The Big Book Media Drawing for Third Class Elementary School

by Setiawan Deni

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Abstract

This research is motivated by the lack of use of instructional media SBdP content. So far the teacher only uses student books and teacher books. In addition, students still think that the scenery is a mountain, as evidenced by data from 34 students, 28 students draw a mountain when asked to draw a view. Therefore this study aims to develop media design, determine feasibility, and test the effectiveness of the big book media. The type of research used is Research and Development with a development model developed by Sugiyono. Data collection techniques used test and non-test techniques. Based on the evaluation of expert validators, the material aspect was declared to be very feasible with a percentage of 98% and the media aspect was declared very feasible with a percentage of 89.41%. The effectiveness test uses the normality test in small groups to get the pretest and posttest values normally distributed because the value < . The N-Gain Test obtained a score of 0.696969697 with moderate criteria. Based on this research, it can be concluded that the big book media is feasible and effective to be used in SBdP learning material for drawing scenery of third grade students of SDN Tambakprogaten.

Keywords:
big book, learning media, drawing book, SBdP

1. Introduction

According to curriculum center of the research and development agency (Puskur Balitbang) (2007) cultural arts and skills (SBdP) is a learning content that provides opportunities for students to be involved in various appreciative experiences and experiences in creating a work in the form of real objects that are useful for their lives. The aim of SBdP in SD according to Kristanto (2013) is to develop the ability to think, behave, and value for himself as an individual and as a social and cultural being.

SBdP learning problems occure in the scope of elementary schools. Based on the results of pre-research conducted by researchers in class III Public Elementary School (SDN) Tambakprogaten through classroom observations and teacher interviews, it shows that students are not optimal in understanding the learning given by the teacher because of the lack of use of media in learning. The teacher only uses learning resources in the form of teacher books and student books. In addition, another problem is the absence of SBdP learning media, namely a big book drawing landscapes for grade III SDN Tambakprogaten students. The teacher only provides an example by drawing on the blackboard and inviting students to imitate the pictures in the textbook.

Grade III students at SDN Tambakprogaten are still independent or think that the view is a mountain. This is evidenced by data from 34 students, there were 28 students who drew mountains when asked to draw landscapes. Therefore, researchers developed the big book media drawing landscapes with many examples of landscape images so that students can more freely explore themselves in drawing landscapes freely according to their own creativity and can enrich students' mindsets or thoughts about drawing landscapes.

According to Madyawati (2016), a big book is a book containing images and text that are selected to be enlarged. The use of big book media to solve the problem of drawing landscapes is supported by research conducted by Ivonne & Fauziah (2016) showing that big book media can help teachers in developing learning media. Research conducted by Hasanah (2015) states that big book media can improve the quality of students' free drawing skills. By using the storytelling method to develop children's creativity in drawing. According to research by Hengki & Istianah

(2017), the use of big book media in learning makes students feel happy, it is easy to understand the material, students' responses state that the delivery of content and images is clear, and the media is comfortable when used in learning.

Further research conducted by Andriana, Syachruroji, Alamsyah, & Sumirat (2017), the benefit of using the local wisdom based Big Book is the teacher can easily interest the students to focus on the story that will be read and make it easier for the students in understanding the material because the contents of the material are related directly to the student's daily life. From the data that have been gathered, there are 79.7% to learning material expert validation and 83.41% to learning media validation. So, it can be concluded that Big Book media is appropriate be used in the learning process. So the big book media can help students understand the material presented by the teacher in learning.

1.1 Objectives

Based on the background of the problem and relevant research results, this research will be viewed through Research and Development (R&D) research by developing SBdP learning media. In general, the formulation of the problem in this study is to develop a design, determine the feasibility, and test the effectiveness of the SBdP learning big book media in small groups of class III SDN Tambakprogaten. The purpose of this study was to develop a design, determine the feasibility, and test the effectiveness of big book media, drawing scenery material in small groups of class II I SDN Tambakprogaten.

2. Literature Review

Research conducted by Farikha Ana Savitri and Deni Setiawan in 2018 with the title "Development of Drawing Books Illustration" states that the drawing guidebook illustrates that be considered feasible by material and media experts, students, and teachers with a percentage of assessments from material experts of 90.90%, a percentage of assessment from media experts of 96.42%, and 93.75% percentage student response. Developed manuals are effectively used in the study of cultural arts and skills (SBK) illustrated drawing materials, on the results of learning students with thitung of 8,801 and 1,750. N-gain calculation obtained a result of 0.73418 with high criteria. Based on results research can be concluded that the media of the book drawing effective illustrations and worthy of use in learning. Relation with research researchers is media book drawing illustrations according to with big book media drawing landscapes so that it is effective and worth using in learning.

