

CERKIS: Big Book Learning Media Based on Quiz Stories for Second-Grade Elementary Schools

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ABSTRAK

Guru berupaya mengenali dan mengembangkan potensi yang dimiliki siswa melalui proses pembelajaran. Namun, dalam prosesnya seringkali ditemukan kekurangan, seperti pembelajaran dirasa monoton, yang mana salah satu penyebabnya adalah kurangnya variasi media pembelajaran. Hasil observasi di lapangan menunjukkan perlunya pengembangan media pembelajaran untuk mata pelajaran Bahasa Indonesia, khususnya dalam permasalahan siswa kurang bisa membaca dan cenderung terfokus pada gambar. Tujuan dari penelitian ini adalah untuk mengembangkan media pembelajaran Big Book berbasis cerita berkuis pada materi menjaga kesehatan kelas II sekolah dasar. Penelitian ini berjenis penelitian pengembangan dengan model ADDIE. Subjek penelitian adalah media pembelajaran big book berbasis cerita berkuis pada materi menjaga kesehatan. Pengumpulan data menggunakan metode observasi, wawancara, dan kuesioner. Data dianalisis secara kualitatif dari hasil review ahli, dan secara kuantitatif dari skor berupa angka hasil uji. Hasil penelitian yang menunjukkan oleh ahli materi mendapat skor 0,98; ahli desain pembelajaran sebesar 0,97; dan ahli media 0,97. Hasil uji kepraktisan respon siswa melalui uji coba perorangan 95,11%; uji respon guru 93,75%, sehingga disimpulkan pengembangan media pembelajaran big book berbasis cerita berkuis sangat valid dan praktis diterapkan pada muatan Bahasa Indonesia materi menjaga kesehatan kelas II sekolah dasar. Penelitian ini berimplikasi secara teoritis dan praktis dalam hal media pembelajaran big book berbasis cerita berkuis yang dikembangkan, bisa menjadi solusi permasalahan kurang/rendahnya kemampuan membaca siswa.

ABSTRACT

Teachers strive to recognize and develop students' potential through the learning process. However, deficiencies are often found in the process, such as learning feeling monotonous. One of the causes is the need for more variety in learning media. The observations in the field show the need to develop learning media for Indonesian language subjects, especially for students who cannot read and tend to focus on pictures. This research aims to develop Big Book learning media based on quiz stories on health care material for class II elementary schools. This research is a development research type with the ADDIE model. The research subject is a big book learning media based on quiz stories on health care material. Data collection used observation, interview, and questionnaire methods. Data was analyzed qualitatively from the results of expert reviews and quantitatively from scores in the form of test results. The research results showed that material experts scored 0.98, learning design experts 0.97, and media experts 0.97. The results of the practicality test of student responses through individual trials was 95.11%; The teacher response test was 93.75%, so it was concluded that the development of big book learning media based on quiz stories was very valid and practically applied to Indonesian language content on maintaining health in class II elementary schools. This research has theoretical and practical implications in that the big book learning media based on developed quiz stories could solve the problem of students' low/low reading ability.

1. INTRODUCTION

Education is a tool in the development of globalization that significantly influences the resources created (Lamuri & Laki, 2022; Lian & Amiruddin, 2021). The quality of education is one of the parts educational institutions consider to improve the quality of human resources. Efforts to improve the quality

of education, especially in Indonesia, are carried out by optimizing 21st-century learning based on advances in science and technology or science and technology. According to Law Number 20 of 2003, education is a conscious and planned effort to have religious and spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by oneself, society, nation, and state. This is in line with the objectives of education as outlined in Law Number 20 of 2003 concerning the National Education System (article 3) to support the development of the potential of students to become more faithful and devoted to God Almighty, have a noble character, knowledge, creativity, healthy, capable, independent, and able to become democratic and responsible citizens. Such education can be achieved only by the actions of the components, namely students and teachers.

