

Thematic Handouts Teaching Materials Based on Picture Stories Improving Reading Interest and Learning Outcomes of Fourth Grade Elementary School Students

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ABSTRAK

Masih rendahnya minat membaca siswa dan masih kurangnya bahan ajar yang mampu meningkatkan minat membaca dan hasil belajar siswa terutama saat pembelajaran daring. Penelitian ini bertujuan untuk menghasilkan produk berupa bahan ajar handout tematik berbasis cerita bergambar pada tema 8 subtema 3 kelas IV SD. Penelitian ini merupakan penelitian pengembangan dengan model Borg and Gall. Subyek uji coba pada penelitian ini adalah siswa kelas IV berjumlah 36 orang. Metode pengumpulan data menggunakan kuesioner untuk memperoleh validitas dan kepraktisan serta minat membaca dan tes hasil belajar untuk efektivitas. Instrumen pengumpulan data pada kuesioner terdiri atas instrumen ahli isi/materi, ahli media, ahli desain, lembar kepraktisan praktisi, angket respon siswa, kuesioner minat membaca, dan tes hasil belajar. Analisis data yang digunakan adalah kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa validitas bahan ajar handout tematik berbasis cerita bergambar melalui ahli isi/materi, ahli media, dan ahli desain dinyatakan sangat baik dan layak digunakan. Kepraktisan bahan ajar handout tematik berbasis cerita bergambar oleh guru dan siswa yaitu sebesar 100% dan 91,3% dengan kategori sangat praktis. Hasil uji efektivitas yang diperoleh menunjukkan hasil rata-rata sebesar 0,76 untuk minat membaca dan 0,72 untuk hasil belajar dengan kategori efektivitas tinggi. Sehingga dapat disimpulkan bahwa bahan ajar handout tematik berbasis cerita bergambar layak digunakan dalam proses pembelajaran.

ABSTRACT

Students' interest in reading is still low and there is still a lack of teaching materials that can increase interest in reading and student learning outcomes, especially when learning online. This study aims to produce a product in the form of thematic handout teaching materials based on picture stories on 8 sub-theme 3 themes for fourth-grade elementary school. This research is development research using the Borg and Gall model. The trial subjects in this study were 36 students of class IV. The data collection method used a questionnaire to obtain validity and practicality as well as reading interest and learning outcomes tests for effectiveness. Data collection instruments in the questionnaire consisted of content/material expert instruments, media expert instruments, design expert instruments, practitioner practicality sheets, student response questionnaires, reading interest questionnaires, and learning outcomes tests. The data analysis used is quantitative and qualitative. The results showed that the validity of the thematic handout teaching materials based on picture stories through content/material experts, media experts, and design experts was stated to be very good and feasible to use. The practicality of thematic handouts based on illustrated stories by teachers and students are 100% and 91.3% with very practical categories. The results of the effectiveness test obtained showed an average result of 0.76 for reading interest and 0.72 for learning outcomes in the high effectiveness category. So, it can be concluded that the thematic handout teaching materials based on picture stories are suitable for use in the learning process.

1. INTRODUCTION

Nowadays, science and technology is rapidly developing. The very rapid development of Science and Technology demands an increase in human resources. In order to be able to compete in this millennial

era, it is expected that there will be productive and skilled human resources. Along with the times, the need for education in human life also increases. In the face of increasingly fierce competition and uncertainty in the future, the quality of human resources are needed (Muhardi, 2004; Widiansyah, 2017). Therefore, it is necessary to make improvements and developments in the learning process in schools. One of them is increasing students' reading abilities and interests in school. Students' reading abilities and interests are very important to improve, especially in this global era (Chen et al., 2021; Pezoa et al., 2019; Walgermo et al., 2018).