Research conducted by Nishfi Syelviana and Sri Hariani on 2019 with the title "Big Book Media Development in Early Reading Learning in Grade I Elementary School" indicates that the quality of material in the development of big book media obtained an average value percentage of 91.85% with score of 3.7 so it is worth using and testing, to media quality obtained an average value of 83.35% with a score of 3.33 while the quality of learning devices average score of 87.06% so that it is feasible to use and tested in the field. Furthermore, the effectiveness of big book media on the test trial I obtained an average of 62.5 while in trial II obtained an average of 87.5, thus the results of the early reading skills in trial I and trial II increase singnifikan after using the big book mediawhile the preliminary reading skills assessment results achieve average score of 84 with an average score of 5 categories Excellent. So that the results obtained that there are quality, procedures, and effectiveness of the use of big book media on skills reading the student's beginnings. Based on the results of the study can be concluded that the big book media is feasible and effective unt uk used in learning and can improve student learning outcomes.

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So obtained research conducted by Fitriana Halimatussa'diyah and Fahruddin in 2017 with the title "Big Book Media Development for Stimulating Reading Ability of Early Children Group B Tanwirul Qulub School Year 2016/2017"

shows that the media is big the resulting book is worth using in learning with percentage of 82.5% based on product tests by experts and children's early reading increased by a percentage in development stage 1 by 54.3%, development stage 2 of 74.4%, and development stage 3 by 84.6%. Based on results research can be concluded that the big book media is feasible and effectively used in learning and can improve the results of students' learning results that there are quality, procedures, and effectiveness of the use of big book media on skills reading the student's beginnings. Based on the results of the study can be concluded that the big book media is feasible and effective unt uk used in learning and can improve student learning outcomes.

3. Methods

The research design is a procedure or guideline used by researchers as a guide in research. The type of research used by researchers is the research and development method or RnD (Research and Development). Borg and Gall in Sugiyono (2016: 28) explain that research and development methods are methods or processes used to validate and develop a product. Research and development methods are also research used to produce certain products and test the effectiveness of these products. Research and development steps according to Sugiyono (2016: 409) consist of (1) potential and problems; (2) data collection; (3) product design; (4) design validation; (5) design revision; (6) product testing; (7) product revision; (8) trial use; (9) product revision; and (10) mass production. However, due to the limitations of researchers, the 10th step of "mass production" was modified to "limited production." This will not significantly affect the research conducted by the researcher because the main objectives of this research are as contained in the problem formulation, namely design development, knowing the feasibility, and testing the effectiveness of the media.

This research was conducted to develop a big book media product on SBdP learning content for landscape drawing material in class III SDN Tambakprogaten. The media feasibility test was carried out by two validator teams consisting of material experts and media experts. After getting an assessment from the expert team, the researchers will analyze the product data as in the research of Putranti et al. (2017) saying that product data analysis is used to assess products by expert validators on the feasibility of using the product. The analysis used is to give a score to the question items in the available questionnaire. Then the score is analyzed by descriptive product validity criteria.

The research design used was a development model according to Sugiyono. This model was chosen because it in accordance with the development research that will be carried out by the researcher, which is to analyze needs and to test the effectiveness of the product so that it can function for educational progress. Researchers will conduct research and development that produces big book media products on SBdP learning material for drawing scenery in class III SDN Tambakprogaten.

4. Data Collection

After researchers know the potential and problems, the data collection that has been used in research is interviews, needs questionnaires, and documentation. Researchers used quantitative data in this study, namely learning outcomes/drawing skills grades of grade 3 students at SDN Tambakprogaten Kebumen Regency. The primary data source of this research is grade III teachers and grade 3 students at SDN Tambakprogaten, Kebumen Regency, Center of Java, Indonesia. Secondary data source of this study are documentation and questionnaires. The students who were the subject of this study were grade 3 students at SDN Tambakprogaten Kebumen Regency in the 2019/2020 school year, which amounted to 34 students consisting of 18 students of male gender and 16 students of the type female. The teachers who were the subjects of this study were grade 3 teachers at SDN Tambakprogaten in Kebumen in the 2019/2020 school year. Experts were the subject of this study because they acted as testers feasibility of products developed by researchers, namely big book media.

