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Development of interactive learning media based on silayar folklore to improve reading comprehension of elementary school students

Fikri Husin Batubara^{*)}, Elpina Yanti Hasibuan
Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

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ABSTRACT

The purpose of this study was to determine the Development of Interactive Learning Media Based on Silayar Folklore to Improve Reading Comprehension of Elementary School Students. The development model used in this study is the 4D development model consisting of the main stages, namely: (1) Define, (2) Design, (3) Develop, (4) Disseminate. The results showed that the learning media based on Silayar folklore developed was valid and effective in improving the reading comprehension skills of fifth grade students of SD Negeri 1 Kutacene. Product validity was proven to be high through expert assessment. Product trials indicated significant improvement in students' reading comprehension skills, with 89% of children showing improvement. The Silayar folklore-based learning media made it easy to practice learners' reading comprehension skills, accompanied by learners' excitement and enthusiasm. Implementation in schools is recommended with the support of the school principal, and teachers can adopt this media as an interesting alternative in training students' reading comprehension skills. This conclusion encourages further research with the development of more interesting learning media. Overall, the use of folklore-based learning media makes a positive contribution in improving the reading comprehension skills of grade V elementary school students. Suggestions for future research can develop other story-based learning media, not only folklore-based but also Islamic story-based, etc. Future researchers can focus on developing more innovative and interesting learning media variants.



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Corresponding Author:

Fikri Husin Batubara,
Universitas Islam Negeri Sumatera Utara
Email: fikri0703193086@uinsu.ac.id

Introduction

Reading comprehension is a complex process involving a person's ability to construct the message contained in the content of the reading by connecting the knowledge, experience that the reader has to understand the idea and core of the reading. (Riani et al., 2021). According to (Frans et al., 2023) reading comprehension ability is not just the ability to read the reading until it is finished, but to be able to understand, analyze the reading, to link the new understanding obtained from reading with the initial understanding that the reader has. The ability to read comprehension will also help readers to be able to describe back or draw conclusions from the reading. Meanwhile, according to (Muliawanti et al., 2022) reading comprehension is the process of obtaining meaning that is positively related to the knowledge and experience that the reader already has in relation to the content of the text. Reading comprehension is reading by understanding the content of the reading. (Wahyu et al., 2022).

To be able to understand the content of a reading well, qualified reading comprehension skills are needed. Students are not only required to be able to pronounce language symbols, but also to be able to understand the information and meaning of the reading. Thus, reading activities do not only stop at the stage of form recognition or the initial reading stage, but also to the stage of understanding the meaning of the series of language symbols read. Based on these problems, it is very necessary to innovate learning, to provide innovation in the use of learning media so that it can create a pleasant learning atmosphere and make students understand the material more easily. The presence of learning media in delivering material in the classroom will increase student interest in learning. (Rahmawati et al., 2022).

To be able to create effective learning, one of the things that can be used or utilized is learning media. (Hartati et al., 2022). According to (Sari et al., 2024) media is a tool in the teaching and learning process. Learning media is an important component that must be present in every learning activity. (Wijayanti et al., 2022). According to Gagne, learning media are various types of components in the student's environment that can motivate students to learn, while according to Briggs, learning media are all physical tools that can present messages and stimulate students to learn. (Pagarra et al., 2022). Learning media are all tools that we can use to support the education process, be it books, magazines, television, newspapers and others. (A. I. A. Hasibuan et al., 2023). Media means all forms of tools and stimuli that require verbal support or words from educators in delivering teaching materials. (Akbar et al., 2023). A learning media that contains information and knowledge will be used to make the teaching and learning process more effective and efficient. (Rambe et al., 2022).

The use of media in learning is one of the efforts to improve the quality of learning outcomes. (Risqi & Siregar, 2023). This Silayar folklore-based learning media is a media in the form of a picture story book with the theme of Silayar folklore. Picture storybooks are one of the learning media and do not require other additional tools or special facilities so that it can be said that their use is very practical. Learning media, must be adapted to the child's capacity to capture the goal is that the child can easily accept the essence of the learning provided, namely with things that are interesting, fun, colorful, and do not make the child feel bored. (Marwi et al., 2023). Picture storybooks are aligned with improving students' reading skills. Based on the fact that reading is very important, but what is more important is how they are able to choose the right reading books for students according to their developmental period. Picture storybooks are expected to be able to improve students' reading skills and students' reading comprehension and understanding of what they read.