The results of the 2018 PISA study released by the OECD show that the read ability of Indonesian students achieved an average score of 371, with an average OECD score of 487 (Megawati & Sutarto, 2021; OECD, 2019). This shows that the level of Indonesian students' read ability and interest is still low. Students' interest in reading began to decline while learning especially during this pandemic. The main reason is because of online learning, there are few of study books at home and most parents are busy on working so that they cannot always participate in online learning activities on time (Afriani et al., 2021; Ama, 2021; Apriyanto & Herlina, 2020; Putriisia & Airlanda, 2021; Subakti et al., 2021). In addition, the results of the PIRLS which specifically survey reading literacy showed that the reading ability of Indonesian students internationally was still weak. The substance being tested is related to the students' ability in answering various processes of understanding, repetition, integration, and assessment of the reading text. Participation in 2011 obtained the following results; 66% of Indonesian students had answered correctly in the weak question category, 28% successfully answered in the medium question category, 4% in the high category, and 0.1% in the perfect category that students had answered correctly. The international median of the PIRLS 2011 test was 8% (Pratiwiningtyas et al., 2017; Yanto & Erwina, 2017). Based on these facts, it can be analyzed that most of Indonesian students still have difficulty in solving questions in the high and perfect category. These results are still far behind from the students' achievements of our neighboring countries such as Singapore, which ranks first in reading literacy skills for informative texts.

In the learning process, teaching materials are needed to support the learning process so that it will produce the optimal learning. However, the teaching materials available in elementary schools are only from the teacher's handbook, and the student's handbook (Nasrul, 2018; Rokhim et al., 2020). The lack of clarity in the use of material content regarding the chapter being taught and the unattractive appearance of the handout which tends to be only in the form of text, there are no illustrations such as pictures or other things that contain information about the lesson that could make students interested in reading and learning it (E. D. Putra et al., 2018; Utami et al., 2020). Generally, the teaching materials used by teachers are not designed by them, yet the teachers rely on the use of teacher and student books that have been provided by the government without analyzing and adjusting it to the needs and characteristics of students in their schools. This thing if left unchecked will certainly have an impact on learning outcomes.

The results of the analysis that has been carried out on the teacher's handbook and the fourth grade of elementary school student's handbook Theme 8 Sub-theme 3, it turned out that there are still errors and confusion in the teacher's handbook, namely first, the development of indicators is not in accordance with the developed basic competencies. Second, there are no numbering indicators. Third, the learning objectives, namely the degree is not based on the required scope. Fourth, the development of learning objectives is not in accordance with the indicators. Furthermore, in the student book, namely first, the learning steps are interrupted and there is no relationship from the previous reading to the next reading. Second, the illustrated stories and pictures presented do not provide information that is easily understood by students. Third, the lack of accuracy in the use of the term between reading with questions. In general, the teacher and student handbooks provided by the government are still too rigid and there are still some materials that do not provide information that is easily understood by students.

These problems, if left unchecked, will have an impact on the process and learning outcomes of students. So therefore, a solution is needed to solve this problem. One of the solutions is the existence of interesting and innovative teaching materials, one of which is teaching materials in the form of handouts. Handout teaching materials are printed in the form of material summaries from various sources, not only from student books at school, but from several other book sources (Fauzi et al., 2017; Sukengsi et al., 2021). Handouts are very concise study materials. These teaching materials are sourced from several literatures that are relevant to the basic competencies and subject matter taught to make it easier for students to follow the learning process. Handouts are written materials prepared by a teacher to enrich students' knowledge (Koswara & Mundilarto, 2018; Purwanto, 2017). So far, there has not been much research on thematic handout teaching materials based on picture stories and reading interest. Several studies that are in line with this study, such as research that stated that the results of the test scores at meeting 1 obtained an average of 79.28 good criteria and the results of scores at meeting 2 obtained an

average of 79.3 good criteria so that the product development handouts can be said to be feasible to use (Sukengsi et al., 2021). Then the research conducted by other study stated that the validation of content, language, presentation, graphics and lesson plans, overall 93.10% with a very valid category; the practicality of teaching materials is seen from the response of educators 98.92%, students' responses are 96.15%, while the effectiveness of preliminary reading is 100% so it can be concluded that preliminary reading teaching materials using developed fable stories are suitable for use in preliminary reading (Gustiawati et al., 2020). Therefore in this research aims to produce teaching material products in the form of thematic handouts based on picture stories to increase interest in reading and student learning outcomes in grade IV elementary school.