The teacher must understand a student's potential because by knowing this potential, the teacher can determine one or another of the relevant learning models and carry them out using the relevant design and facts in the field (Hamrat & Rusman, 2021; Estari, 2020). Teachers always study various things when dealing with students as if conducting scientific research. Stimulation, in general, needs to be carried out on development principles that are fun, interesting, playful, holistic, integrative, comprehensive, and meaningful (Rahmah & Amaliya, 2022; Kurniawati & Mulyati, 2021). Some things need to be considered in improving the quality of education, namely the school principal's leadership, policies, learning processes, and infrastructure. The policies in question are rules established and implemented to support the structural implementation of school management through the leadership of the school principal to develop infrastructure to become adequate facilities to support the progress of learning activities in the learning process for students. Learning often feels difficult due to various things, such as an unpleasant atmosphere or students easily bored. The variety of supporting facilities and intermediaries for learning still needs to be improved in the educational process, such as more relevant learning media. Apart from that, teachers lack understanding regarding methods, strategies, approaches, creative models, and teaching materials, which are part of the main factors causing the lack of media use in supporting facilities (Telaumbanua et al., 2021; Qistina et al., 2019). The monotony of learning and lack of support can cause students to lack enthusiasm and a tendency to focus on theoretical concepts rather than direct practice (Oktavia et al., 2023; Udjir & Watini, 2022).

Learning media itself is anything that can be useful as a tool for conveying a message and can stimulate students' thoughts, attention, and feelings so that they are motivated to learn and encourage a learning process that is deliberate, controlled, and purposeful (Nurrita, 2018; Hafid, 2011). The results of a questionnaire with four teachers at SD Negeri 1 Mundeh Kauh regarding subjects that require learning media are as follows. Pancasila Education subjects (25%); Mathematics (50%); English (25%); Balinese (25%); Arts, Culture, and Crafts (25%); and Indonesian (75%). Based on the questionnaire results, data was found that Indonesian language subjects, with a percentage of 75%, were considered to be the subjects that most needed additional variations in learning media in the learning process. The learning media used in Indonesian language materials in elementary schools in observation and data collection at SD Negeri 1 Mundeh Kauh explained that teachers' learning resources, such as pictures and student handbooks, are still mostly conventional. Learning Indonesian is related to listening, reading, writing, and speaking skills, and it is aimed at improving the ability to communicate in Indonesian properly and correctly (Aulia et al., 2019; Prihatin, 2017). Indonesian is very important in improving learning outcomes and developing students' achievement competencies because, with good Indonesian language skills, students will easily understand other subjects (Nurtikasari et al., 2020; Audie, 2019). The important role of Indonesians in the student learning process is based on their role as the language of instruction in the world of education in Indonesia (Nurhasanah, 2017; Puspitasari, 2017). This is because language skills are part of the curriculum in schools with a scope of 4 aspects: speaking skills, reading skills, listening skills, and writing skills (Isnaini, 2019; Pratiwi, 2016). This skill must be mastered as a skill that is directly related to the learning process. Especially in lower grades or grades one, two, and three, students' success in participating in class learning is largely determined by their ability to master language skills because it affects students' literacy skills (Muzdalifah & Subrata, 2022; Pamuji & Setyami, 2018). Lower grades require attention to learning to read and reading skills.

Through interviews with second-grade teachers at SD Negeri 1 Mundeh Kauh, students could read but still needed to understand the content of their texts. The results of the evaluation of initial reading activities by the teacher showed that students had difficulty answering questions related to the text they had previously read. Observations on second-grade students at SD Negeri 1 Mundeh Kauh, by observing students reading a story and expressing opinions about the story they read. The observations at SDN 1 Mudeh Kauh showed that out of 21 second-grade students, five had language skills in the good category, and 16 had in the poor category. Based on this, it is known that language skills in class II of SD Negeri 1 Mundeh Kauh are still low, so learning with media is needed to improve language skills in student learning outcomes. As many as 70.5% or 16 out of 21 students had poor language skills. Observations in July 2023 at SD Negeri

1 Mundeuh Kauh found that students needed help with reading material using student books and only focused on pictures. Teachers tend to apply conventional approaches through lecture methods, which limit students' direct learning experiences. Apart from that, the media used is still limited and needs more variety to build a learning atmosphere because teachers feel that the media used is more practical and efficient in terms of production time and more varied media preparation. Efforts or solutions to the problem of improving students' language skills so that the results of their learning also increase in a relevant way is with learning media, namely the Big Book based on quiz stories.

