

Development of Picture Storybook Media in Social Studies Learning Materials "Various Jobs" Two Languages for Elementary School Students

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ABSTRACT: This research aims to determine the feasibility of the design and to determine the effectiveness of picture storybook media in social studies learning material "Various Jobs" in two languages for elementary school students. The type of this research is R&D with the research method is 4D: Define, Design, Development and Disseminate. The data analysis technique of this research was carried out using product validation data analysis and trial data analysis. Based on the research data, it shows that the media expert validation score gets a percentage of 92%, the Indonesian language expert validation score gets a percentage of 87%, the validation score by an English expert gets a percentage of 76%, the practitioner assessment score get a percentage of 87.75%, a one-on-one trial assessment score gets a percentage of 88.75% and a limited trial assessment score gets a percentage of 94.53%. Based on the results of the study, it can be concluded that the picture story book media in social studies learning material for various bilingual jobs is appropriate for use in the learning process of elementary school students.

Keywords: Media Development, Picture Story Book, Various Jobs, Two Languages.

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INTRODUCTION

Learning is a complex aspect of activity as a continuous interaction between development and life experience (Dasopang, 2017). On learning thematic in elementary school more emphasize to approach *student centered learning* , which means learning centered on students . According to Abdullah in (Apriliani & Radia : 2020), the learning process teach on learning thematic could using media, effort this conducted by teacher as tool communicate between message with learning media n. According to Wilbur Schram (Mahnun , 2012) argues that media is technology that brings information used _ as teaching so that the learning media also called as extension teacher 's hand .

Good learning media are learning media that are adapted to the learning curriculum, learning materials, based on student needs and it would be better if there was an evaluation of the learning media (Damayanty, 2016). Falahudin (2014) argues that there are several benefits of learning media, the learning process becomes clearer and more interesting, the delivery of learning materials can be uniformed, learning becomes interactive, efficiency in time and energy, improves the quality of learning outcomes, makes learning materials more concrete and fosters growth. positive and productive attitude. Pakpahan (2020) states that there are types of learning media, namely: audio media, visual media and audio visual media.

In the learning process, of course, it does not always run smoothly, there are obstacles that can affect the learning process. The obstacle felt by teachers at SD Negeri 95 Pekanbaru is that they experience problems in learning social studies material on the type of work based on their geographical location. One of the causes is the absence of appropriate learning media with the material. Based on a preliminary study conducted at SD Negeri 95 Pekanbaru, it also shows that there has not been a

development of picture story book media that uses two languages in the learning process.

Picture story book is type of visual media is a book that can show connection between picture with the text contained Theory learning through plot story and printed in form two dimensions of this is conveyed by Rahima (2018). Media picture story books also have benefits in the teaching and learning process, according to Davis (Adipta et al, 2016), namely: *built in desire to learn through comics, easy accessibility in daily newspapers and bookstands, the variety of visual and linguistic elements and codes that appeal to student with different learning styles*. Advantages on book story pictorial according to Apriatin (2021) , namely ; (1) learning process more interesting ; (2) easy teacher in convey message and understanding because existence pictures that are concrete ; (3) book story pictorial easy for obtained . Whereas deficiency from book story pictorial is ; (1) no seldom student only focus on picture only , so not enough pay attention text reading ; (2) learning process could Becomes not enough conducive because student try each other compare available images .

Since early student also could equipped with Skills language foreign , so student capable use two language in life everyday i. This is in line with the current flow of globalization, the need for English is increasing and currently English is the holder of an important role in international languages, both in the fields of education, economics, and technology. Bilingual education is an alternative method that can be used in active learning because education using two languages is able to provide cognitive abilities to students (Izzak and Arif, 2009). Tarigan (2019) states , capable children use two language (Indonesian - English) have good development on aspect affective and cognitive, thing this because since early child taught about two language that is language.

METHOD

The method used in this research is R&D (*Research and Development*) with the development model used is 4D. Thiagarajan (in Sugiyono, 2019) 4D development is a development model by carrying out 4 stages of development, namely *Define, Design, Development and Dissiminate* . In this study, the focus of a study is to see the feasibility and practicality of the media to be developed.

The trial subjects consisted of validation subjects along with 3 validators and 1 practitioner. The subjects of the trial were one-on-one with 4 grade IV elementary school students, the trial was limited to 10 grade IV students at SD Negeri 95 Pekanbaru and 2 teachers in grade IV at SD Negeri 95 Pekanbaru. According to Suryabrata (Rosyidah et al ., 2019) who said with instrument data collection is a tools used for to do measurement data in order to get a quantitative data . Instrument research used on study this that is sheet instrument media expert , expert Indonesian , expert language English , practitioner , questionnaire response student and teacher. Instrument this will made as ingredient for the appropriateness of the media to be developed Data collection techniques were carried out by distributing questionnaires and interviews. The data analysis technique in this study was carried out by analyzing product validation data and product trial data analysis.

