Big Book Learning Media Based on Problem Based Learning on the Theme of Togetherness

Ni Putu Yuliana Santini Putri[1*], I Gusti Ayu Tri Agustiana[2] iD

[1,2] Pendidikan Guru Sekolah Dasar, Universitas Pendidikan Ganesha, Singaraja, Indonesia

ABSTRAK

Rendahnya hasil belajar dipengaruhi oleh rendahnya minat siswa dalam mengikuti pembelajaran, salah satu faktor penyebabnya yakni kurangnya penggunaan media pembelajaran yang sesuai dengan karakteristik siswa dan tujuan pembelajaran. Penelitian ini bertujuan untuk mengembangkan media pembelajaran Big Book berbasis Problem Based Learning pada tema kebersamaan. Penelitian ini tergolong kedalam jenis penelitian pengembangan yang dikembangan dengan model ADDIE melalui lima tahapan yakni tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Subjek yang terlibat dalam penelitian ini yakni ahli materi, ahli desain, ahli media pembelajaran, serta 23 orang siswa. Pengumpulan data dalam penelitian dilakukan dengan menggunakan metode observasi, wawancara, kuesioner, serta tes. Adapun instrument yang digunakan yakni berupa lembar validitas media, serta soal tes pilihan ganda. Data yang diperoleh dalam penelitian kemudian dianalisis dengan teknik analisis teknik analisis uji-t berkorelasi. Hasil analisis data menunjukkan bahwa thitung > ttabel atau 5,23 > 1,68, dengan pengambilan keputusan yakni apabila thitung > ttabel, maka H0 ditolak dan H1 diterima. Berdasarkan hasil tersebut maka dapat disimpulkan bahwa media pembelajaran big book berbasisi problem based learning yang dikembangkan efektif digunakan sebagai media pembelajaran, yang menunjang proses pembelajaran dikelas sehingga dapat mencapai tujuan pembelajaran dengan baik dan dapat meningkatkan hasil belajar siswa.

ABSTRACT

The low learning outcomes are influenced by the low interest of students in participating in learning, one of the contributing factors is the lack of use of learning media that is in accordance with student characteristics and learning objectives. This study aims to develop Problem Based Learning Big Book learning media on the theme of togetherness. This research belongs to the type of development research which was developed with the ADDIE model through five stages, namely the analysis, design, development, implementation, and evaluation stages. The subjects involved in this study were material experts, design experts, learning media experts, and 23 students. Data collection in the study was carried out using observation, interviews, questionnaires, and tests. The instrument used is in the form of media validity sheets, as well as multiple choice test questions. The data obtained in the study were then analyzed using correlated t-test analysis techniques. The results of data analysis show that tcount > ttable or 5.23 > 1.68, with the decision being made that if tcount > ttable, then H0 is rejected and H1 is accepted. Based on these results, it can be concluded that the problem-based learning-based big book learning media that was developed is effectively used as a learning medium, which supports the learning process in class so that it can achieve learning goals well and can improve student learning outcomes.

1. INTRODUCTION

The improvement of high-quality human resources that keep up with the times can be achieved through the provision of good, correct, and directed education (Aldriani et al., 2021; Rohida, 2018). Government policies regarding the National Education System state that education is a conscious and planned effort to create a learning environment and learning processes where students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills for themselves, society, the nation, and the (Lestari & Nuryanti, 2022; Mantiri, 2019; Werdiningsih, 2021). Therefore, to achieve these educational goals, the curriculum used as a reference must

Corresponding author
*E-mail addresses: yulianaputri270701@gmail.com (Ni Putu Yuliana Santini Putri)

be relevant, or, in other words, aligned with the educational objectives to reach the true educational direction. The curriculum is needed to equip students to face future challenges, so a competency-based and character-based curriculum is expected to fulfil the objectives of that curriculum (Amelia et al., 2022; Prasetyo, 2020; Wahyudin, 2018).

