The Development of Picture Books Based On Local Culture to Improve Students' Reading Skills

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Abstract: The background of this research is because there are still many. The ability to read comprehension of students who are not in accordance with basic competencies, teacher creativity in making or determining learning media is less in accordance with children's interests. Reading learning media for grade IV elementary school children makes children bored and difficult to concentrate. The unavailability of teaching materials for picture storybooks based on local culture for learning reading comprehension skills for grade IV students. This study aims to determine the needs analysis, produce product designs, and determine the feasibility of developing picture books based on local culture to improve the reading skills of grade IV students of State Elementary School 1 Kebloran Rembang. Research method with Research and Development design which includes 10 steps; Research and Information Collecting, planning, Develop Preliminary Form of Product, Preliminary Field Testing, Main Product Revision, Main Field Testing, Operational Product Revision, Operational Field Testing, Final Product Revision, Dissemination and Implementation. The data used are qualitative data with research instruments in the form of interviews, observations, questionnaires, and product validation instruments. The results of the study obtained a needs analysis through observation and interviews found that it has not used the right learning media so that it is difficult to stimulate students' reading skills. Development of picture storybooks based on local culture for learning students' reading comprehension skills through the process of analyzing implementation plans, determining themes, determining goals, learning resources, making picture books. The conclusion shows that the development of picture book media based on local culture is effectively used for learning students' reading comprehension skills.

Keywords: Local culture; Picture Storybooks; Reading skills

1. Introduction

Reading is a process carried out to obtain messages and then conveyed through words orally and in writing (Tarigan, 2022). Actions to improve reading skills are carried out with the learning process, the teacher must choose teaching materials that are in accordance with the characteristics of students in class. Teaching materials that can be used are videos, thematic books, story books. A storybook that can be a full story or a picture storybook. Teaching materials in the form of picture story books are expected to attract students' attention to improve students reading skills and curiosity (Rusman, 2018). Learning media products in the form of storybooks for elementary school students are suitable for use in learning activities, besides that effectiveness tests that are useful to support the results of research obtained results that storybook media can improve the reading and writing skills of elementary school students (Nugraheni, 2019).

The education system serves to develop the nation's ability and civilization in the mission of educating the nation's life (Ministry of Education and Culture, 2014). Good education must be able to create interesting learning so that students are motivated to learn. Learning resources as a supporting tool in learning are packaged as interesting and arranged systematically to help achieve curriculum goals. Learning resources will be able to focus attention and bring out student interest and motivation in learning (Guslinda & Kurnia, 2018). Learning resources must also be arranged systematically, which displays the full figure of the competencies that students will master and use in the learning process with the aim of planning and reviewing the implementation of learning (Arsyad, 2016).

Farenda (2018) found that the level of validity by material validators was to obtain an average of 4.8 with a very valid category and a language validator of 4.4 with a very valid category. The practicality of picture storybooks from teacher responses obtained a value of 4.75 with a very valid category, student responses with a percentage of 4.6 with a very valid category. Another study by Dharma (2019) with the subjects in this study are 2 experts, 2 class V teachers and

26 grade V elementary school students. Data was collected using questionnaires for reading interest and attitude. The data were analyzed in a qualitative descriptive manner. The results showed that, The results showed that, (1) a story book entitled "Pesona Pantaiku Pantai Lovina" contains spiritual attitudes, social attitudes, and learning content of PPKn, Indonesian, Science, Social Studies, and SBdP and there are supporting local cultures such as the obligation to pray Mebanten Canang, saying greetings Om Swastyastu, traditional games of Mecongklak and singing Made Cenik. In this research, the development of picture children's story books based on local wisdom was proven to increase students' interest in reading and interest in learning.