RESULT AND DISCUSSION

The result of this research and development is the media of illustrated story books for social studies learning material for various bilingual work for fourth grade elementary school students using the 4D development model following the stages carried out in the research:

The define stage is carried out as the initial stage in the development of bilingual picture story book media. In this stage there are several defining steps, namely:

1. The initial analysis/Font-end Analysis in this step carried out observations and interviews with the fourth grade teacher at SD Negeri 95 Pekanbaru, which stated that the teacher had difficulties in explaining the material about various types of work because of the explanations in the brief book so that students had difficulty analyzing and differentiate the type of work and geographical location. So it is necessary to develop learning media that can increase student understanding.
2. Learner Analysiswhere fourth grade elementary school students have ages ranging from 9 to 10 years. At this age stage, the child is still in the concrete operational stage, where the child has a very high fantasy power (Apriliani and Radia, 2020). Interviews conducted with class IV.C students at SD

Negeri 95 Pekanbaru stated that students like learning when they use storybooks with interesting pictures.

3. Concept analysis in this step is the preparation of syllabus and lesson plans based on core competencies and basic competencies related to the material of various types of work on theme 4 grade IV elementary school.
4. Analysis of learning objectives where the developed media is expected to meet the needs of fourth grade elementary school students, namely by the availability of interesting and appropriate media to use.

The design stage where at this stage the researcher designs the media that will be developed with the following steps:

1. Media selection at this stage, the researcher determines to develop a two-language (Indonesian-English) picture story book media on the material of various types of work for fourth grade elementary school students.
2. Format selection determines the learning resources used as guidelines for developing bilingual picture storybook media, namely the thematic book curriculum 2013 theme 4 grade IV elementary school.
3. The initial design begins with preparing the tools used to create a bilingual picture story book, namely by using the **Ibis Paint X application** by performing the following steps:
 - a. The story script, made in accordance with the theme of the bilingual illustrated storybook that was developed, was about various types of work according to their geographical location.
 - b. The sketch of a bilingual picture story book begins with drawing the characteristics of the characters according to the type of work, making the background of the story and sketching the book cover.



Figure 1. Characteristic Recognition Sketch



Figure 2. House Sketch

- c. Coloring is done when the sketching stage is complete. Coloring is done by choosing bright colors to attract students' attention.



Figure 3. Coloring

d. The writing of the story text is adjusted to the *layout* and pictures of the story, the type of writing used is boogaloo with a writing size of 24.



Figure 4. Types of Fonts



Figure 5. Font Size

Development at the stage of developing a bilingual picture story book, the product validation and product testing stages are carried out. The product validation test was carried out with 3 validators, namely media experts, Indonesian language experts, English experts and 1 practitioner, namely a fourth grade teacher at SD Negeri 95 Pekanbaru. Validation is done by providing a statement validation questionnaire using a *Likert scale*. This scale can provide freedom to the validator in conducting research on the media that has been designed. Product validation is determined by the average obtained by the validator.

$$Rata - rata skor = \frac{\text{Skor Perolehan}}{\text{Jumlah Skor Pernyataan}} \times 100$$

(Setyosari, 2010)

Table 1. Score Evaluation

Score Evaluation	Category
4	SS : Strongly Agree
3	S: Agree
2	KS : Disagree
1	TS : Disagree

Table 2. Interval Average Score Evaluation

Average Score	Category Validity
81-100	Very Valid
61-80	Valid
41-60	Less Valid
21-40	Invalid
0-20	Very Invalid

Table 3. Criteria Media Eligibility

Percentage Score	Category Appropriateness
81%-100%	Very Practical
61%-80%	Practical
41%-60%	Less Practical
21%-40%	Impractical
<21%	Very Impractical

The following are aspects of the bilingual picture story book validation assessment for product validation:

Table 4. Aspects of Assessment of Bilingual Picture Story Validation

No	Assessment Aspect	Number of Items
1.	Contents	8
2.	Language	5
3.	Appearance	6
4.	Cohesiveness	4
5.	Balance	4
Total Items of Assessment		25

The results obtained based on the distribution of the questionnaire with the validators are as follows:

Table 5. Bilingual Picture Storybook Validator Recapitulation

No	Name	Total score	Percentage	Category
1	Media validators	92	92%	Very valid
2	Indonesian validator	87	87%	Very valid
3	English validator	76	76%	Very valid
4	Practitioner	96	96%	Very valid
Total score		351		
Average		87.75		
Overall Percentage		87.75%		
Category		Very valid		

After conducting product validation tests and revisions with the validator, the next step is to conduct product trials, namely: one-on-one trials, limited trials and teacher responses. Here are the results obtained