Curriculum 2013, abbreviated as K-13, is one of the curricula currently implemented in Indonesia. Curriculum 2013 aims to enhance and balance the aspects of attitude (affective), knowledge (cognitive), and skills (psychomotor) (Ismayani, 2019; Turmuzi et al., 2022). This approach is designed to produce active students with improved abilities in questioning, observing, reasoning, and effectively communicating the knowledge they acquire, whether it's during classroom learning or from their daily activities (Astiningtyas, 2018; Fauzi et al., 2022). There are six main components of education: the objective component, the material component, the media component, the learning strategy component, the teaching-learning process component, and the evaluation component (Andrian & Rusman, 2019; Jumriani et al., 2021). The media component serves as a means of instruction in the classroom, aiding in conveying the curriculum's content in a way that is more easily understood by students (Aulia et al., 2019; Purnamasari & Wuryandani, 2019). Media becomes the focal point presented by teachers to students, making it easier to comprehend (Fatriani & Samadhy, 2018; Ghazali et al., 2022). Learning media is a tool that facilitates the teaching and learning process by making the conveyed meaning clearer and enabling educational or learning objectives to be achieved effectively and efficiently (Muhtar et al., 2020; Warsilah, 2020). The appropriate and suitable use of learning media can assist students in understanding the material, thereby enhancing learning outcomes.

However, the reality in the field shows that not all schools can provide adequate learning media facilities for students. This is in line with the observations conducted at SD Negeri 1 Sambangan, which indicate that teachers are still unable to develop learning media that align with the characteristics, content, situations, and conditions of students, resulting in poor student learning outcomes. The lack of student learning outcomes is supported by the results of a teacher questionnaire, which revealed that teachers face challenges in the teaching process, particularly in developing learning media, due to their limited abilities in media development. This perspective is also supported by the student surveys, where 50%, or 10 out of 20 students, still encounter difficulties in understanding the material due to various factors, one of which is a lack of interest in learning and the insufficient use of learning media by teachers to support the classroom learning process. This data is further corroborated by the academic scores of the students, which show that many second-grade students are obtaining scores below the minimum passing grade, especially in the theme of togetherness. If left unaddressed, this issue will undoubtedly hinder the achievement of learning objectives.

One of the efforts that can be made to address this issue is by using learning media, such as Big Book media. Big Book learning media is an attractive educational tool for children because it contains short stories accompanied by colourful images and large text (Harzuliana et al., 2022; Wandini et al., 2020). This media is typically designed for lower-grade students, as they can read the story together with the teacher using the Big Book, allowing students to see words and images while reading (Kiromi & Fauziah, 2019; Wandini et al., 2020). The larger pictures and text presented can provide stimulation to children, making it easier for them to understand the content of the reading, which will have a positive impact on their cognitive and socio-emotional development (Latifah, 2019; Prawiyogi et al., 2021). The use of Big Book media in the learning process will be more effective when combined with the implementation of the problem-based learning model. The problem-based learning model is a problem-based learning approach where problems serve as the orientation for the learning process. The implementation of the problem-based learning model can enhance students' critical thinking skills, which also influence their learning outcomes (Muhayani & Fatmariza, 2022; Pancaningrum & Wahyudi, 2022). Creative thinking skills encompass five creative aspects: fluency, flexibility, originality, elaboration, and evaluation (Prasasti et al., 2019; Susilowati, 2020).

Several previous studies have revealed that Big Book media can significantly enhance the early reading skills of children (Artini et al., 2019). Other research findings indicate that in addition to improving children's reading abilities, Big Book media can also foster various positive character traits in them (Kiromi & Fauziah, 2019). Furthermore, research has shown that the Problem-Based Learning (PBL) model can significantly improve students' learning outcomes (Melindawati et al., 2022). Based on these various research findings, it can be said that both Big Book media and the PBL teaching model have a positive impact on enhancing students' learning outcomes. However, in previous studies, there hasn't been a specific examination focusing on the development of Big Book media based on the Problem-Based Learning model. Therefore, this research is centered on this particular study with the aim of describing the effectiveness of Big Book learning media based on Problem-Based Learning in improving learning outcomes in the theme of togetherness for second-grade students in elementary school.

