Big Book Media with Science Learning Content Based on Balinese Local Wisdom for Fifth Grade of Elementary School Students

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ABSTRAK

Rendahnya motivasi belajar siswa disebabkan oleh beberapa faktor, baik itu guru maupun siswa. Melalui penerapan media pembelajaran Big Book dapat meningkatkan motivasi motivasi belajar siswa. Tujuan dari penelitian ini adalah untuk mengembangkan produk berupa Big Book dengan muatan pembelajaran IPA berbasis kearifan lokal Bali untuk siswa kelas V Sekolah Dasar yang telah teruji keasliannya, kepraktisannya dan efektifitasnya dalam memotivasi belajar siswa. Penelitian ini berpedoman pada model pengembangan ADDIE yang terdiri dari tahap analisis (Analysis), tahap desain (Design), tahap pengembangan (Development), tahap implementasi (Implementation), dan tahap evaluasi (Evaluation). Subjek penelitian diantaranya ahli desain, ahli media, ahli materi, prakisi berjumlah 1 orang guru, serta siswa berjumlah 23 siswa. Metode pengumpulan datanya adalah dengan mengajukan pertanyaan kepada subjek. Persentase hasil evaluasi ahli desain adalah: 89,28% dengan kualifikasi sangat baik, ahli media: 85,89%, kualifikasi sangat baik, ahli materi : 95,00%, berkualifikasi sangat baik, jawaban dari praktisi : 92,05%, kualifikasi sangat baik dan respon dari siswa : 93,85%, kualifikasi sangat baik. Hasil uji validitas memakai metode uji t berkorelasi ditemukan signifikansi (Sig. 2-tailed) 0,000 < 0,05, maka H_0 ditolak dan H_a diterima. Berdasarkan hasil analisis, Big Book yang memuat pembelajaran IPA berbasis kearifan lokal di Bali valid dan praktis dipakai dalam pembelajaran, serta efektif dalam memotivasi siswa untuk belajar.

ABSTRACT

The low motivation to learn students is caused due to several factor both from the teacher and students. Through the application of Big Book can increase student motivation. The study aims to develop a Big Book with the science learning based on Bali local wisdom for five grade of elementary school which has been tested for authenticity, practicality, and effectiveness in increase student motivation. This research is guided by the ADDIE development model which consists of the analysis stage, design stage, development stage, implementation stage, and evaluation stage. The study subject includes design experts, media experts, materials experts, practitioners' experts numbered 1 teachers, and students numbered 23 students. The data collection method is by asking questions to the subject. The percentage of evaluation results of design experts is: 89.28% with very good qualifications, media experts: 85.89%, very good qualifications, material experts: 95.00%, very good qualifications, answers from practitioners: 92.05%, qualifications very good and response from students: 93.85%, very good qualifications. The results of the validity test using the correlated t test method found significance (Sig. 2-tailed) 0.000 < 0.05, so H0 was rejected and Ha was accepted. Based on the results of the analysis, the Big Book with the science learning based on Bali local wisdom to valid and practical to use in learning, as well as effective in motivating students to learn.

1. INTRODUCTION

The problem of low student learning motivation can be seen from the learning motivation indicators used. This is caused by several aspects, namely: (1) the use of learning models used by teachers is not appropriate, (2) the lack of use of innovative learning media, (3) the condition of the student's environment is less supportive, (4) lack of parental attention to students so that students are lazy to learn. Thus, this is caused by low student learning motivation because the implementation of the learning process

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is less creative and monotonous. Learning motivation is a drive and strength that exists within a person to carry out certain goals that he wants to achieve (Hijjayati et al., 2022; Izzah et al., 2022; Septikasari & Frasandy, 2018). There are several ways to increase students' learning motivation, which can be done by providing treatment that can attract students' attention, providing new learning, so that students become curious about the learning that will be carried out (Ardillani & Nurjamaludin, 2019; Rahmayani & Amalia, 2020). Motivation to learn can help children to be more focused in doing something they want, the ability to do a job more organized, and able to motivate themselves to achieve something they want to achieve.