Interesting learning resources are very suitable if used by elementary school children, because the age of elementary school children ranges from 6-12 years. At that age children can already think in real terms and can understand what has been read and seen in picture story books, because picture story books can be seen and touched. This is in accordance with the opinion (Pakpahan & Saragih, 2022) which states that "At this age children are at the concrete operational stage (7-11 years) which is characterized by the ability to think concretely and deeply". In addition, Mustofa et al, (2022) said the integration between local content and media can make learning more concrete. The stage of development of elementary school children should be able to develop interests and talents, fun, and interesting, so that learning is not saturated and not boring. Asyar (2012) explained that interesting and easily accepted learning resources for elementary school children include picture stories. The picture of storybooks are reading books in which there are stories and accompanied by pictures. Therefore, This research was conducted to obtain a description and develop the following, namely; Knowing the Analysis of the Development Needs of Local Culture-Based Picture Storybooks for Learning reading comprehension skills of grade IV elementary school students, knowing the development design, and also to find out the feasibility of developing Local Culture-Based Picture Storybooks for Learning students' reading comprehension skills.

2.   Methodology

2.1   Research Design

This type of research is R&D / Research and Development. The model in this development research is a procedural model, which is a model that is descriptive and outlines the development steps. Research and development is a research and development activity of collecting, analyzing, processing and presenting data carried out systematically and objectively accompanied by product development activities to solve a problem faced. Based on the theory of Sugiyono (2017: 409), the development procedure consists of 10 steps, namely (1) Research and information collection, (2) research planning, (3) Developing initial products, (4) product design validation, (5) revision of phase I product design, (6) limited trials, (7) phase II product revision, (8) field trials, (9) Final Product Improvement, (10) Dissemination.

2.2   Respondents of The Study

The population of this study was Grade IV elementary school students who were divided into 2 intervention and control groups. Namely SDN I Kebloran as the control group and SDN 2 Kebloran as the intervention group.

The instruments used to collect data are questionnaires, interview guidelines and observation sheets. Observation guideline sheets are used during the initial conditions of learning in classes that have not used learning media and find out how the learning process occurs in the classroom, and find out how much the need for students for learning media. Aspects of observation include enthusiasm, curiosity, interest in using based teaching materials, and the ability to use picture book teaching materials based on local culture.

Interview guidelines are used as a tool to collect information or data from teachers and learners about the analysis of learners' needs. The needs analysis is used as a reference in developing teaching material products. The questionnaire is addressed to material experts and linguists who function to assess the feasibility of interactive teaching materials developed. Questionnaires are used to obtain data about the validity of learning media to students, display design experts, material experts, class teachers as learning experts.

A learning media developed will be said to be suitable for use as a medium in learning if the percentage obtained from the validation process > 76%, so that the developed product can be used in the learning process. The results of this study are as follows. The results of observations on learning found answers that teachers use lecture and conventional methods (3 people), 2 teachers do not use learning media, 2 teachers do not review the material, all children are less interested and children are less active in learning to read. The results of this observation show that in learning carried out by teachers through lectures, learning activities using the same book from the previous year, the learning carried out so far makes students less interested, where students do not pay attention to the teacher, students are happier if the teacher uses interesting picture story media.

Based on observations, it shows that children out of 10 children only 2 children who show pleasure in the media used by teachers in increasing children's interest in reading, children do not actively ask questions and the media used has less impact on increasing children's reading interest. While learning has not used synthetic measures. The use of median letters is less clear, colors are less attractive, backgrounds are also less attractive.

Based on the table, it can be seen that out of 5 teachers observed, only 4 teachers made teaching preparations using learning media. A total of 3 teachers in the use of media have not been in accordance with the RPPH and sub-themes to be discussed. As many as 3 teachers have not applied the steps of the scientific method so that children find it difficult to increase interest in reading. In addition, teachers also rarely evaluate the learning that has been done, teachers lack in providing follow-up learning outcomes and rarely give children the opportunity to ask questions when learning.

Based on the results of interviews with 10 children showed the results that children are happy if in learning to use picture story book media, the media is to improve children's reading skills, children need the right media, a small number of children cannot read fluently, children are not able to understand the content of paragraphs. In addition, children are also not able to choose the details of the content of the text and have not been able to string together sentence structures.