2. METHOD

This research is a type of Research and Development (R&D) study, conducted to develop or validate products used in learning. The research is carried out using the ADDIE development model, which consists of five development stages, namely analysis, design, development, implementation, and evaluation. The ADDIE model uses the output from each stage as input for the next stage. The analysis stage in the ADDIE development model involves curriculum analysis, student needs analysis, content/material analysis, and the determination of learning objectives and indicators. After completing the research analysis, it continues to the media design stage. In the design stage, there are two phases: designing a user manual for teachers, Student Worksheets (LKPD), and a storyboard or initial design. Next, in the development stage, the creation of the Big Book media on the theme of togetherness is done using the Canva application. This media is realized based on the predetermined content and initial design. In the implementation stage, activities include individual testing with three students of high, medium, and low intelligence levels. After that, a questionnaire is distributed to collect student responses. These responses are used to gather input and suggestions in the second revision phase. The evaluation stage is conducted at the end of the research with the aim of identifying the strengths and weaknesses of the developed Big Book media and whether they have an impact on student learning outcomes.

The subjects involved in this research were material experts, design experts, learning media experts, and 23 students. The data collection method used to obtain data and information in this research is the test questionnaire method. The data collection instrument used in research on the development of Big Book learning media is a questionnaire. The questionnaire contains questions created based on the aspects to be assessed. In this study, a closed questionnaire was used; that is, the questionnaire provided answer choices, and the respondent only needed to put a checklist mark on each question in the questionnaire. This questionnaire instrument is used to collect data from reviews from media experts, design experts, and material experts, as well as student and teacher responses during individual trials.

Data types are grouped into two categories: quantitative data and qualitative data. Quantitative data is generated from questionnaires or questionnaires resulting from material, design, and learning media expert assessments, individual trials, small group trials, field trials, student responses, observation sheets, and effectiveness tests. The data in the form of a questionnaire will be converted into a score or value in the form of strongly agree (SS) = 4; Agree (S) = 3 ; disagree (TS) = 2 ; strongly disagree (STS) = 1. Qualitative data is a type of data in the form of words, sentences, or images. The qualitative data obtained in this development research was obtained from input, criticism, and suggestions from experts. The results obtained in the research were then analysed using qualitative descriptive analysis, quantitative descriptive analysis, descriptive statistical analysis, and inferential statistical analysis. Qualitative descriptive analysis is carried out based on facts obtained in the field and then used as a hypothesis or theory. Data analysis techniques in the form of interviews, reviews, recommendations, criticism, and standards become reliable values for the media, which are then used in product revision materials. The quantitative descriptive analysis method is used to describe the average score of each expert.

To determine the effectiveness of the developed product on student learning outcomes, both before and after using the Big Book media, inferential statistical analysis is conducted. Data is collected using pretests and posttests for the subjects. After obtaining the results, a paired sample t-test is conducted to determine the difference in learning outcomes between pretests and posttests. Before performing the t-test, certain assumptions need to be met, namely the normality test and the homogeneity test. The normality test is conducted using the Shapiro-Wilk test, selected based on the sample size to be tested. If the sample size is greater than 50, the Kolmogorov-Smirnov test is used. However, if the sample size is less than or equal to 50, the Shapiro-Wilk test is chosen. In this study, since the sample size is 23, the Shapiro-Wilk test is used. The homogeneity test is carried out to determine whether the variances of two data distribution sets, pretest and posttest scores, are equal. This is done using the homogeneity of variance test (F-test). In this research, an effectiveness test of Big Book learning media on the theme of togetherness is conducted before and after using the media with one group of students. To determine the effectiveness of using Big Book media, the test results are compared with a significance level of 5%.