2. METHOD

This research method is the development of the Borg and Gall model which consists of 10 stages of development, namely: Research and information collecting, planning, develop preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, dissemination and distribution (Adifta et al., 2022; D. D. Putra et al., 2020). The subjects of developing thematic handout teaching materials based on story pictures on the theme of 8th fourth grade elementary school consisted of 2 content/material experts, 2 media experts, 2 design experts, 1 teacher, and 36 fourth grade elementary school students.

Data collection techniques in this study were questionnaires and tests. The questionnaire consisted test questionnaire of content/material experts, media experts, design experts, a practicality test for teachers, a response test for students, and a questionnaire of reading interest. The test is a multiple choice test to see student learning outcomes. The data analysis technique in developing the thematic handout teaching materials based on picture stories uses qualitative and quantitative descriptive analysis. Qualitative descriptive analysis techniques are used to explain and analyze data expressed in sentences and words (Suharman et al., 2020) and quantitative descriptive analysis in this study was obtained from the results of data collection in the form of a reading interest questionnaire and multiple choice tests to test the effectiveness and validity of the thematic handout teaching materials consisting of; content/material expert test, media expert test, design expert test, practicality test which is then processed in the form of numbers, percentages, and categorized into certain groups (Zubaidah. et al., 2017).

3. RESULTS AND DISCUSSION

Results

This thematic handout teaching materials based on picture stories was assisted in the design by the Canva application to be subsequently printed as teaching material. The following stage is the process of preparing the thematic handout teaching materials based on picture stories. The design of this storybook started from the process of preparing the initial design of the material made in Microsoft Word then poured into a clean sketch using the Canva application. The material used is material on theme 8, namely the area where I live with sub-theme 3, namely I am proud of the area where I live. The initial form of this handout includes a cover, list of subjects and basic competencies, content/material, illustrated story, practice questions and author profile. In the preparation of this thematic handout teaching material, the content or material was obtained from various sources on the internet as well as books related to class IV material, theme 8 sub-theme 3. Pictures of handout teaching materials can be seen in Figure 1.



Figures 1. Product of Thematic Handout Teaching Materials Based on Picture Stories

The design of thematic handouts for theme 8 sub-theme 3 which has been developed, is then tested to determine the validity and feasibility of using a validation questionnaire. The trial was conducted on two expert lecturers of learning materials, two lecturers of learning media experts, two lecturers of learning design experts. The results of the validity analysis for content/material experts, media experts, and design experts can be seen in [Table 1](#).

Table 1. Validity Results of Content/Material, Media, Design Experts

Aspect	Expert I	Expert II	Category
Content/Material	4.0	4.9	Excellent
Media	5.0	4.7	Excellent
Design	4.5	4.0	Excellent

Based on [Table 1](#), it is known that the validity of the thematic handout teaching materials based on picture stories developed was declared very valid with a score for the content/material aspect from expert I getting a score of 4 and expert II getting a score of 4.92 with each category being excellent. On the validation sheet that has been filled in by Expert I and Expert II, there are several notes and suggestions, namely: 1) Expert I gave advice on paying attention to the neatness of writing, paying attention to punctuation, paying attention to the terms of usage instructions or being able to look for other terms, page font size to be reduced, completing the name of the theme and sub-theme on the cover, providing a simple but attractive background on each page to make it more interesting for students to read; 2) Expert II gave notes to pay attention to the neatness of paragraphs and pay attention to punctuation marks.