Based on the table of interview results to 5 teachers, it was found that so far teachers in learning to improve students' reading skills do not use learning media and only use existing books. Teachers also find it difficult to create learning media that match the theme. By not using interesting media, and only in the form of explanations using learning media, teachers are less able to stimulate children's interest in reading.

From the results of interviews and observations, it clearly shows that in learning the beautiful theme of togetherness with subtheme 1 Cultural Diversity of Bangsaku in grade IV students still do not use the right learning media so that it is difficult to stimulate students' reading skills. This means that according to the analysis of needs, the right media is needed that is able to improve children's reading skills.

After conducting a preliminary study, it is known that the implementation of learning in improving the reading ability of grade IV students has not used learning media that is in accordance with the theme and needs of children. Therefore, it is necessary to develop learning media that makes it easier for children to understand the beautiful theme of togetherness with subtheme 1 Cultural Diversity of Bangsaku in grade IV students. The design for the development of picture storybooks based on local culture for learning reading comprehension skills for grade IV students of SDN 1 Kebloran Rembang that the researchers have compiled follows the following path
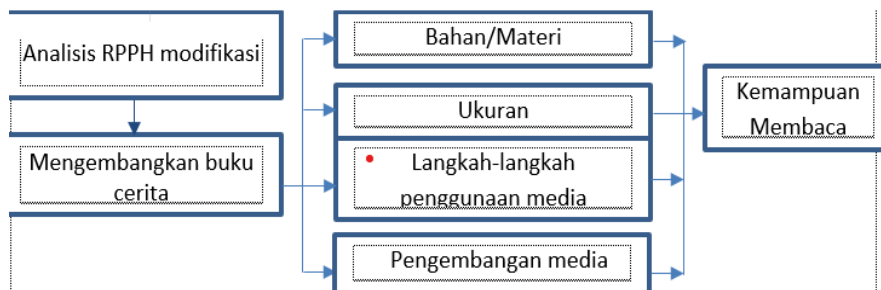

Figure 1. The Picture of Storybook Development Design

At the modified RPPH analysis stage, researchers look at KI, KD, and corresponding indicators. From the analysis of the learning implementation plan, it was found that a medium is needed to improve children's reading skills in accordance with their learning characteristics, namely with picture storybooks based on local culture. At the product development stage, this storybook consists of a beginning, a core part and a final part. The components are determining the theme, objectives, learning resources, book size, typographic design (content) starting from the cover page, letters, paper, type of writing, the creation program used, namely corel draw x7 and binding.

After the compilation of local culture-based storybooks for learning reading comprehension skills of picture students is completed, then validity tests are carried out to media experts to determine the level of feasibility of the media that has been designed in the learning process, and revisions are made to improve the media that has been designed. The validity and revision of this media learning media is in the form of quantitative and qualitative data. Quantitative data is obtained from the Likkert scale assessment questionnaire, while qualitative data is in the form of assessments from validator suggestions. The data was obtained through two stages of assessment, namely expert validation and field validation.

After the preparation of local culture-based storybook media design for learning reading comprehension skills of pictorial students is completed and consulted with the supervisor, the next stage is to test the feasibility of local culture-based storybook media design for learning reading comprehension skills of pictorial students including activities: validation tests, product design revisions, product trials, and finally product revisions. Validation of material experts and media experts is assessed by being given in the form of scores 1-5. Material aspect consists of material, language. After the validator provides an assessment, then the assessment score is summed divided by the number of indicators. The assessment score validation criteria can be seen in the table

Table 1. Material Expert Assessment Score Criteria

Percentage	The Validation Criteria
76-100	1. Valid
51-75	2. Quite Valid
26-50	3. Less Valid
0-25	4. Invalid

3.   Findings and discussion

Based on the research that has been done, there are several findings that have been described before. These findings are as summarized in the problem statement. To answer these problems, researchers conduct research and development through 10 stages or steps, namely (1) Research and information collection, (2) research planning, (3) Developing initial products, (4) product design validation, (5) revision of phase I product design, (6) limited trials, (7) phase II product revision, (8) field trials, (9) Final Product Improvement, (10) Dissemination.