Science learning teaches students about scientific work processes and scientific products containing knowledge in the form of: 1) factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge, 2) which is discussed in science encompasses the material or physical world, 3) scientific methods include observation and experimentation. Science learning in elementary school aims to provide students with the opportunity to discover for themselves the meaning of the subject matter being studied. (Lely et al., 2020; Yuliana Kasuma Dewi, 2023). Direct involvement of students in learning can help students in finding and reconstructing the knowledge they have to be active in learning. Direct involvement of students can provide new experiences that are useful and support and strengthen students' knowledge (Imran & Wibowo, 2018;Negara et al., 2021). This requires teachers to be able to create a creative and innovative learning process to increase students' learning motivation so as to achieve maximum results in delivering learning materials. This is supported by research which states that the use of Big Book media can increase students' learning motivation, and is worthy of use because Big Book media is equipped with illustrated images of sentences that can support the development of children's imagination, complete with sentences that can be read together or individually to train reading skills, and listening in a relaxed and enjoyable way (Mahayanti et al., 2017).

Based on interviews conducted with teachers as homeroom teachers of grade V of SD Negeri 5 Jinengdalem, it was obtained that students' learning motivation was relatively low, in the learning process they had never used a Big Book in digital form, the Big Book used was usually only in printed form, in addition, the lack of variation in the use of Big Books sometimes affected students' interest in learning, because the Big Books that were usually used did not contain a student-centered approach so that they were not in accordance with the 2013 curriculum used in schools and had not been integrated with local Balinese wisdom. In addition, teachers had not fully utilized existing technological developments, this could be seen during observations, there were many supporting facilities such as laptops and projectors that had not been utilized to support the learning process (Al Shammari, 2021; Fatimah & Santiana, 2017).

The solution offered to overcome this problem is to develop a digital Big Book based on a contextual approach integrated with Balinese local wisdom and utilizing existing technology in schools. The development of a Big Book in digital format allows teachers to utilize existing technology, such as laptops and projectors, in the learning process (Antariani et al., 2021; Fatriani & Samadhy, 2018).It also facilitates accessibility, storage, and processing of materials more effectively than printed Big Books. With a student-centered learning approach, digital Big Books are designed to be more interactive and actively engage students in the learning process. Features such as animation, audio, and interactive quizzes can be implemented to make the material more interesting and relevant to students (Ananda & Hudaidah, 2021; Gunansyah et al., 2018). Integrating Balinese local wisdom into digital Big Book content allows students to learn in their cultural context, making learning more meaningful and closer to everyday life (Saihu, 2019; Suastra & Yasmini, 2013). Examples of mathematical problems or stories raised in the digital Big Book can take inspiration from the Balinese environment, traditions, or folklore.

This study aims to produce a design for a Big Book of science content based on Balinese local wisdom, describe the validity of the Big Book of science content based on Balinese local wisdom, describe the practicality of the Big Book of science content based on Balinese local wisdom, and analyze the effectiveness of the Big Book of science content based on Balinese local wisdom on the learning motivation of fifth grade students of SD Negeri 5 Jinengdalem. The novelty of this study is the Big Book which contains material elaborated with Balinese local wisdom and this media is made with the help of the Canva application. Theoretically, this study is expected to increase insight and knowledge and also as a contribution of positive thinking related to the development of the Big Book of science content based on Balinese local wisdom. Meanwhile, practically, the development of the Big Book of science content based on Balinese local wisdom is expected to attract the attention and interest of fifth grade students to be more actively motivated in learning, can be used as a learning medium by teachers to support science learning activities because it can create creative and innovative learning, be used as a consideration and reference for other researchers in developing the Big Book of science content based on Balinese local wisdom.

2. METHOD

The type of research used in this study is development research or what is known as Research and Development (R&D). This development research aims to produce a product in the form of a Big Book of

science content based on Balinese local wisdom which is expected to be effective for use based on the needs of education that are currently developing. The development model used is the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) (Tegeh & Kirna, 2010). The subjects of the Big Book validity test in this study were experts consisting of one design expert, one media expert, and one material expert. Meanwhile, the objects of the Big Book practicality test in this study included one practitioner, and 9 fifth grade students for small group trials. The data collection method in this study used a questionnaire method. The instruments used in this study were in the form of questionnaires for expert reviews, practitioner responses, and student trials. The instrument grid used in this study is presented in Table 1, Table 2, Table 3, Table 4, Table 5, and Table 6.