Then on the media aspect, the score of expert I was 5 and expert II was 4.7 with a very good category. On the validation sheet that has been filled out by Expert I and Expert II there are several notes and suggestions, namely: 1) Expert I gave notes; 2) Expert II gave notes to tidy up the instructions for using thematic handouts based on picture stories and so that they were printed properly and the colors were also printed well. Furthermore, on the design aspect, the score of expert I was 4.5 and expert II was 4 with a very good category. On the validation sheet that has been filled out by Expert I and Expert II, there are several notes and suggestions, namely: 1) Expert I gave notes, pay attention to punctuation and typos so that there are no misunderstandings; 2) Expert II gave notes that after exposure to basic competencies in the learning session, present learning objectives and so that they are packaged in 1 page with a proportional font size, media instructions need to be presented at the beginning after the cover with contents in the form of an image of the activity icon and then give a brief explanation of what must be done by students, on page 10 there is a typo (also check the other descriptions) because this mistake is very influential on fourth grade elementary school students to understand the context, Aladin's story is not appropriate but if it has to appear it can be used as a cooling down phase, make the layout consistent (can imitate learning layout 3, 4, 5, 6).

The design of thematic handout teaching materials based on picture stories that have been tested for feasibility is then re-tested to determine practicality by using a practicality questionnaire. The trial was conducted on one fourth grade teacher as a practitioner and 36 fourth grade elementary school students. Based on trials and filling out questionnaires by one practitioner, the results are shown in [Table 2](#).

Table 2. Results of Practical Analysis by Teachers

Aspects	Score	Maximum Score	Percentage(%)	Criteria
Display of Teaching Materials	50	50	100	Very Practical
Material Aspect	75	75	100	Very Practical
Language Aspect	25	25	100	Very Practical

Based on [Table 2](#), it can be seen that the percentage level of practicality of the design of thematic handout teaching materials based on picture stories from the results of individual trials, namely the display aspect of teaching materials is 100%, the material aspect is 100%, and the language aspect is 100% with very practical qualifications. Meanwhile, based on the results of trials and filling out questionnaires by 36 students, the results of the calculation of the practicality test criteria for student responses to thematic handout teaching materials based on picture stories obtained results of 91.3. These results indicate that the thematic handouts based on picture stories meet the very practical criteria. Furthermore, the effectiveness test is carried out.

The effectiveness test was carried out by giving a reading interest questionnaire and multiple choice tests to 36 fourth grade students of Muhammadiyah Elementary School in Singaraja through pre-

test and post-test. The results of the pre-test and post-test were then analyzed using N-Gain to determine the difference between before and after the use of thematic handouts based on picture stories. The results of the SPSS calculation for reading interest can be seen in [Table 3](#) and the results of the SPSS calculation for learning outcomes can be seen in [Table 4](#).

Table 3. Calculation Results for Reading Interest

Model	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
				Lower	Upper			
pre-test questionnaire – post-test questionnaire	5.169	11.587	1.931	55.615	47.773	26.767	35	0.000

Table 4. Calculation Results for Learning Outcomes

Model	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
				Lower	Upper			
pre-test learning outcomes - post-test learning outcomes	-2.930	7.478	1.246	-31.836	-26.775	-23.511	35	0.000

Based on [Table 3](#) show the results of SPSS calculations obtained the value of Sig. (2-tailed) of 0.000, which means <0.05 , so it can be concluded that the development of thematic handouts teaching materials based on picture stories of theme 8 is effective in increasing interest in reading for fourth grade students. Furthermore, based on the results of SPSS calculations obtained the value of Sig. (2-tailed) of 0.000 means <0.05 it can be said that the development of thematic handout teaching materials based on picture stories of theme 8 is effective for improving the learning outcomes of fourth grade students.

Then, the N-Gain score was calculated to determine the effectiveness level of developing thematic handout teaching materials based on picture stories. The results of the calculation of the average gain in reading interest scores obtained an average result of 0.76, meaning that the thematic handout teaching materials based on picture stories developed have a "high" level of effectiveness. The results of the calculation of the average gain score obtained an average result of 0.72 means that the handout teaching materials developed have a "high" level of effectiveness.