One of the studies that developed learning media to improve reading comprehension was conducted by (Gae et al., 2021) with the title Development of Reading Comprehension-Oriented Animated Video Media with Directed Reading Thinking Activity (DRTA) Strategy in Indonesian Language Content, in this study the media developed was an animated video. Then another research by (Daulay & Nurminalina, 2021) also developed media to improve reading comprehension with the title Development of Comic Media to Improve Reading Comprehension Skills of Grade IV Students of SDN 41 Pekanbaru, here the media developed is Comics. Based on this, the researchers are interested in developing learning media based on Silayar folklore to improve reading comprehension of high school students.

The purpose of this research is to develop and determine the feasibility of learning media picture storybooks in learning Silayar folklore. This research is expected to add alternative teaching materials used by teachers, improve better learning and optimize students' reading comprehension of Silayar folklore, help students learn independently and can increase students' motivation, creativity, and curiosity, improve the ability and reading comprehension of elementary school students in learning, as a material consideration in carrying out the development of learning media, especially in reading comprehension subjects, and as information material about learning media.

Learning media based on Silayar folklore is expected to make it easier for elementary school students to learn, because this media can make abstract things more concrete (real) with the images presented. Thus the learning process in elementary schools is able to adjust to the developmental phase of elementary school children, namely concrete operations, where at that age learning everything from things that are concrete. In this case, learning media is able to bridge materials that are abstract to be concrete in front of elementary school students. (Pagarra et al., 2022).

Methods

The type of research used is research *and* development (R&D). According to Rayanto (2020) development research is a study that will produce a product at the end based on the findings of field tests that have been conducted. The product to be developed in this research is learning media in the form of illustrated animation books based on Silayar folklore for grade V SD Negeri 1 Kutacane. The development model used in this research is the 4D development model consisting of the main stages, namely: (1) Define, (2) Design, (3) Develop, (4)

Disseminate. In this 4D development model, the first stage is define or often referred to as the needs analysis stage, the second stage is design, which is preparing a conceptual framework for learning models and devices, then the third stage is develop, which is the development stage involving validation testing or assessing the feasibility of the media, and the last is the disseminate stage, which is the implementation on the real target, namely the research subject.

This research will be conducted at SD Negeri 1 Kutacane with the research subjects are fifth grade students of SD Negeri 1 Kutacene totaling 17 people. The object of research is the development of learning media based on Silayalkh folklore to improve reading comprehension in elementary school.

The data collection instruments used in this study are validation sheets, teacher response questionnaires and student response questionnaires. The data obtained is used to determine the quality of validation of learning media based on Silayar folklore to improve reading comprehension of grade V elementary school students, namely the validity and practicality of the products developed. Then the type of data taken is the data from the validation and practicality tests. The first data is in the form of validation results of learning media based on Silayar folklore to improve reading comprehension of grade V elementary school students given by validators, namely from material expert lecturers and media expert lecturers. The second data was obtained in the implementation of the trial. In this trial, data was taken in the form of practicality test results, namely teacher responses and student responses. The data collection technique in this study was to use validation sheets and practicality questionnaires (teacher and student response questionnaires). The validation sheet used includes validation sheets for material experts and media experts. The questionnaires used include questionnaires for teacher responses and student responses.

Results and Discussion

The product produced in this study is a learning media based on Silayar folklore to improve students' reading comprehension skills with the development stages of Define, *Design*, *Develop*, and *Disseminate*.

Define

This stage is the initial stage by conducting a problem and needs analysis which is carried out to find out the problems and needs that are in accordance with the conditions of students and schools. Data collection techniques in this stage use observation techniques of student learning in the classroom.

Based on the results of observations during the learning process, it shows that there are weaknesses and lack of media that can improve students' reading comprehension skills, it can be seen based on observations in the field. The results of these observations show that there are still several problems that cause the reading comprehension skills of fifth grade students of SD Negeri 1 Kutacene to not develop optimally, one of the causes is that learning activities are still teacher centered, researchers see that the simulation of reading comprehension of students is very lacking, because so far the learning is only centered on the teacher reading the story text from the textbook and students only listen and are asked to understand the contents of the reading. Then the lack of using interesting media in learning to read comprehension, even though there are actually many interesting media that teachers can use to optimize students' reading comprehension skills, one of which is by using learning media based on Silayar folklore.

Silayar is one of the names of a famous character in folklore in Southeast Aceh, so researchers are interested in raising this story as a learning medium to improve students' reading comprehension skills. Therefore, the development of learning media based on Silayar folklore will be carried out which can be used when reading lessons are carried out.

