does not allow to control and manipulation of all relevant variables completely. The bound variable is the learning outcome (Y1), and the free variable is the learning medium. The learning media are the games book (X1) and the big book (X2). Students as a sample are grouped into two groups. The first group is the group of students who get the media games book treatment (experimental class 1). As for the second group, it is students who get big book media treatment (experiment class 2). Both groups had the same conditions before being given treatment. The data collection techniques and instruments in this study were to use tests to measure student learning outcomes. A good instrument has two meanings, namely valid and reliable. To find the validity of the instrument using product moment correlation by Pearson. As for the reliability test in this study using the Alpha Cronbach's method (Hamdi, 2014; Sugiyono, 2015). The data analysis technique used is comparative data analysis. Testing a comparative hypothesis means testing the population of parameters in the form of differences. In the data analysis used is a normality test of the Liliefors method. Homogeneity test using variance homogeneity using F test. Hypothesis test using Independent Statistical Sample T-Test (Arikunto, 2013; Habiby, 2017).

3. RESULT AND DISCUSSION

Result

In this study, researchers used two groups consisting of experimental class 1 and experimental class 2. The subjects used were experimental class 1 as many as 18 students and experimental class 2 as many as 18 students. Each of them is given a pretest and posttest question. Meanwhile, the difference in the two groups between experimental class 1 and experimental class 2 is that, experimental class 1 is given media games book treatment while for experimental class 2 is given big book media treatment. The implementation of media games book and big book can be seen in Figures 1 and Figure 2.

Figure 1. Aplication of Media games book

Figure 2. Aplication of Media big book

The results of the research that has been carried out are in the form of testing questions first using instrument validity tests and reliability tests. As for testing the values of the test using normality tests, homogeneous tests, and hypothesis tests.

Instrument validity test

The validity test used to determine the validity of items is the Moment Correlation Product by Pearson. The results of the validity test of the pretest question is show in Table 1. Then the result of the validity test of the posttest question is show in Table 2.

Table 1. The results of the validity test of the pretest question

Question	R count	R table	Conclusion
1	0.535	0.468	Valid
2	0.535	0.468	Valid
3	0.517	0.468	Valid
4	0.678	0.468	Valid
5	0.620	0.468	Valid

Table 2. The result of the validity test of the posttest question

Question	R count	R table	counclusion
1	0.608	0.468	Valid
2	0.866	0.468	Valid
3	0.754	0.468	Valid
4	0.592	0.468	Valid
5	0.585	0.468	Valid

From Tables 1 and Table 2, it can be explained that the validity test results on the pretest and post-test questions with 5 question items each that have valid information.

Reliability test

The reliability test in this study used was the Alpha Cronbach's method. Reability test results on pretest questions is show in Table 3. Then, reability test results on posttest questions is show in Table 4.

Table 3. Reability test results on pretest questions

Variable	r11	Note
Learning outcomes	0.501	Keep

Table 4. Reability test results on posttest questions

Variable	r11	Note
Learning outcomes	0.704	Tall

From Table 3, it shows that the reliability results on the pretest questions with learning outcome variables have moderate reliability. As for Table 4, it shows that the reliability results on the post-test questions with learning outcome variables have high reliability.

Normality test

The normality test in this study was used to find out whether the study sample came from a normal population or not. The normality test in this study used the Liliefors method. Normality test results of pretest questions in experimental class 1 and 2 is show in Table 5. Then for the posttest questions in experimental class is show in Table 6.

Table 5. Normality test results of pretest questions in experimental class 1 and 2

Variable	Class	Lcount	Ltable	Note
Learning outcomes	Experimental class 1	0.130	0.200	Normal
	Experimental class 2	0.197	0.200	Normal

Table 6. Normality test results of posttest questions in experimental class 1 and 2

Variable	Class	Lcount	Ltable	Note
Learning outcomes	Experimental class 1	0.121	0.200	Normal
	Experimental class 2	0.194	0.200	Normal

From Table 5, it shows that the normality test results of the pretest questions in experiment class 1 with experimental class 2 with learning outcome variables have a normal record. In Table 6, it shows the results of the normality test of posttest questions in experimental class 1 with experimental class 2 on the learning outcome variable has a normal record.

Homogeneity test

The Homogeneity test in this study aims to find out whether the two groups have the same variant or not. If both have the same variant, the group is homogeneous. The test uses variance homogeneity using the F test. Homogeneity test results of experimental class pretest question 1 and 2 is show in Table 7, Then Homogeneity test results on posttest questions is show in Table 8.

Table 7. Homogeneity test results of experimental class pretest question 1 and 2

Source of variation	F count	F table	Note
Learning outcomes	1.442	2.272	Homogeneous

Table 8. Homogeneity test results of experimental class posttest questions 1 and 2

Source of variation	F count	F table	Note
Learning outcomes	1.576	2.272	Homogeneous

Hypothesis test

In hypothesis testing to find out how big the difference is in learning using games book and big book learning media to improve student learning outcomes in Indonesian lessons. The authors used the Independent Statistical Test sample T-Test. The hypothesis test is shown in Table 9.
First hypothesis

Table 9. Results of the first hypothesis test

Learning outcomes	Mean	Tcount	Ttable
Pretest	48.89	-5.169	-1.169
Posttest	61.11		

Based on Table 9, it can be seen that the result of Thitung = -5.169 < Ttabel = -1.691. H0 is rejected and H1 is accepted. There is a difference between the pretest results and the student's posttest results after applying the Games Book media. The result of the second hypothesis test is show in Table 10.