Discussion

The results of this development research resulted in thematic handout teaching material based on picture stories on theme 8 sub-theme 3 for the fourth grade of elementary school. Based on the product validity test that has been carried out, the thematic handout teaching materials based on picture stories that were developed were declared valid, practical, and effective in increasing students' reading interest and thematic learning outcomes after the implementation of learning with thematic handout teaching materials based on picture stories. This is because the thematic learning on theme 8 sub-theme 3 is packaged in an interesting way and accompanied by interesting illustrated stories as well. In addition, the thematic handout teaching materials based on picture stories also contain activities and practice questions that can be used for practice by students. In this thematic handout teaching material based on picture stories, there is also motivation that can make students more enthusiastic about learning. The pictures presented are also clear and in accordance with the material presented. The development of thematic handouts based on picture stories, of course, in addition to training students' independence in learning, can increase students' interest in reading even though they are participating in online and offline learning. Several studies stated that the use of handout teaching materials can improve student learning outcomes because handouts are sourced from several relevant literatures on basic competencies and the subject matter being taught and can facilitate students in participating the learning process ([Ningtyas et al., 2014](#); [Rahmawati & Edie, 2019](#)).

The results of the development of thematic handout teaching materials based on picture stories were declared valid, practical, and effective in line with the results of research which stated that based on the results of expert validation, thematic handout teaching materials products based on the inquiry model were categorized as very valid and very practical so that it can be used in the learning process ([Yulandari](#)

& Mustika, 2021). Then another study also stated that the 2013 curriculum handout teaching materials based on the students competence of 21st century on theme 7 sub-theme 1 learning 2 were worthy of being used as a solution for updating teaching materials that were interesting and fun because they had valid, practical, and effective criteria so that they could help the learning process (Utami et al., 2020).

The use of illustrated story-based thematic handout teaching materials can meet the needs of learning activities. This has been proven to increase interest, motivation, cooperation and achievement of learning outcomes. Handout teaching materials are able to improve learning outcomes because handouts can help students more easily understand the thematic material being studied, stimulate students' curiosity and can maintain the consistency of delivering subject matter in class by teachers (Khotimah et al., 2020; Munawaroh & Wiryanto, 2019; Rakhmadina & Suprayitno, 2020; Sukengsi et al., 2021). The handout teaching materials in this study were thematic handouts based on picture stories. It aims to increase interest in reading and student learning outcomes because the materials presented are close to students' daily lives. In addition, the picture stories presented are also close to everyday life. Picture story is a medium in which there are ideas, messages, images and a story that can depend on each other to become an interesting story unit (Hendra et al., 2016; Sari & Wardani, 2021).

The picture stories contained in the thematic handout teaching materials are presented in an attractive way, of course, in communicative language and easily understood by students. This picture story will motivate students to study harder and understand the subject matter better, including solving various problems given by the teacher (Chu et al., 2020; Main & Slater, 2021; Pezoa et al., 2019). This picture story can also be used as reading material for all students in both low and high grades. Students not only see the picture but also know the information in it briefly. When learning the materials, the teacher can make the pictures in the handouts as game material for students, so that learning is more interesting and fun. Several studies have stated that picture stories can increase reading interest and student learning outcomes because picture stories are written using a language style that is easy to understand, tends to be a conversation, and is equipped with various pictures in the form of the unity of the story in conveying certain ideas (Apriliani & Radia, 2020; Kesumadewi et al., 2020; Kholifah & Kristin, 2021; Paramita et al., 2022).

4. CONCLUSION

Thematic handout teaching materials based on picture stories on the theme 8 of fourth grade elementary school are made with the Canva application and consist of 61 pages with the characteristics of the thematic handout teaching materials based on picture stories, there are illustrated stories that match with the material presented. Based on the development stages and development tests that have been carried out, this illustrated story-based of thematic handout teaching material is appropriate to be used as teaching material in the learning process.

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