The validity and revision of this media learning media is in the form of quantitative and qualitative data. Qualitative data in the form of assessments from validator suggestions. The data was obtained through two stages of assessment, namely expert validation and validation in the field seen from teacher and student responses. Based on the table above, it can be seen that the results of product validation of the development of local Culture-Based picture story media for learning reading skills of grade IV students for elementary schools on material experts obtain results that will be used as a reference for subsequent development.

The Expert validation of picture storybook media in this study has been carried out by experts from UMK Postgraduate Lecturers with indicators consisting of aspects of display, presentation and learning. From the assessment of the media expert, it was obtained that the number of scores had reached 95.45%. If read in the media expert score table in the validation results table, it is classified as valid. From the assessment of material experts, it was obtained that the number of scores reached 18 with very good criteria. The results of material expert validation on the development of picture storybook learning media to increase students' reading interest in the very high category with feasibility of 82% from 4 aspects. Validated aspects include relevance, accuracy, completeness of presentation and language suitability with good and correct Indonesian language rules.

The relevance aspect has a feasibility of 80% of media experts including high. This aspect of relevance has 6 indicators, all of which are given good grades which include 1) conformity with the basic curriculum, 2) depth of story content according to the level of student development, 3) completeness of story content in accordance with the level of student development 4) the description of story content is sufficient to meet the demands of the curriculum, 5) illustrations according to the child's development stage, 6) book illustration images attract students to follow the storyline. The aspect of completeness of the dish has a feasibility of 80% which is in the high category. The 3 indicators present in this aspect received good marks.

Revisions are carried out only in accordance with the advice of validators. The Design revision was carried out after conducting limited trials with samples of the control class and the experimental class. After conducting a limited trial, researchers reflected by asking for ratings from media experts and material experts on picture book media that would be used to revise the product to make it more perfect. Based on the results of a questionnaire given by the teacher about the application of a local culture-based picture book trial for learning reading comprehension skills for grade IV students of SDN 1 Kebloran Rembang, it showed that the number of positive responses was 43 out of 50 points, which means that the percentage was 86% with the category of very likes. Based on the results of the questionnaire about children's responses, the results of positive responses obtained as much as 45 or 90% with very like categories. This is certainly very good for childrens learning.

From the results of the percentage of teacher and student responses, it can be concluded that the learning media for picture storybooks based on local culture for learning reading comprehension skills of grade IV students of SDN 1 Kebloran Rembang is needed by teachers and children to support learning to stimulate children's reading skills

4.   Conclusions

The results of needs analysis through observation and interviews. Observations are made through learning, student and teacher activities that show the media used by the teacher is less interesting, so children pay less attention to the teacher's explanation. Learning activities like this do not provide a stimulus for reading development for children.

The use of font media is less clear, colors are less attractive, the background is also less attractive. The results of interviews obtained so far teachers in learning do not use learning media and only use existing books. Teachers also find it difficult to create learning media that match the theme. The results of this interview show that teachers are less able to stimulate children's interest in reading. The results of the study found that in learning the beautiful theme of togetherness with subtheme 1 Cultural Diversity of Bangsaku in grade IV students still did not use the right learning media so that it was difficult to stimulate students' reading skills.

Design of picture book development based on local culture for learning students' reading comprehension skills through the process of analyzing implementation plans, determining themes, determining objectives, learning resources,

making picture books, making book covers using 210 gr papar art paper, making book content designs starting from cover pages, introductions, competencies and indicators, table of contents, contents, bibliography and biography, writing using Arial letters with size 14 and binding. The validity and revision of this media learning media is in the form of quantitative and qualitative data. Quantitative data is obtained from the Likkert scale assessment questionnaire, while qualitative data is in the form of assessments from validator suggestions. From the assessment of the media expert, it was obtained that the number of scores had reached 95.5%. If read in the media expert score table in the validation results table, it is classified as valid. In addition to media experts, validation is also carried out by experts, the assessment material is given in the form of scores of 1-4. From the assessment of material experts, a score of 18 was obtained with very good creativity.

Acknowledgement

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