3. RESULT AND DISCUSSION

Result

This development research was conducted based on the stages of the ADDIE development model. The results of each development stage are as follows: The first stage is the analysis stage. The analysis process was carried out through observations and the distribution of questionnaires to students. The observations and questionnaire results indicated that there were many difficulties in the classroom learning process. Particularly in thematic learning, students had difficulty understanding the lessons due to the lack

of learning media to help them grasp the learning concepts. The primary learning source used was only the thematic textbooks. Based on the observations, the school lacked complete learning facilities, such as LCD projectors, speakers, computers, and laptops, which were limited in number. Only a few teachers had laptops and could operate electronic devices. Regarding the thematic material, theme 7 on togetherness and subtheme 2 on togetherness at school, based on the observations, students still had difficulty understanding this material due to the lack of teaching methods and learning media used by teachers, making the learning process appear monotonous.

The second stage is the product design stage, which involves creating a flowchart, storyboard, script development, and designing the story layout using the web application Canva. Additionally, during the design stage, the development of lesson plans (RPP) and the creation of product assessment instruments were carried out. The visual representation of the media design process can be seen in Figure 1.
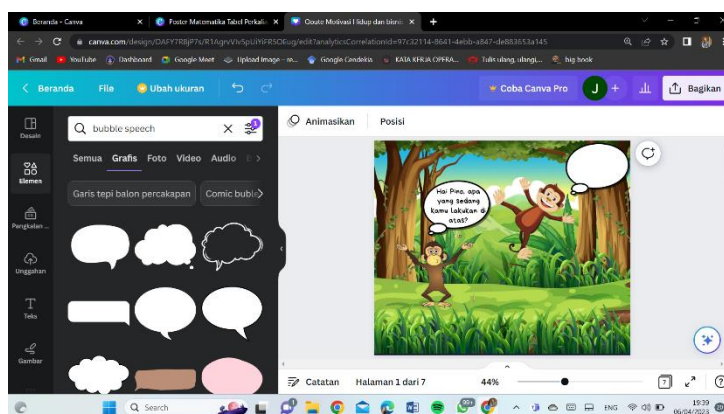
Figure 1. Story Design in the Big Book

The third stage is the media development stage, which was carried out through the process of recreating the Big Book until it resulted in printed learning media. The appearance of the printed Big Book media can be seen in Figure 2.

Figure 2. Media Images that Have Been Printed

In the development stage, the assessment instrument for the product was also subjected to testing before being used to assess the product's feasibility, which includes validity, practicality, and effectiveness. The content validity of the subject matter assessment instrument obtained a validity result of 1.00, classified as very high content validity. The content validity of the design assessment instrument obtained a validity result of 1.00, classified as very high content validity. The content validity of the media assessment instrument obtained a validity result of 0.93, categorised as having very high content validity. The content validity of the individual and small group trial assessment instruments obtained a validity result of 1.00, categorised as very high content validity. The content validity of the student response assessment instrument obtained a validity result of 1.00, categorised as having very high content validity. The content validity of the observation of the learning implementation assessment instrument obtained a validity result

of 1.00, classified as very high content validity. The content validity of the effectiveness test assessment instrument obtained a validity result of 1.00, classified as very high content validity.

The fourth stage is the implementation stage, which was carried out with teachers applying the Big Book learning media based on problem-based learning developed during classroom instruction using the prepared lesson plans (RPP). The process of media implementation can be seen in Figure 3.

Figure 3. Product Implementation in Learning

In the implementation stage, the validity testing process of the media was also conducted by experts and students. Validity and practicality data are presented in a summary of the product review and assessment results, starting from expert evaluation, individual trials, small group trials, and observations of the implementation of learning activities as shown in Table 1.