The Big Book is a large book designed to be used intentionally as learning material in learning activities, where the content of the Big Book is in the form of a story with pictures and writing in a series to form a story (Tatminingsih, 2022; Prawiyogi et al., 2021). Quizzes are believed to be a good educational tool for children. Big books have the characteristics of attractive pictures, lots of colors, words with repetition, short storylines, and text patterns with a rhythm that can be sung (Sulistiyawati & Amelia, 2020; Sukaton, 2019). The Big Book is special because it can attract students' attention through color and large size, making it easier to read and improving students' initial reading skills to understand text supported by images. Big book media development uses a design structured around Indonesian language learning according to students' needs (Sabila & Wahyudi, 2023; Syelviana & Hariani, 2019). Changing the curriculum provides teachers with many opportunities to be as creative as possible in designing appropriate learning media.

The urgency of this research and development is to provide digital learning resources with simple application of technology to students and be a learning material for beginning reading to help students see letters and alphabets more clearly in their learning process. Previous research, which aligns with this research, found that big book media is suitable for use/applied in learning and significantly influences the formation of children's character (Kiromi & Fauziah, 2016). Other research also shows that big-book media effectively increases the tolerant character of children aged 5-6 (Purnamasari & Wuryandani, 2020). The novelty of this research is the development of big book media based on quiz stories on healthcare material for second-grade elementary school students. This research aims to develop a design for big book media based on quiz stories as a medium that provides an effective, efficient learning process, as well as to determine the results of the validity and practicality of big book media based on quiz stories on Indonesian language material 'maintaining health' in second-grade schools.

2. METHOD

This research is of the development or Research and Development (R&D) type. The method used in this research is a method to produce certain products. It is useful in testing the effectiveness of a product, namely the ADDIE model, which has five stages: the analysis stage, design stage, development stage, implementation stage, and evaluation stage (Hidayat & Nizar, 2021; Sugiyono, 2013). The subjects in this research were big book media based on quiz stories on health care material for second-grade elementary school students in Indonesian language subjects. Meanwhile, the object of this research is the validity and practicality of the media. In testing, media product trials are carried out through expert review stages, student response testing, and teacher response. In the data collection process, the methods used in the research were interviews, observation, and questionnaires, which also used an assessment instrument with a rating scale. The assessment instrument uses a rating scale with the categories Strongly Disagree (STS) = 1; Disagree (TS) = 2; Agree (S) = 3; Strongly Agree (SS) = 4. The type of data used in this research is qualitative data, which comes from statements such as comments from experts, as well as quantitative data, which comes from the results of calculations from the numbers of a statement.

Data collection instruments include media expert instruments, material experts, learning design experts, student response tests, and teacher response tests. Based on these results, data processing and analysis using qualitative analysis will be used as study material in media development up to the revision stage in quiz story-based big book media for second-grade elementary school children. Meanwhile, quantitative analysis involves calculating scores or average values obtained from experts and research subjects through questionnaire results. Analysis using quantitative descriptive statistical techniques is a way of processing data in the form of numbers to determine the validity and practicality of Big Book media. The following data collection instrument grid is presented in Table 1.

