



Digital Tales Media to Improve Reading Literacy for II Grade Elementary School Students

A A Musyaffa^{1*}, Siti Asiah², Rapiko³, Muhammad Fadhil⁴, Siti Ubaidah⁵

^{1,2,3,4,5}Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Jambi, Indonesia

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ABSTRAK

Permasalahan tersebut terjadi pada proses pembelajaran, dimana siswa sekolah dasar kurang termotivasi untuk memahami materi berupa cerita tanpa gambar. Oleh karena itu peneliti melakukan penelitian ini untuk mengembangkan media dongeng digital yang diterapkan pada siswa kelas dua sekolah dasar. Penelitian ini merupakan jenis penelitian dan pengembangan (R&D) atau penelitian dan pengembangan menurut Bord and Gall. Langkah-langkah yang dilakukan dalam penelitian dan pengembangan ini yaitu: penelitian dan pengumpulan data, perencanaan, pengembangan produk awal, uji coba lapangan awal, revisi hasil uji coba, uji coba lapangan, penyempurnaan produk yang telah disempurnakan, uji coba implementasi lapangan, penyempurnaan produk akhir, sementara dan implementasi. Subyek penelitian adalah siswa sekolah dasar. Produk yang dihasilkan dalam penelitian ini adalah media pembelajaran dongeng digital yang dikembangkan untuk menambah variasi media. Hasil penelitian menunjukkan bahwa media pembelajaran dongeng digital yang dikembangkan dengan menggunakan model Bord and Gall telah dinyatakan valid. Berdasarkan penilaian materi diperoleh persentase 75% dengan kriteria valid, penilaian bahasa diperoleh persentase 95,45% dengan kriteria sangat valid, dan penilaian media diperoleh persentase 86,45% dengan kriteria sangat valid. Dari siswa diperoleh melalui uji coba produk pada kelompok kecil yaitu memperoleh persentase skor 90,52% dengan kriteria sangat valid, dan uji coba lapangan kelompok besar memperoleh persentase skor 95,40% dengan kriteria penilaian sangat valid, serta memiliki tingkat keefektifan sebesar 93,63%.

ABSTRACT

The problem occurs in the learning process, where elementary school students are less motivated to understand material in the form of stories without pictures. Therefore, the researcher conducts this study to develop digital fairy tale media that is applied to second grade of elementary school students. This research is a type of research and development (R&D) or research and development according to Bord and Gall. The steps taken in this research and development, namely: research and data collection, planning, initial product development, initial field trials, revision of trial results, field trials, product enhancements that have been refined, field implementation trials, product improvement final, cementation and implementation. The research subjects were elementary school students. The product produced in this research is digital fairy tale learning media which was developed to add a variety of media. The results of the study show that the digital fairy tale learning media developed using the Bord and Gall model has been declared valid. Based on the material assessment it obtained a percentage of 75% with valid criteria, language assessment obtained a percentage of 95.45% with very valid criteria, and the media assessment obtained a percentage of 86.45% with very valid criteria. From students obtained through product trials in small groups, namely obtaining a score percentage of 90.52% with very valid criteria, and large group field trials obtaining a score percentage of 95.40% with very valid assessment criteria, and has a level of effectiveness of 93.63%.

1. INTRODUCTION

Reading can interpreted as a method used in communicating with oneself and sometimes it is also used with other people, namely communicating the meaning contained or implied in written symbols. Reading is a complex ability. Read is not an activity in gazing at written symbols solely (Bowcher & Zhang, 2020; Nugroho et al., 2021; Tahmidaten & Krismanto, 2020). Various kinds of abilities will be carried out

*Corresponding author.

E-mail addresses: musyaffa@uinjambi.ac.id (A A Musyaffa)

by someone for readers to be able to understand the material they read. Reader tries so that the symbols he sees will become meaningful symbols for him (Fathiarah et al., 2019; Suryanto & Sari, 2021; Tahmidaten & Krismanto, 2020). The specific purpose of reading is to obtain information factually, get peace of mind about something in particular and problematic, giving an assessment of someone's writing, provide pleasure in terms of emotion, and use time free with something more useful (Ika Febriandari, 2019; M. Z. Sari et al., 2020; P. A. P. Sari, 2020). On the contrary, the main purpose of reading is able to obtain information, get an understanding of something, get entertainment or pleasure.