Table 1. The Learning Design Expert Instrument Grid

No	Aspect		Indicator	Item Number	Number of Items
1	Objective	a)	Clarity and measurability of learning objectives.	1	3
		b)	Conformity of objectives with learning outcomes.	2	
		c)	Consistency between learning objectives and activity steps.	3	
2	Serving	a)	Systematic presentation of steps.	4	3
		b)	Variations in the presentation of activity steps and worksheets.	5	
		c)	Providing motivation to students.	6	
3	Contents	a)	Clarity of instructions for use Big Book.	7	5
		b)	Clarity of activity instructions.		
		c)	Clarity of activity steps.	8	
		d)	Suitability of learning steps with learning objectives.	9	
		e)	The suitability of the images to clarify the steps of the activity	10 11	
4	Evaluation	a)	Drawing conclusions.	12	2
		b)	Procurement of reflection and conformity with activity steps.	13	

Table 2. The Learning Media Expert Grid

No	Aspect	Indicator	Item Number	Number of Items
1	Big Book Design	a) Big Book cover design.	1, 2, 3	12
		b) The quality of the displayed image	4, 5	
		c) Clarity of text displayed in the Big Book.	6, 7, 8	
		d) Big Book view.	9, 10	
		e) Layout of images in the Big Book.	11, 12	
2	Use of Language	a) Easy to understand language	13	3
		b) Accuracy of writing and choice of language	14	
		c) Clarity of words in Big Book media.	15	
3	Ease of Use	a) Ease of use	16, 17	3
		b) Big Book. Clarity of use Big Book.	18	

Table 3. The Learning Material Expert Grid

No	Aspect	Indicator	Item Number	Number of Items
1	Curriculum	a) Subject identity	1	4
		b) Learning indicators	2	
		c) Learning objectives	3, 4	
2	Material	a) Suitability of material content with learning objectives	5	4
		b) Suitability of material content with the cognitive development of elementary school students	6	
		c) Systematics of material	7	
		d) Level of clarity and ease	8	
3	Language	a) Clarity of information	9	2
		b) Use of language	10	
4	Evaluation	a) Easy to understand instructions	11	2

No	Aspect	Indicator	Item Number	Number of Items
		b) Suitability of practice questions with competency achievement indicators	12	

Table 4. The Practitioner Response Instrument Grid

No	Aspect	Indicator	Item Number	Number of Items
1	Big Book Presentation	a) Clarity of instructions for using the Big Book	1	5
		b) Ease of use of Big Book.	2	
		c) Big Book presentation is interesting	3	
		d) Readability of the contents of the Big Book.	4	
		e) Big Book layout.	5	
2	Big Book Quality	a) The quality of the content in the Big Book	6, 7, 8	5
		b) The suitability of the content of Balinese local wisdom material in the Big Book.	9	
		c) Language suitability to students' cognitive development	10	

Table 5. The Student Response Instrument Grid

No	Aspect	Indicator	Item Number	Number of Items
1	Big Book Presentation	a) Big Book easy to use	1	4
		b) Big Book display is attractive	2	
		c) Big Book motivating in learning.	3	
		d) Big Book make Balinese local wisdom material easy to understand.	4	
2	Big Book Quality	a) The quality of the content in the Big Book	5	2
		b) The suitability of the content of Balinese local wisdom material in the Big Book.	6	

Table 6. The Student Learning Motivation Instrument Grid

Type	Indicator	Item Positive	Item Negative	Amount
Intrinsic motivation	a) There is a desire to succeed in the learning process.	1, 2, 3	20, 21	5
	b) There is encouragement to carry out the learning process	4, 5, 6, 7, 8	22, 23	7
Extrinsic motivation	a) There is hope and appreciation in the learning process	9, 10, 11, 12	24, 25, 26, 27	8
	b) The existence of interesting learning activities and the existence of conducive learning environment conditions.	13, 14, 15, 16, 17,18,19	28, 29, 30	10

The type of this research is quantitative research and qualitative research. The inputted data will later be analyzed using descriptive and inferential statistical analysis techniques. Descriptive statistical analysis is used to describe the data obtained by grouping data to determine the average, median, variance, standard deviation, minimum value, and maximum value. Meanwhile, inferential statistical analysis is to test the hypothesis with a correlated sample t-test. For the hypothesis if the r count and r table values, then Ho is rejected and Ha is accepted. At the sig. level <0.05. Before the test, the data was tested first with a prerequisite test, namely the normality test with the Shapiro Wilk technique and the homogeneity of variance test with the Fisher (F) test assisted by IBM Statistic SPSS 22 software.