Table 1. Data Collection Instrument Grid

No.	Aspect	Indicators	Item Number	Total
Material Expert				
1	Curriculum	1. Materials are aligned with the learning objectives of the independent curriculum.	1	2

No.	Aspect	Indicators	Item Number	Total
Material Expert				
2	Content/ Material	2. The material is adapted to the independent curriculum learning topics.	2	6
		1. Correctness of the material	3	
		2. Importance of the material	4	
		3. Depth of material	5	
		4. The attractiveness of the material	6	
3	Grammar	5. The material is easy to understand	7	2
		6. The material is a representation of real life.	8	
		1. Use of precise and consistent language	9	
		2. Language is by student characteristics	10	
Total				15
Design Expert				
1	Competency	1. Clarity of basic competencies and indicators of competency achievement	1	2
		2. Alignment of basic competencies and also indicators of competency achievement with the material	2	
2	Strategy	1. Systematic delivery of material	3,4	6
		2. Learning activities can motivate students	5	
		3. Provide opportunities for students to learn independently	6	
		4. Explanation of material that is interesting and by the characteristics of the students	7	
3	Evaluation	5. Delivery of material by learning steps	8	2
		1. Contains evaluation questions to test student understanding	9	
		2. Clarity of instructions for working on questions or quizzes	10	
Total				10
Student Response Test				
1	Media	The language used is simple and easy to understand.	1	5
		Ease of use of Big Book media	2	
		The attractiveness of the Big Book media display	3	
		Effectiveness of Big Book Media	4	
		Clarity of instructions for using Big Book.	5	
3	Material	The usefulness of the material.	6	5
		Clarity of quiz questions.	7	
4	Learning	Fun learning activities with Big Book media.	8	5
		Students get the opportunity to learn independently.	9	
		Provision of examples.	10	
Total				10
Teacher Response Test				
1	Organization	Ease of achieving learning goals	1	1
2	Attractiveness	The attractive appearance of the contents of the Big Book is based on quiz stories.	2	2
		The neatness of the Big Book is based on a quiz story	3	
3	Letters and Pictures	Accuracy in terms of color of letters and images	4	2
		Clarity of use of letters	5	
4	Self Instructional	Spelling conforms to EYD (Enhanced Spelling).	6	3
		Clarity for learning purposes.	7	
5	User Friendly	Clarity of instructions for using the Big Book.	8	2
		Suitability of the quiz to the material.	9	
		The contents of the Big Book are easy to understand.	10	
Total				10

Media validity analysis is conducted to determine whether the Big Book media that will be developed is appropriate based on expert assessment of media validity results through material expert tests, learning design, and media. The formula used to calculate the validity of media content is the Aiken formula. The results obtained in these calculations will be converted to the Aiken validity criteria, as presented in Table 2.

Table 2. Kriteria Validitas Aiken

Score Range	Qualification
$V \leq 0.4$	Low validity
$0.4 < V \leq 0.8$	Medium validity
$V \geq 0.8$	Very high validity

(Retnawati, 2016)

The analysis continues by processing student response data and testing student and teacher responses, which are part of the practical analysis. The percentage formula for each subject is used to calculate practicality. Search for the overall percentage of student responses to obtain a score representing student responses as an individual test subject. The category or qualification assessment from the assessment through the practicality test will be converted in the conversion table from the level of achievement on a scale of 5, as in Table 3.

Table 3. Conversion of Level of Achievement to Scale 5

Achievement Level (%)	Qualification	Description
90-100%	Very good	No need for revision
75-89%	Good	Slightly for revision
65-74%	Enough	Revised to taste
55-64%	Deficient	Much needs to be revised
1-54%	Very Poor	Repeated in making the product

3. RESULT AND DISCUSSION

Result

Development of Big Book media based on quiz stories taking Indonesian language content in Chapter II material on maintaining health in the second grade of elementary school. The content is based on the independent curriculum as a reference or learning guide, especially the curriculum used at SD Negeri 1 Mundeh Kauh for the 2023/2024 academic year. The design of Big Book media uses the ADDIE model with several stages.