Table 1. Data Presentation Recapitulation Results

No.	Test Subjects	Test Results (%)	Percentage Qualification
1	Learning Materials Expert	92	Very good
2	Learning Design Expert	88	Good
3	Learning Media Expert	88	Good
4	Individual Trial	87	Good
5	Small Group Trials	95	Very good
6	Test Student Response	95	Very good
7	Observation of the Implementation of Learning Activities	100	Very good

After conducting the analysis, the results were compared with the Shapiro-Wilk table p-values, which yielded 0.944 for n = 23 at p = 0.1 and p = 0.5. Therefore, p > 0.05, indicates that the data can be considered normally distributed. Additionally, from the posttest results analysis, it was found that 0.969 for n = 23 at p = 0.5 and p = 0.9, and once again, p > 0.05, indicating that the data can be considered normally distributed. Homogeneity analysis was performed, resulting in an F-value compared to the F-table, where F-value < F-table (1.50 < 2.08), indicating that the samples are homogeneous. The research then proceeded to the effectiveness test, which was conducted by comparing the pretest and posttest results. The calculation results showed that t-value > t-table, specifically 5.23 > 1.68. The decision was made that if the t-value > t-table, then H0 is rejected and H1 is accepted. Therefore, it can be concluded that the development of Big Book learning media based on Problem-Based Learning is effectively applied to the subject matter of Theme 7, Togetherness, Subtheme 2, Togetherness in School for Grade II Elementary School.

Discussion

Based on the results of the data analysis conducted, it can be determined that the developed Big Book media falls into the valid category, making it highly suitable for development and use in the learning process. The success of developing this media is influenced by several factors, including The first factor is that the developed media contains content that is suitable for students' needs. A media is considered effective if the content aligns with the learning objectives, the students' learning needs, and their characteristics. The appropriate use of learning media helps achieve success in teaching and learning. (Abdillah & Sabyan, 2023; Ritonga et al., 2022). The second factor is that the developed media has an attractive design. Design elements in media can include images, fonts/typefaces, and colour gradients.

Presenting visually appealing content in the Big Book media assists students in comprehending textual materials more easily. (Fatriani & Samadhy, 2018; Ramadhan, 2021; Sitepu & Nasution, 2018). Through the presentation of engaging media, students can understand the content more effortlessly and enjoyably.

The third factor is that developed media can enhance students' learning interests. Observing the learning process when using the media, many students actively participate, and their comments regarding the media are positive, such as expressing great pleasure in using the media, finding it enjoyable, and liking to read stories from it. Students become more interested and exhibit a high level of curiosity about what's in the Big Book, leading to increased enthusiasm for learning. (Harzuliana et al., 2022; Wandini et al., 2020). The fourth factor is that the developed media has been tailored to the characteristics of lower-grade students. Lower-grade students are still in the initial reading stages and require learning media that can assist them in understanding the material directly through the reading process. (Fatriani & Samadhy, 2018; Rahmah & Amaliya, 2022; Sitepu & Nasution, 2018).Through improved reading skills, there is a positive impact on students' comprehension of the material, which, in turn, leads to improved learning outcomes. Additionally, the Big Book media is very comfortable to use as a teaching tool for developing students' basic reading skills, allowing them to deeply understand the learning material, which aids in enhancing their learning outcomes. (Astuti et al., 2019; Fitriani et al., 2019; Kiromi & Fauziah, 2019; Restian & Maslikah, 2019).

The findings obtained in this study are consistent with previous research results, which also revealed that Big Book media significantly improves early childhood reading abilities (Artini et al., 2019). Other research results have shown that, in addition to enhancing children's reading skills, Big Book media can also develop various positive character traits in children (Kiromi & Fauziah, 2019). Furthermore, another study found that the Problem-Based Learning (PBL) teaching model significantly improves students' learning (Melindawati et al., 2022). Therefore, based on several research findings, it can be concluded that both Big Book media and the PBL teaching model have a positive impact on improving students' learning outcomes.

4. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the big book learning media based on problem based learning that was developed is effectively used as a learning media, It supports the classroom learning process, allowing the achievement of learning objectives and improving students' learning outcomes.

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