3. RESULT AND DISCUSSION

Result

This development research produces a development product in the form of a Big Book learning device for science content based on Balinese local wisdom with the specification that the Big Book designed is 22 pages in one Big Book including the cover or cover of the Big Book, with the help of the Canva application, which is then converted into a PDF file to be made into an interactive Big Book which will be easier to use in the learning process. More clearly, this Big Book will later emphasize learning for students, and students can be used as the center of learning. So that in this learning process the teacher acts as a

student facilitator in the learning process. This Big Book uses material in grade V Elementary School on theme 6, sub theme 1 of the Natural Sciences (IPA) learning content. The material used will later be able to link learning with Balinese local wisdom which can be used by teachers in linking learning with the diversity of the nation's culture so that local wisdom is not eroded along with the times and remains sustainable, especially in the world of education. Several images of the Big Book development product for science learning content based on Balinese local wisdom are presented in Figure 1.

Figure 1. Big Book Cover View

Validity testing in this development research is reviewed from three main aspects, namely (1) testing the validity of the Big Book according to learning design experts; (2) testing the validity of the Big Book according to learning media experts; and (3) testing the validity of the Big Book according to learning material experts. The results of the Big Book validity assessment are presented in Table 7.

Table 7. Big Book Validity Results

No.	Subject	Validity Percentage	Qualification
1.	Learning Design Expert	89.28%	Very good
2.	Learning Media Expert	85.89%	Very good
3.	Learning Material Expert	95.00%	Very good

Practicality testing in this development research is reviewed from the perspective of teachers as learning practitioners and students as users of the Big Book in learning. Practicality testing of the Big Book from the perspective of students is carried out through small group trials. The results of the Big Book practicality testing are presented in Table 8.

Table 8. Practicality Test Results

No.	Subject	Practicality Presentation	Qualification
1.	Practitioner	92.05%	Very good
2.	Small Group Trial	93.85%	Very Good

Effectiveness testing was conducted by implementing the development product in the form of Big Book into the learning process. Effectiveness testing was conducted to analyze the influence of the use of the developed Big Book on students' learning motivation. The results of the effectiveness of Big Book with science learning content based on Balinese local wisdom are presented in Table 9.

Table 9. Effectiveness of Big Book Results

No.	Statistics	Pre-test	Post-test
1.	Mean/Average Calculation	62.26	70.86
2.	Median	62	70
3.	Variance	4.292	75.755
4.	Std. Deviation	2.07	8.70
5.	Minimum Value	58	57
6.	Maximum Value	66	87

Next, an inferential statistical analysis was carried out, which was carried out with the prerequisite test, the results of the normality test were obtained with a significance value in the Shapiro-Wilk column for the post-test value on student learning motivation, the significance of the pre-test data was 0.063 and the post-test was 0.062, so that the data was normally distributed. For more details, see in Table 10.

Table 10. The Results of Data Distribution Normality Test

Tests of Normality	Kolmogorov-Smirnova			Shapiro Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Pretest	0.233	23	0.002	0.919	23	0.063
Posttest	0.146	23	0.200	0.919	23	0.062

Next, in the homogeneity test in the Based on mean column, the post-test value for student learning motivation obtained a significance of 0.479. So, it can be concluded that the variance of the data is homogeneous. For more details, see in Table 11.

Table 11. The Results of Homogeneity of Variance Test

Test of Homogeneity of Variance				
		Levene Statistics	df1	df2	Sig.
Motivation to learn	Based on Mean	0.521	1	21	0.479
	Based on Median	0.116	1	21	0.737
	Based on Median and with adjusted df	0.116	1	17.503	0.738
	Based on trimmed mean	0.390	1	21	0.539

After all prerequisites are met, continued with hypothesis testing using correlated t-test of student learning motivation data, obtained significant value sig (2-tailed) <0.05 then H_0 is rejected and H_a is accepted, then it can be concluded that there is a significant difference in student learning motivation before and after participating in learning using Big Book of science content based on Balinese local wisdom. The results of the hypothesis test can be seen in Table 12.