The first stage is to carry out analysis or analysis through the data collection process before media development, which aims to identify needs and problems in the field with research such as analysis of learning needs, analysis of student characteristics, analysis of facilities and infrastructure, media analysis, and material analysis. Through the analysis stage, it is hoped that we will be able to provide solutions or solutions to problems in the field with media or products that will be developed to address the problem of lack of mastery of learning to read at the beginning of the lower classes, especially second grade of elementary school. Learning needs are analyzed by identifying media that supports concrete fulfillment of student learning quality and makes students more active with teaching aids. Student characteristics were analyzed by observation, which got second-grade students to think more realistically and concretely to establish active communication in the learning process. In the facilities analysis, observations were made of learning facilities where SD Negeri 1 Mundeh Kauh only had 1 LCD projector and a laptop, which the principal used. Meanwhile, media analysis is carried out by exploring the problems experienced by teachers in preparing interactive media due to limited time and teaching aids so that Big Book media can be a relevant display media solution. Meanwhile, material analysis was carried out through data collection where the second grade of SD Negeri 1 Mundeh Kauh used the independent curriculum.

The second stage is the design stage, in which the media design is prepared after analyzing the form of media used. At this stage, the media display was designed in Microsoft Word 2013, determining the Canva Pro application as the media creation application, selecting the font to be used, and the Big Book media size of A3, which would be printed on glossy art paper. Apart from that, the design stage also includes preparing storyboards, preparing learning tools, and preparing product assessment instruments.

The third stage is to create and develop the Big Book media based on quiz stories on Maintaining Health material in Indonesian for class II elementary school. This activity is part of the research

development stage. The development consists of a Big Book media cover or front cover that contains the title, the creator's name, and brief general information. The cover of the Big Book media is adjusted to the theme or topic of discussion, namely, Maintaining health. The cover image is presented in Figure 1.



Figure 1. Big Book Media Cover

Big Book media based on quiz stories also contains learning objectives, media content, and quizzes or questions that can encourage students to participate more actively in learning. Each page has attractive colors and images to arouse students' interest in learning. The large size of the writing also makes it easier for students to read and see the words. Big Book media was created to suit the relevant curriculum according to the reference at SD Negeri 1 Mundeh Kauh. The following contents of the quiz story-based Big Book media are presented in Figure 2.



Figure 2. Big Book Media Content

Validity and Practicality Results of Big Book Media Based on Quiz Stories (CERKIS)

The fourth stage is a continuation of the development stage, namely the implementation stage. At this stage, media use is implemented for research subjects, namely students and teachers, to determine the media's feasibility, practicality, and attractiveness directly after being given to research subjects in the field or research location. Meanwhile, product testing by experts is part of the development stage. The quiz story-based Big Book media was tested by four experts from the material, media expert assessments, and product learning design assessments. The assessment on the questionnaire instrument uses a Likert scale in the value range of 1 to 4. The provisions for the value information on the questionnaire are as follows: "Strongly Agree (SS) = 4"; "Agree (S) = 3"; "Disagree (TS) = 2"; "Strongly Disagree (STS) = 1". 2 experts assessed the

product trials on material validity, the media validity assessment was also carried out by two experts, as well as the assessment of the validity of the learning design which two experts assessed. 21 SD Negeri 1 Mundeh Kauh class II students took the practicality test. Meanwhile, the teacher response test used four homeroom teachers or teachers at SD Negeri 1 Mundeh Kauh. The assessment of the results of the validity test from material experts, media experts, and learning design experts is written as follows in [Table 4](#).

Table 4. Recapitulation of Big Book Media Validity Test Results

No.	Trial Subject	Test Results (<i>Aiken</i>)	Qualification
Validity			
1.	Learning Media Expert	0.97	Very High
2.	Learning Materials Expert	0.98	Very High
3.	Learning Design Expert	0.97	Very High

[Table 4](#) shows Big Book Media has very high qualifications in media, material, and design, making it suitable for use.