Observation data obtained from this research is used as material for the development of big book media drawing landscapes for grade 3 students at SDN Tambakprogaten Kebumen Regency. Interviews in this study were conducted to teachers grade III and grade 3 students from SDN Tambakprogaten Kebumen Regency in the 2019/2020 school year. The poll used by researchers is a questionnaire of the needs of students and teachers, expert assessment questionnaires materials and media, as well as student response questionnaires. Questionnaires of student needs and teachers in relation to the things that students and teachers want to big book media development. Assessment questionnaires of material experts and media experts contains things that are used as a benchmark for the assessment

of the big book media. Documentation used by researchers include a list of SBdP grades on landscape drawing skills in the school year 2019/2020 and pretest and posttest results draw a view of the class III SD N Tambakprogaten Kebumen Regency. In this study, researchers conducted tests in 2 stages, namely pretest is a test conducted to grade 3 students at SDN Tambakprogaten Kebumen Regency before the use of big book media and then continued with posttest is a test conducted to grade 3 students at SDN Tambakprogaten Kebumen Regency after using the big book media.

5. Results and Discussion

Based on research at SDN Tambakprogaten, researchers developed a big book media on SBdP learning material for drawing landscapes in class III. The discussion examines the research results obtained by researchers on SBdP learning material for drawing landscapes in class III SDN Tambakprogaten including (1) developing big book media design; (2) the feasibility of big book media; and (3) the effectiveness of big book media.

5.1 Results

Media Development

The product developed by the researcher is a big book media on the SBdP content of landscape drawing material in class III SDN Tambakprogaten. According to Madyawati (2016: 174), big books are picture books that are chosen to be enlarged and have special characteristics, namely the enlargement of both text and images. Furthermore, Lynch in Madyawati (2016: 174) states that "the big book creates a secure and relaxed atmosphere in the classroom and at tracts of student's attention in teaching and learning process". So, the big book is a large colorful book with pictures and text in it. The potential stages and problems in this research procedure form the basis for the development carried out by the researcher.

The big book media was developed in accordance with the results of a questionnaire on the needs of teachers and students. In addition, big book media has an attractive design in accordance with the development of students, na mely rectangular, A3 size (29.7 cm x 42 cm), 31-40 written sizes, characters in the story are cartoons, using ivory paper, accompanied by lots of pictures. , and not back and forth. The product components designed by researchers are as follows. This component is adjusted to the SBdP learning material for drawing scenery in class III SD. Revisions are made in accordance with the assessments and suggestions given by material experts and media experts. The feasibility of the big book media based on expert judgment is declared very feasible to be used as SBdP learning media for landscape drawing material.

Product trials in small groups involved a sample of 2 students to test the effectiveness of the big book media through a questionnaire on the responses of students, parents, and teachers. Revisions are made after the small-scale product trial stage based on the results of the questionnaire analysis on the responses of students, parents, and teachers if needed. Limited production is carried out by researchers by producing five big book media according to research needs.

Media Feasibility

The feasibility assessment of the big book media was carried out using an assessment instrument by a material expert, Fine Arts lecturer at FBS UNNES and media expert, a lecturer in Curriculum and Educational Technology, Faculty of Education Universitas Negeri Semarang. The results of the of the two experts are presented in Table 1 as follows.

Table 1. Feasibility Assessment of Big Book Media

Assessment	Number of Scores	Percentage	Criteria
Material Expert	49	98 %	
Media Expert	76	89,41 %	Very Feasible

Based on table 1, it shows that the big book media for landscape drawing material developed got a percentage of 98% in the very feasible category of material experts and 89.41% of the acquisition was in the very feasible category of media experts. Apart from providing an assessment, expert experts also provide input on improvements. Researchers made improvements before testing the product in small groups.

The feasibility of big book media can be seen from the results of the questionnaire responses from students, parents, and teachers. Based on the results of the questionnaire responses from students, parents, and teachers in small groups showing positive responses to the big book media product, drawing the scenery material, the percentage of responses was 100% with very feasible criteria. From the results of the questionnaire analysis, the overall responses state that the big book media material for drawing landscapes is very feasible.

Media Effectiveness

The effectiveness of using big book media for landscape drawing material can be seen from student learning outcomes. According to research from Herwiyati (2014) states that student learning outcomes are abilities that children acquire after going through learning activities. Student learning outcomes consist of pretest and posttest scores. The big book media effectiveness test was proven by the normality test and the N-Gain test in the small group. The following is a table for the normality test and N -Gain test for the small group.