The second hypothesis

Table 10. Results of the second hypothesis test

Learning outcomes	Mean	Tcount	Ttable
Pretest	44.44	-5.831	-1.169
Posttest	57.78		

Based on Table 10, it can be seen that the result of Thitung = -5.831 < Ttabel = -1.691. H0 is rejected and H1 is accepted. There is a difference between the pretest results and the student's posttest results after applying the Big Book media. Result of the third hypothesis test is show in Table 11.

The third hypothesis

Table 11. Result of the third hypothesis test

Learning outcomes	Mean	Tcount	Ttable
Games book	61.11	1	-1.169
Big book	57.78		

Based on Table 11. It can be seen that the result of Thitung = 1 < Ttabel = -1.691. H0 is rejected and H1 is accepted. There is a difference between the average post-test student results after applying games book and big book.

Discussion

Effectiveness of media games book

Based on the results of the study, there was an increase in student learning outcomes in Indonesian lessons. This research shows similarities with relevant research that media games books can be used in learning activities because they can improve reading skills and student learning outcomes also improve (Korat & Falk, 2019). With these media, it will also attract the attention of students in learning. Media games book there are various types of games that allow students to be interested and follow them. The media games book presents a variety of games that are presented with instructions for use and procedures for solving them. The media is interesting to use in teaching and learning activities because it can improve low student learning outcomes. This is in line with the opinion of previous study that state learning media that are interesting to students become stimuli for students in the learning process (Nurrita, 2018). Media is needed for the teaching and learning process to create a more creative classroom atmosphere and improve learning outcomes. Learning media can help in the process of teaching and learning activities. In teaching activities, you can choose suitable media to use so that the teaching goals that have been set by the school can be achieved.

There is a need for learning innovations that arouse students' enthusiasm for learning. Innovations in the world of education have been done a lot. Innovations in the world of education have been done a lot. Educational innovation is carried out by selecting various learning media (Kesumadewi et al., 2020; Khotimah, 2021). With the existence of educational innovations carried out by teachers in teaching activities, it is very important in improving student learning outcomes. Changes in the use of learning models and learning media aim to make students enthusiastic about learning activities. Teachers can provide interesting media to students. This is in line with the opinion of previous study that state by involving media as a means of learning, it certainly has several functions for learning, namely to realize an effective learning situation (Gabriela, 2021). Therefore, researchers apply the media games book as a learning medium at SDN Prawoto 01 which can improve learning outcomes. This media games book is very effectively used in improving student learning outcomes in Indonesian lessons. Because of the media games book, students are very enthusiastic about participating in learning activities ongoing.

Effectiveness of big book media

Based on the results of the study, there was an increase in student learning outcomes in Indonesian lessons after applying big book media in learning activities. This research shows similarities with relevant research that found big book media is very effective for use in improving student learning outcomes (Sa'idah Laily, 2019). Students can understand the reading content on big book media which can improve their learning outcomes. The use of big book media can also increase students' understanding of reading. This big book media, is a large book with special characteristics, namely interesting images, and rhythmic text patterns so that it can help students learn to read without saturation. This is in line with the opinion which says that big books have special characteristics that are raised in both text and images (Setyorini et al., 2019). Big books can help students increase their interest in reading as well as increase knowledge. Big books have the privilege of increasing children's motivation and interest (Setiyaningsih & Syamsudin, 2019; Sulaiman, 2017).

The application of big book media is indicated as an interesting learning and can improve student learning outcomes. With the application of big book media, it can also improve the quality of education. This is in line with the result of previous study that state storybooks include simple, clear, and easy-to-understand media (Surachman, 2020). Therefore, storybooks can be an informative and educational learning medium. Big book media is very effective for use in teaching and learning activities at SDN Prawoto 01. Big book media can also increase students' enthusiasm and enthusiasm in reading which can improve learning outcomes in Indonesian lessons. This is in line with the previous researcher opinion saying that big book media can improve students' reading comprehension skills (Mardiyanti et al., 2022). The implication of this study results of this study will have an impact on several parties, for elementary school teachers this study providing information to teachers to strive to use innovative learning media during learning activities. To attract the attention of students when participating in learning activities. Data are given to teachers to provide elementary schools with information on how to improve student learning outcomes. Moreover for students it can improving student learning outcomes in participating in direct learning, especially in Indonesian lessons. The limitation of this research lies in the lack of scope of

research, especially research subjects that only involve students from one school. Therefore, it is hoped that future research will be able to deepen the scope of research related to the use of learning media games book and big book.

4. CONCLUSION

Based on the results of the study, it was concluded that the Media Games Book can improve learning outcomes in the Indonesian of third grade students of SDN Prawoto 01. Then Big Book media can improve learning outcomes in Indonesian lessons for third grade students of SDN Prawoto 01. Media Games Book is more effective than Big Book media in improving student learning outcomes in Indonesian lessons in third grade SDN Prawoto 01. The researcher's advice to third grade teachers of SDN Prawoto 01, is that in teaching and learning activities must use learning media so that teaching and learning activities can run smoothly. Using learning media can also make students enthusiastic and attract students' attention to participating in learning activities. Students who are enthusiastic in participating in learning activities can make their learning outcomes better.

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