Practicality testing is an activity at the implementation stage of the quiz story-based Big Book media development research model. 21 second-grade students at SD Negeri 1 Mundeh Kauh carried out the practicality test. Meanwhile, the teacher response test used four homeroom teachers or teachers at SD Negeri 1 Mundeh Kauh. The calculation results from the practicality test data are presented in [Table 5](#).

Table 5. Recapitulation of Big Book Media Practicality Test Results

No.	Trial Subject	Test Results (%)	Qualification
Practicality			
1.	Student Response Test	95.11	Very Good
2.	Teacher Response Test	93.75	Very Good

According to experts, the calculated data from the validity test in [Table 4](#) show that Big Book Media's validity is very high because it is in the range $V > 0.8$. Meanwhile, in the practicality test, student and teacher responses in [Table 5](#) show that Big Book Media has very good qualifications in the 90% -100% range. Hence, students and teachers practically use Big Book Media.

The fifth stage is the evaluation stage, which assesses the product in a formative and summative manner. The formative evaluation involves analyzing the validity data calculated to revise the product. A summative evaluation involves analyzing the practical data to determine the appropriateness and practicality of the Big Book media being developed.

Discussion

Design of Big Book media based on quiz stories through a development research model, namely ADDIE, in 5 stages. These stages are analysis, design, development, implementation, and evaluation. The quiz story-based big book learning media developed has high qualifications in media, materials, and design. Apart from that, the quiz story-based big book learning media that was developed also has very good qualifications in terms of practicality for students and teachers. The lack of concrete media development is one of the reasons why Big Book media development was developed in the lower classes. Apart from that, facilities and infrastructure are also analyzed, so there are limited facilities for using other media, such as those in schools. Students tend to get bored of listening and are more interested in other things that are colorful and interesting. This is based on the characteristics of elementary school-age children who like to play, work in groups, move, feel, or do something directly ([Purwaningsih & Nisa, 2023](#); [Hayati et al., 2021](#)). Material analysis was carried out by identifying the references or study guides used by students, namely the Merdeka Curriculum, based on second-grade content as the research subject. The development of Big Book media based on quiz stories is relevant to the development of elementary school students, especially second graders who are at the concrete operational stage, because students are not yet able to think abstractly, so Big Book media can make it easier for students to understand Indonesian language material. Media analysis was conducted to determine which media are commonly used as a reference in developing more varied learning media. Big Book media is based on stories and quizzes, which can increase students' interest in learning. That way, students will be enthusiastic about learning, and student motivation to learn will increase. Attractive media and displays can arouse interest in learning and motivate students to learn ([Isnaini et al., 2023](#); [Sudarma, 2022](#)). Meanwhile, the right quiz can increase student concentration and motivation. In one aspect, the cover is a determining factor for students when deciding whether to use and

read a book (Hadini et al., 2022). The appearance aspect is the main attraction to attract students' interest in learning.

The feasibility of the Big Book learning media based on quizzes can be demonstrated in the testing results by experts and the responses of students and teachers through a questionnaire containing several statements. The test results by two learning material experts on media received a score of 0.98 with a "Very High" validity level. The expert gave a score of 4 (strongly agree) on the suitability of the material to the learning objectives, topic, actuality of the material, consistency, characteristics, and everyday representation. Meanwhile, the expert's assessment with a score of 3 (agree) was an in-depth discussion of the topic, completeness of the material, and material concepts. Big Book media was created to support knowledge from cognitive to language skills to find something from a meaningful learning experience (Muzdalifah & Subrata, 2022; Setiyo et al., 2021). The material is packaged in media according to the expected learning outcomes and objectives. The attractive aspect of media lies in students' enthusiastic responses to seeing the displays and images. Interactivity is built by children using media and their friends telling stories to each other. The benefits of the storytelling method are that it can develop children's language and sharpen children's imagination (Fajri et al., 2022; Manurung & Simatupang, 2019). The results of the media expert's review or assessment regarding the quiz story-based Big Book media received a score of 0.97, which is included in the validity value of "Very High." A very agreeable assessment was given to aspects of the attractive appearance of the cover, the use of letters and fonts according to size, the material can build students' curiosity, and the language and media are easy to understand.