Table 2. Small Group Normality Test Results

Data	Average	Standard Deviation	Lo	L table	Description
Pretest	67	14,142	0,156	5,9915	Normal Distribution
Posttest	90	7,141	0,594	5,9915	Normal Distribution

From table 2 it is obtained the calculation in the pretest small group of 0.156 and the posttest of 0.594. Based on these data, it can concluded that the small group test pretest and posttest scores were normally distributed because the value $L_0 < L_{table}$.

Table 3. N-Gain Test Results

Class	Average		N-Gain	Criteria
	Pretest	Posttest		
Small Group	67	90	0,696969697	Medium

Based on table 3, it shows that the results of the N-gain calculation in the small group are 0.696969697 with moderate criteria. The increase from the pretest to posttest scores from 67 to 90 indicates an increase in the average pretest to posttest scores. Thus the big book media is effectively used in SBdP learning material for drawing landscapes.

According to research by Nabilah et al (2015), it is shown that the use of big book media in learning can improve learning outcomes for elementary students. Research conducted by Anne (2016) shows that respondents strongly agree with the big book media. According to research by Alfiah & Samadhy (2018), the big book media is effective for use in learning. In addition, research conducted by Gunanti & Syamsudin (2019) shows that the big book media in the expanded field test has valid validity, is very easy to use, is in accordance with the child's world, and encourages children in learning.

Research conducted by Arina & Maslikah (2019) stated that big book media obtained a percentage of media expert validation of 96.6% and a percentage of material experts was 91.6%. The use of big book media gets a very good response to users, namely the results of the student response questionnaire get a percentage of 96% for small group trials and 96.25% for large group trials in elementary schools. Research conducted by Ramadhani & Kustiawan (2017) shows that after treatment in the posttest the result s showed an increase of 88% -100%. According to research by Mahayanti et al (2017), it shows that there is a significant difference in effectiveness between the control class and the experimental class, namely 76.19 in the control class and 83.56 in the experimental class. Based on the results of the normality test and the N-Gain test in small groups, it shows that the big book media is effective in using SBdP learning material for drawing scenery.

Proposed Improvements

Big book media product development can be used as a alternative media options in learning SBdP drawing materials landscape in order to create effective and effective learning improving student learning outcomes. some improvements are needed to improve the book. for example: adding more image references, providing detailed drawing stages, providing variations and coloring techniques, and strengthening the understanding and concept of drawing illustrations for children.

Validation

Big book media development can improve results students' learning on drawing material landscapes of SBdP content. Besides that, the use of big book media in learning can change the mindset of students that drawing landscapes does not always have to be mountain, but can be more varied and creative such as rice fields, beaches, markets, water terju, city parks, and so on. This supports his previous research that the big book media can improve results students. In SBdP learning materials drawing landscapes, there are differences in student learning outcomes between the learning use big book media with those who do not big book media. The increase in learning outcomes is due to the big book mediaable to make students interested in the learning process and enthusiastic in learning. Big book media makes it easy for students to understand the material learning. Research conducted by other researchers also revealed that the big book media can facilitate the delivery of learning materials in students.

The development of big book media has practical implications that related to the results of research on the implementation of the learning process expected. For students, SBdP learning drawing materials scenery by using big book media is able to improve the learning outcomes and facilitate students' understanding in the process of Learning. This is evidenced by the increasing results of learning content SBdP students after implemented big book media in the process Learning. For teachers, learning using big book media can be used as an alternative choice of learning media in an effort to improving the learning outcomes of students and teachers to be motivated to create innovative media in the learning process or schools, the application of big book media that can improve learning outcomes students can be used as a way to improve the quality of schools with the use of learning media by other teachers.

Conclusion

The development of big book media, drawing scenery material on SBdP content, was adjusted to the questionnaire needs of teachers and students. In addition, the big book media is accompanied by many pictures, cartoon characters, and the material is made into a story so that it is interesting and easy for students to understand. The feasibility of big book media is assessed by material experts and media experts. Based on the expert validator's assessment, the material aspects in the big book media were stated to be very feasible with a percentage of 98% and the media aspects were declared very feasible with a percentage of 89.41%. The feasibility of the media is also supported by the results of a questionnaire on the responses of students, parents, and class III teachers of SDN Tambakprogaten who received a feasibility percentage of 100% with very feasible criteria. The big book media effectiveness test was proven by the normality test and the N-Gain test in the small group. The results of the normality test showed that the small group test pretest and posttest scores were normally distributed because the value $L_0 < L_{table}$. The N-Gain test obtained a score of 0.696969697 with moderate criteria. Based on this research, it can be concluded that the big book media is feasible and effective to be used in the SBdP learning material for drawing the scenery of third grade students of SDN Tambakprogaten.

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Biography

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