According to previous study digital fairy tales is a fairy tale in the form of an animated video created using technology in the form of computers or laptops (Dewi & Sugito, 2022). The use of digital stories in learning activities can stimulate children's imagination and create the child concentrates more on the story of the fairy tale aired, so that learning is done fun and children are not easily bored (Masterson, 2020; Nasution, 2019; Undheim & Jernes, 2020). The low learning mint consists of two factors, namely internal factors originating from oneself such as lack of interest, talent, motivation and concentration in learning. While external factors that come from outside students themselves are like from a family consisting of how to people parents educate children, the atmosphere in the house and the factors of the school consist of teaching methods/relationships with teachers and environmental factors (Husin, 2017; Koryati et al., 2017; Zur et al., 2022). The same thing was also stated by previous study that state exposure to media literacy education is not strongly related to demographic variables (Dyah & Okta, 2021; Kahne et al., 2012). In addition, with controls for prior levels of online political activities, for political interest, and for a broad range of demographic variables, this study also finds that digital media literacy education is associated with increased online political engagement and increased exposure to diverse perspectives. One of the media that teachers can use is to apply digital fairy tales (fairy tale). Digital fairy tales is a media that in the form of short videos lasting 3 to 15 minutes that connect pictures, sounds, and music to convey information (Martono, 2019; Sumaryanti, 2018). Submission of information can be in the form of stories, messages or materials learning. Digital fairy tales as a learning multimedia used properly and properly will provide benefits in the process learning (Guinibert, n.d.; Suni Astini, 2020). Students' interest in reading at this time is very low but children's interest is reading is still high, for example the teacher makes teaching as interesting as possible so that the child feel persistent to learn to read (Hendra et al., 2016; Retariandalas, 2017; M. Z. Sari et al., 2020).

Low interest in reading certainly has a huge impact on low reading literacy skills. students read but can't yet catch the meaning of what he reads. There are various ways to one way to increase students' interest in reading is by making audio interesting visuals (Siumarlata, 2019; Zur et al., 2022). Printed audio visual in the form of fairy tales interesting called digital fairy tales during the learning process, the teacher has never used audiovisual. The lack of interest in reading experienced by students is none other than because as a factor both internal and external factors (P. A. P. Sari, 2020; Sumaryanti, 2020; Takenaka & Soga, 2019). Anything can hinder students from expanding their knowledge in reading. Reading constraints affect children's interest in reading are wrong one of which is because of the difficulty of these students to concentrate and low motivation to read in him (Agustin et al., 2020; Golding & Verrier, 2021). If these external factors influenced by the family environment and the surrounding environment At this time students are introduced to deeper issues related in learning, especially in increasing interest in reading. This is also according to previous study state the basic ability that must be possessed by children is reading (Garmarini et al., 2021). Being good at reading is the basic capital for children to achieve higher knowledge, not being able to read is a symbol of stupidity. Media presence is very important. The media influences students' enthusiasm for learning. Media helps students so that it is easier to understand the material being studied efforts to increase interest in reading for students, by using media, with media students will better understand what the material will be served. Learning media is a useful tool or intermediary to facilitate the teaching and learning process to streamline communication between teachers and students. This is very helpful for teachers teach and make it easier for students to accept and understand the learner. This process requires teachers who are able to align between learning media and learning methods. The aim of this study is to develop digital fairy tale media that is applied to second grade of elementary school students.

2. METHOD

Types of research using R&D research as a method to develop and validate their educational products (Gustiani, 2019). In fact, this method has been tremendously applied by education practitioners and pedagogues in designing their models of educational products. This research will describe how the application of digital media in an effort to improve reading skills in young children 7-8 years, researchers will use a type of descriptive research using a qualitative approach through Classroom Action Research.

The stages of Classroom Action Research are making learning media and designing learning activities (Planning), implementing learning activity designs (Acting), making observations of the implementation of learning activity designs (Observing), evaluating the results of implementing activities (Reflecting). This research was conducted in second grade at two elementary school in Danau Teluk District, Jambi City. The technique analyzes the data using the interactive model to conclude the research results (Miles et al., 2014). The stages of data analysis techniques include data collection, data simplification, data presentation, conclusions and data adjustment.