The Big Book media design is attractive to increase students' interest in paying more attention to the media. The development of the learning process for students aged 7-11 years enters the concrete or real operational stage, developing logical thinking (Erica & Sukmawarti, 2021; Munir, 2017). Because, in reality, new things can make students interested and motivate their learning to find out for themselves to help with learning goals. Media is said to be beautiful because the aspects that make it up in appearance have attractive color combinations and can produce representative, rational, aesthetic, and psychological aspects and learning models (Safitri & Misyanto, 2019; Febiharsa & Djuniadi, 2018)—followed by the results of an expert review of the learning design regarding the quiz story-based Big Book media which received a score of 0.97 with the validity qualification category "Very High." An assessment of 4 with the statement strongly agrees it was given to media aspects that could motivate students, attractive presentation, appropriate student characteristics, and systematic delivery of logical steps. As a teacher in a class, the teacher uses the help of media to be able to design a more enjoyable learning atmosphere by creating more optimal learning conditions to increase students' interest in learning with the characteristics of lower-class students whose way of thinking is to learn in a concrete, integrative and hierarchical manner (Swihadayani, 2023; Asmara & Nindianti, 2019). So, from the assessment, each expert stated that the Big Book media based on quiz stories in the second grade of elementary school with Indonesian language content was feasible and valid in terms of media, materials, and learning design.

Practicality is carried out to implement the media in real terms through assessing research subjects in student response testing activities and from testing teacher responses. Meanwhile, the results of the practicality test of student responses through individual trials received an average score of 95.11% in the "Very Good" category. Students agree with maximum marks on the attractive appearance and design of the media so that they are enthusiastic when opening or reading each page. The characteristics of the Big Book correspond to the lower classes, which are identical through media for learning, illustrated with large writing and attractive colors (Sareng et al., 2023; Ritonga & Rambe, 2022). Next, teacher response test activities were carried out, which received an average percentage of 93.75% in the "Very Good" category. Media is practical with aspects of ease of practice for teachers and ease of students' understanding of the parts of the media in a concrete way. The advantage of concrete media is that it can assist teachers in conveying messages more easily, is more convincing for students, and can show objects more clearly (Safitri & Misyanto, 2019; Yuliana & Budianti, 2015). The practical benefits of the media in the learning process are because (1) the media clarifies the form of presentation of messages and information in improving the learning process and outcomes; (2) media increases attention and motivation for learning, and also increases the level of interaction between students and the environment; (3) overcome the limitations of the senses, also space and time (Sumarsono & Sianturi, 2019). Based on this assessment, the Big Book media based on stories with quizzes in Indonesian containing the material "Maintaining health" for the second grade of elementary school at SD Negeri 1 Mundeh Kauh can be said to be practical.

Previous research, which aligns with this research, found that big book media is suitable for use/applied in learning and significantly influences the formation of children's character (Kiromi & Fauziah, 2016). Other research also shows that big-book media effectively increases the tolerant character of children aged 5-6 (Purnamasari & Wuryandani, 2020). These two previous studies show results that align with this research, namely that big-book media based on quiz stories is feasible and effective for students and

teachers. This research implies that the big book learning media based on developed quiz stories could solve the problem of students' low/low reading ability.

4. CONCLUSION

Based on the discussion presented in the research process, it was concluded that the big book media based on quiz stories has very good qualifications in media, material, and design. Apart from that, big book media based on quiz stories has very good qualifications in terms of practicality for students and teachers. Thus, the conclusion is that the development of the Big Book media based on quiz stories on Maintaining Health material for the second grade of elementary schools at SD Negeri 1 Mundeh Kauh can be said to be feasible and practical to use to improve learning outcomes in the initial reading skills of second-grade elementary school students.

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