Table 12. Hypothesis Test Results

Paired Samples Test								
Paired Differences								
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Var00001-Var00002	-8.60870	8.67986	1.80988	-12.36215	-4.85524	-4.757	22	0.000

Discussion

The application of Big Book media with science content based on Balinese local wisdom in learning without using Big Book media based on Balinese local wisdom, of course to find out the difference in the application of media to learning motivation, especially science subjects. Then given treatment 3 times, then continued by giving a post-test in the form of a questionnaire to find out students' learning motivation by providing statements related to the situations and conditions experienced by students during the implementation of the learning process Indrawan & Mahendra, 2021; Winangun, 2020). The research was carried out as usual, but the first time the research was carried out, teachers and students experienced difficulties when carrying out learning using learning media that could be said to be new for teachers and students, namely the Big Book learning media (Fitriani et al., 2019; Maranatha & Putri, 2021). Students still seem shy and lacking in instructions given by the teacher, so the teacher also seems to have difficulty in implementing the learning media. However, in the second study, students and teachers became more accustomed to implementing learning using the Big Book learning media and students also began to feel happy and more interested in the learning that was taking place.

The development of the Big Book product in this study follows the ADDIE development model so that it has implications for the feasibility of the product produced. The ADDIE development model has systematic stages and allows for evaluation activities at each stage. The ADDIE model also allows each stage of development to refer to previous steps, so that the resulting product is an effective and quality product (Gunansyah et al., 2018; Yansyah et al., 2021). The ADDIE model consists of five stages that are related to each other, namely the analysis stage, design stage, development stage, implementation stage and evaluation stage. The activities carried out at each stage are the analysis stage by analyzing the needs of students and teachers related to the Big Book to be developed, the design stage by making a design in the form of Big Book media, the development stage by making and developing the product, the implementation stage by testing the product on students in the learning process, and the evaluation stage, namely collecting

data which will later be analyzed for the development of the Big Book product (Dewi & Yanti, 2021; Warsilah, 2020). So, a product can be produced that is valid and suitable for use.

The success of implementing Big Book learning media based on Balinese local wisdom is supported by a study which states that the use of Big Book is able to support the explanations and materials delivered by teachers in the learning process on related materials (Antariani et al., 2021). As well as the practicality of media in supporting explanations delivered by teachers, attracting and directing students' attention to follow learning, and increasing students' interest and motivation in learning and doing the tasks given (Arya, 2020; Mulyana et al., 2015).

The advantage of the Big Book of IPA content based on Balinese local wisdom compared to similar products that have been developed previously is in the form of digital-based media. The digital-based Big Book form makes it easy to access the Big Book anywhere and anytime and can be used in online and offline learning processes (Fatriani & Samadhy, 2018; Sulaiman, 2017). Furthermore, integrating the values of Balinese local wisdom is one of the advantages because it can increase students' insight into local wisdom in Bali and can train students' learning motivation (Istiawati, 2016; Rahma et al., 2023).

The limitations of this study lie in the scope of the material, levels and learning content developed in the Big Book, and the number of subjects used in the product effectiveness test. The material developed in the Big Book product in this study is limited to the science learning content, theme 6 (Heat and Its Transfer) for grade V of Elementary School. The implications of this study indicate that the Big Book learning media based on Balinese local wisdom has stages that can increase students' learning motivation, especially in learning with heat transfer material. The Big Book learning media based on Balinese local wisdom requires learning activities that are centered on students in solving problems independently.

4. CONCLUSION

The development of learning tools in the form of a Big Book of Balinese local wisdom-based science content for grade V Elementary School students using the ADDIE development model has produced a valid, practical, and suitable development product for use in the learning process as one of the right efforts to make it easier for students to understand learning materials so that they can improve the quality of learning and student learning motivation. So, it is recommended for teachers to use the Big Book of Balinese local wisdom-based science content in the learning process, and always improve their competence in utilizing technology in learning. In addition, teachers are advised to continue to innovate in making similar Big Books to support the learning process. Thus, teachers are expected to be able to design or implement the ADDIE learning model not only in covering science material, but also a wider range of material. And other researchers are advised to continue to innovate in making similar Big Books to support the learning process. Thus, teachers are expected to be able to design or implement the ADDIE learning model not only in covering science material, but also a wider range of material.

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