Design

As for this stage, researchers compiled an observation sheet instrument, an instrument for assessing the quality of Silayar folklore-based learning media in the form of validation sheets for material experts and media experts, as well as questionnaires for students and teachers. Learning media is useful to help students in developing students' reading comprehension skills. At this stage, it is explained that the media to be created is a folklore-based media. And this folklore-based media is used to improve students' reading comprehension skills that are tailored to their living environment, the story raised is the Silayar folklore which is very well known among the people of Kutacane.

Based on the analysis at the defining stage, the design of learning media based on Silayar folklore is carried out to improve the reading comprehension skills of fifth grade students of SD Negeri 1 Kutacene. This Silayar folklore-based learning media is in the form of a book equipped with colorful and attractive images for students, this media is designed using the Canva application equipped with a story that is clearly described and then

printed into a storybook. Here is one of the pictures of the design results of the Silayar folklore-based learning media.



Figure 1. Cover of Learning Media Based on Silayar Folklore

Develop stage

The results of the *define* and *design* stages produce the initial design of a learning media. Next is the develop stage. The first thing to do at the development stage is to validate. Expert validation is focused on the content and illustrations on the learning media developed. The results of expert validation in the form of validation scores, corrections, criticisms and suggestions are used as a basis for revising and improving Silayar folklore-based learning media that have met valid criteria.

Expert Validation Results

The aspects assessed by media experts are aspects of presentation and accessibility, while the aspects assessed by material experts are aspects of learning and material content. The results of validation by media experts can be seen in table 1 below.

Table 1 <Media Expert Validation Results>

No.	Aspects	Indicator	Score
1.	Presentation	The <i>cover</i> is well-designed and designed	5
		Storybook pages are well designed	5
		The selection of colors in the Picture Story Book Based on Folklore is good and looks harmonious.	5
		The text presented in the Picture Story Book Based on Folklore is well designed, making it easier to understand the text.	5
		Consistent and attractive use of <i>fonts</i> (variety of types, sizes, and shapes of letters)	4
		Consistent use of spacing (in the title and material)	4
		Clarity of instructions or directions in Picture Storybooks Based on Folklore that are appropriate and good	4
		The sequence of presentation of Picture Storybooks Based on Folklore is clear and sequential	4
		The layout of the Picture Story Book Based on Folklore is well designed and attractive.	5
		The illustration design presented is interesting and communicative	5
2.	Accessibility	Presentation of Picture Story Book Based on Folklore is equipped with interesting pictures and illustrations.	5
		The images presented are in accordance with the material	5
		The layout of the material is sequential and interesting	5
		The ability of Picture Storybooks to facilitate students in learning	5
		Ease of reading Picture Story Book Based on Folklore	4
Total Score			70
Percentage			93%

Media validation resulted in a total score of 60 with a score percentage of 100%, this places the classification in a very valid category with an interval of 81% - 100%.

Table 2. Material Expert Validation Results

No.	Aspects	Indicator	Score
1.	Learning	Suitability of Basic Competencies (KD) with material	5
		The material is presented systematically	5
		Accuracy of sentence structure and language that is easy to understand	5
2.	Content	The material is as formulated	4
		Suitability of material with cognitive development / children's ability level	5
		Clarity of description of photosynthesis material	4
		The material presented is clear and specific	4
Total Score			32
Percentage			92,5%

Based on the results of the total material validation score of 32 with a percentage of 92.5% including a very valid category with a classification in the 81% - 100% interval, the results on the feasibility of material on creativity-based LKPD are feasible to use with minor revisions.

Table 3. Recapitulation of Assessment from Validators

No.	Validator Type	Validation Score (%)	Criteria
1.	Media Expert	93	Very Valid
2.	Material Expert	92,5	Very Valid
Average		92,75	Very Valid

Based on the results of the input from the experts, the researchers revised the product and the revisions that had been made were: (1) the pictures are made clearer and not broken, (2) the use of character animations that are adapted to the story; (3) the use of language in Picture Storybooks Based on Folklore adapted to the level of children's abilities.

Practicality of Folklore-Based Learning Media

Practicality is measured using an assessment instrument in the form of a student response questionnaire. Giving questionnaires to students is used to determine the level of practicality in the creativity-based LKPD trials that have been developed. The results of the data obtained can be seen in table 3.