Table 6. One-on-one Trial Student Response Recapitulation

No.	Name	Amount Score	Percentage	Category
1.	Student I	35	87.5%	
2.	Student II	36	90%	
3.	Student III	35	87.5%	Very Agree
4.	Student IV	36	90%	
Amount Score			142	
Average			35.5	
Percentage Whole			88.75%	
Category			Very Worthy	

Table 7. Recapitulation of Student Responses for Limited Trial

No.	Name	Amount Score	Percentage	Category
1.	Student I	36	90%	
2.	Student II	36	90%	
3.	Student III	37	92.5%	
4.	Student IV	36	90%	
5.	V student	34	85%	
6.	Student VI	36	90%	
7.	Student VII	36	90%	
8.	VIII students	36	90%	
9.	Student IX	36	90%	
10.	Student X	37	92.5%	
Amount Score			360	
Average			36	
Percentage Whole			90%	
Category			Very Worthy	

Table 8. Teacher Response Recapitulation

No.	Teacher's Name	Amount Score	Percentage	Category
1.	Teacher I	62	97%	
2.	Teacher II	59	92%	Very Agree
Amount Score			121	
Average			60.5	
Percentage Whole			94.53%	
Category			Very Worthy	

DISCUSSION

Developed learning media could be said worthy if it has fulfilled a number of criteria. Media eligibility is obtained from assessment carried out by media expert, expert Indonesian, expert language English, practitioner, test try one on one, test try limited and teacher response. As for results evaluation from book media story pictorial two language could be seen as follows: Validation Media Experts get score percentage 92%, Validation Expert Indonesian get score percentage 87%, Validation Expert Language English get score percentage 76%, Validation Practitioner get score percentage 96%, Test Try One by one get score percentage 88.75%, Test Try Limited get score percentage 90%, Teacher Response I get score percentage 97%, and Teacher II's response gets score percentage 92%.

Based on research conducted by Fahyuni and Bandono (2015) with the title "Development of Picture Storybook Media as an Effort to Improve Reading Ability of Elementary School Students" aims to increase teacher creativity in the teaching and learning process and improve students' reading ability. The results of the study are effective to use because they are able to stimulate learning motivation and student interest. This is based on the results of research which get a percentage of 88%. The next research that is relevant to this research is the research conducted by Tarigan (2019) with the title "Development of *Bilingual* Children's Storybooks Based on Responsibility Values for Elementary School Students" using data collection techniques using questionnaires and expert assessments. In the research conducted by Adityas, the average percentage of 96.92% is included in the very good category and deserves to be used. Djoendi (2017) states that picture story books can be used by all ages, starting from the age of 8 years. Picture story books have their own dance power in learning, especially for elementary school students. Based on the scores obtained by the researchers from the assessments of validators, practitioners, students and teachers, it shows that the media is a bilingual picture story book about various types of decent work to be developed in grade IV elementary school. Learning media is a necessary resource for communicating with learners and making learning more meaningful (Sumiharsono and Hasanah, 2017).

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on results study and discussion that has been described, then study book media development story pictorial on Social Studies learning material ' Various Job ' two language for student school base this could be concluded as follows: Book media development story pictorial on social studies learning material " various " job " two " language for student school base conducted with a 4D development model, namely :

- a. To do *defined* with To do analysis with teachers, participants educate, curriculum and destination learning .
- b. To do *design* with To do media selection, determine tool for book media creation story pictorial two language , make script story and make sketch image .
- c. To do *development* with doing test validation product , revision product and test try product .

Final To do *disseminate* with give book story pictorial two language that has printed to school the place study that is School Base State 95 Pekanbaru .

Eligibility level of book media ceita pictorial two language show assessment carried out by validator and practitioner get category very valid with score : validation done _ by media experts get score 92% with category very worth it , validation done by expert Indonesian get _ 87% score with category very worth it , validation done by expert language English get 76% score with category worthy and validation performed _ by practitioner get score 96% with category very worth . So the average score obtained from validation and practitioner get score 87.75 % . Results from test try one by one with 4 students got an average score of 88.75 % with category very worth . Results test try limited with 10 students got average score of 90% with category very worthy and results the response of 2 teachers was obtained an average score of 94.53% with category very worthy.

Recommendation

Based on results study and development that has been conducted researcher, then researcher recommend to study next . Following is the researcher's recommendation give :

Based on result test validation and test try product state that book media story pictorial two developed language by researcher already worthy and book media story pictorial two language this could used for activity learning in class IV School Base on Theory Various Type Work Theme 4. For researcher next could in book media development story pictorial two language on Theory Various Type Work Class IV Theme 4 expected could use other model development and could test effectiveness of book media story pictorial two language the for could made as tool measuring for researching so far where motivation study and interest read students .

Picture story book two language this expected could Becomes wrong one alternative learning media could in progress by efficient . As well as the development of book media story pictorial two language next could made in digital form with utilise technology and growing information moment this .

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