3. RESULT AND DISCUSSION

Result

Media that has been validated then the researcher will make revisions in accordance with the suggestions and input given by the validator is from the validation of material experts, linguists, media experts given during the validation activity. To see the effectiveness of the results of the development of fairy tale learning media digital in class II SDN 48/IV and 54/IV Danau Teluk Kota Jambi District with a total of 38 people. Based on the data obtained that the results of the analysis of participant response data students before using digital fairy tale development products obtained percentage of 58.75% with less valid assessment criteria due to entry into the interval of 50.01% - 70.00%. Response and student assessors before using fairy tales are unsatisfactory. From these data, the authors took the initiative to develop fairy tale learning media products. As for the analysis of student response data using digital fairy tale development products obtained a percentage of 93.63% with very valid assessment criteria. It is due to entering the interval 85.01-100.00%. Response and assessor of students before using fairy tales are less satisfactory. From these data, the authors took the initiative to developing fairy tale learning media products. The is use of Development Using Narratives in Digital Fairy Tales, Can Be Accessed Via: <https://youtu.be/0-i0xz7165Y>. In developing digital storytelling media for class II SDN 48/IV and SDN 54/IV, Danau Teluk District, Jambi City, the researcher used the development procedure according to Bord and Gall which consists of 10 stages, namely data research and development, planning, initial product development, initial field trials, revision of trial results, trials field, refinement of products that have been perfected, field implementation tests, final product improvement, cementation and product implementation and the validation results obtained by researchers.

After the validation data was obtained, the researcher makes revisions in accordance with the criticisms and suggestions given by the expert validator material, linguist validator, and media expert validator. After making revisions, in obtain a validation score given by material experts of 75% with valid criteria because the material is still easily understood by children, the percentage of validation scores given by linguists of 95.45% with very valid criteria because the language used in digital fairy tales is very helpful for children, and presentation the validation score given by the media/design expert was 86.45% with the criteria very valid because the media used is very suitable to be developed for children, to find out the effectiveness of digital fairy tale learning media in Class II SDN 48/IV and 54/IV, Lake Teluk District, Jambi City. The researchers obtained from the observations of student responses before using a digital fairy tale product, get a percentage result of 58.75% with less valid criteria because in the process of learning fairy tales using books is very boring for children, children's interest in learning to read very little, while the results of the analysis of student response data after using digital fairy tale products get a percentage result of 93.63% with the criteria the assessment is very valid because children's interest in learning to read has increased since using digital stories, which means that this digital story media is very good or very effectively used to attract students' interest in digital fairy tales.

Discussion

Base on the result digital story media is very good or very effectively used to attract students' interest in digital fairy tales. This is in accordance with the results of the *digital media has many roles and benefits in the world of education, especially during distance learning and digital media defines modern childhood, but its cognitive effects are unclear and hotly debated* (Sartika, 2021; Sauce et al., 2022). Furthermore, from the results of the student questionnaire analysis it can be seen that the media Digital fairy tales can make it easier for students to increase their interest in reading children because digital fairy tale learning media in class II has been designed with various animations, and pictures that can attract students' learning interest. This result was in line with psychological and political antecedents to this phenomenon, few studies have explored the role of digital media literacy shortfalls (Guess, A. M. et al., 2020). From above it can be concluded that using digital fairy tale media can be interesting students' learning interest. There were three key outcomes of the study. First, digital media was found to suffer from ambiguity as a practice. Second, six core facets of digital media as a professional practice were

identified and help clarify what a digital media practitioner does. These are 'digitisation', 'content', 'communication', 'technology', 'management', and 'strategy'. Third, interdisciplinary skills, especially T-shaped skills profiles, were re-confirmed as beneficial to those seeking employment in fields that involve digital media (Anggeraini, 2018; Guinibert, n.d.).

In the research process there are several supporting and inhibiting factors that the author faced when conducting research, There are supporting factors such as the readiness of the author in implementing the resulting product, the school provides opportunities and motivates writers to do research at the school, the teacher who provides input in the development of fairy tale media digital (Kartikasari & Nuryasana, 2022; Sophonhiranrak, 2021). Then for obstacle factor consist of the number of students is quite a lot, the personality of students is different and there are weaknesses or deficiencies and limited capabilities researchers in making products and implementing products (Lee et al., 2020; Prihatini, 2020). The implication of this study is development of digital fairy tale media is needed by students because the learning process is not fully implemented face to face. Digital fairy tales can also be used as a variation learning media by the teacher in conveying fairy tales. Besides that Digital fairy tales can attract students' learning interest.

4. CONCLUSION

Measuring the effectiveness of digital fairy tale media is seen based on the results validation of material experts, linguists, and media experts, media development digital fairy tales deserve to be developed. The response of students with digital storytelling media can be seen from the results of trials in small groups to get a percentage validity/feasibility that can said digital fairy tale media is included in the very category worthy.

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