Table 3. Recapitulation of Student Response Questionnaire

No.	Assessment Indicator	Student Score
1	The media presented helped me understand the material	64
2	Media makes learning fun	64
3	The objects contained in the media are clear and easy for me	62
4	The existence of picture storybook media can foster my motivation in learning	59
5	The storybook media is easy for me to use	59
6	Materials used in illustrated storybooks	59
7	Safe for me to use	55
8	The existence of illustrated storybooks makes me	57
Number of Scores		477
Percentage		88%
Criteria		Very Practical

Based on Table 3 above, it informs that the storybook media developed has a very practical category, namely 88%.

Reading Comprehension Test Analysis

The results of the reading comprehension assessment of students were obtained from the pre-test and post-test of reading comprehension skills. The data obtained from the pre-test results intends to determine the initial situation and see if there is a difference in the improvement of children's storytelling ability after the media is applied. The results of the recapitulation of students' pre-test and post-test scores can be seen in table 11 below.

Table 4. Recapitulation of Pre-test and Post-test Scores

No.	Subject	Average Score Acquisition	
		Pre-Test Score	Post-Test Score
1.	17 Class IV students	57,4	95,3
	Average <i>N-Gain</i> (g)		0,89
	Average <i>N-Gain</i> (g) percent		89%

Based on table 4. the number of students who took the pre-test and post-test was 17 students. The average value obtained from the pre-test is 57.4. While the average value of the post-test amounted to 95.3. There is an increase in students' reading comprehension ability of 0.89. This shows that the ability to read comprehension of students increases after the use of Picture Storybooks Based on Folklore in learning, by referring to the pre-test and post-test values, the n-gain value is 0.89 and meets the n-gain range <0.7 with a high category. . Based on the results of this acquisition, it can be said that students have very good reading comprehension skills.

Disseminate

After the final stage revision of the folklore-based learning media development products that have been developed through the *define, design, develop* and have been improved according to the experts' suggestions and have been declared suitable for use, then the dissemination stage is carried out, namely dissemination. In this stage, the dissemination was carried out only to SD Negeri 1 Kutacene school. This was done because of the limited cost of producing folklore-based learning media on a large scale. Dissemination is also carried out in softcopy form so that later it can be printed on a large scale by the school.

Discussion

In this study, learning media based on Silayar folklore was assessed for validity by material experts and media experts, as well as student response questionnaires. Based on the comparison of the results of the validation of learning media based on Silayar folklore of 93% with the category "Very Valid" and media experts on learning media products of 92.5% with the category "Very Valid".

With the level of validity from material experts and media experts, it can be said that learning media based on Silayar folklore has validity to be used so that students can use the media and improve their reading comprehension skills.

The results of data collection on student response questionnaires to learning using learning media based on Silayar folklore are in table 3. The results showed that the average of all indicators of the effectiveness of student responses was above 80%, thus it can be said that all aspects received a positive response from students. This means that when viewed from the student response questionnaire, learning activities using learning media based on Silayar folklore are said to be effective.

The positive response given by students to the Silayar folklore-based learning media in this study illustrates that learning to read comprehension using Silayar folklore-based learning media is fun for fifth grade students of SD N 1 Kutacane. This concludes that learning activities using learning media based on Silayar folklore received a positive response from students.

Learning media based on Silayar folklore can improve reading comprehension skills, this is evidenced by the results of research (Topipah et al., 2023) shows that it can improve the reading comprehension skills of grade 2 students of SDN Borosole. The results of the study were obtained from 12 students as evidenced by the acquisition of an N-Gain score greater than 0.81 with an effective category. So it can be concluded that the results obtained in the study prove that through Silayar folklore-based learning media can improve students' reading comprehension skills.

Conclusion

The results showed that the learning media based on Silayar folklore developed was valid and effective in improving the reading comprehension skills of fifth grade students of SD Negeri 1 Kutacene. Product validity was shown to be high through expert assessment. Product trials indicated significant improvement in students' reading comprehension skills, with 89% of children showing improvement. The learning media based on Silayar folklore provides convenience in practicing students' reading comprehension skills, accompanied by students' excitement and enthusiasm. Implementation in schools is recommended with the support of the school principal, and teachers can adopt this media as an interesting alternative in training students' reading comprehension skills.

This conclusion encourages further research with the development of more interesting learning media. Overall, the use of folklore-based learning media makes a positive contribution in improving the reading comprehension skills of grade V elementary school students.

Silyar folklore-based learning media is effective in improving students' reading comprehension. It can increase students' engagement and motivation in reading. Suggestions for future research can develop other story-based learning media, not only based on folklore but also based on Islamic stories, etc. Future researchers can focus on developing more innovative and interesting learning media variants.

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