



Development Literacy Module Media In Indonesian Language To Improve Reading Skills Of Grade Ii Elementary School Students

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ABSTRACT

Reading and writing are early literacy that was first recognized in human life. The reading difficulties experienced by some students make students have minimal reading literacy skills. This can affect students' ability in writing skills, because a lack of reading makes students minimal information and minimal vocabulary. Therefore, teachers must be smart in managing learning that takes place in class. The literacy literacy module is a book which contains elements of reading and practice questions. With the practice questions associated in order to train students, after reading the module. In this study, researchers used a design design and development research approach (Research and Development atau RnD). Researchers focused on grade 2 students, using 27 students. Data collection using a questionnaire, analyzed with qualitative descriptive data and quantitative data. Based on the results of product feasibility reached an average of 85.25%. From the practicality test results by teachers and students in the average module, it is 94.2%. Based on the results of the effectiveness test, the average was 81.4% while the students' reading skills test averaged 87.96%. So that the development of the Media Literacy Module produces products that are very valid, effective and practical to use in the learning process on Indonesian content for poetry material as well as expressions of apology and help for class II SD Negeri Mekar Mukti 01.

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INTRODUCTION

Education is an effort made to prepare students by providing guidance, teaching and training activities for the next period. Elementary school education is an institution that educates and provides basic knowledge that can form the next generation that has great strength in the future to face the challenges that will come.

Indonesian is one of the lessons that is focused on students, especially low grade students. Language skills are the basis for students' ability to practice

speaking, reading, and writing skills. Reading skills will affect one's habits in getting used to reading culture. Knowledge will open, when someone is diligent in reading. According to (Tarigan, 2020) reading skill is an interactive activity in understanding the meaning contained in written language. Improving the quality of reading will be very good for broadening students' insights.

Reading and writing are early literacy that was first recognized in human life. In an increasingly modern life, individual abilities in literacy will be indispensable for a better quality of life. Literacy is the ability to manage information and knowledge as a fundamental skill. Ministry of Education and Culture (Utami et al., 2022) UNESCO Declaration, states that literacy is very important for everyone because it relates to basic abilities, such as identifying, selecting, finding, evaluating, designing effectively and structured and forwarding problems. By reading a person can gain insight, think broadly and qualified knowledge. Writing itself will develop students' thinking skills, students become more critical, innovative and creative. Therefore, literacy is very important in the learning process, especially at the elementary school level to improve students' ability to increase knowledge by adjusting to current developments in science and technology (Fitriyani et al., 2022).

The reading difficulties experienced by some students make students have minimal reading literacy skills. This can affect students' ability in writing skills, because a lack of reading makes students minimal information and minimal vocabulary. According to (Pribadi et al., 2021) students have difficulty reading because they do not get used to reading, while some students do not know letters fluently and lack student motivation.

At present the teacher's ability to improve the quality of the teaching and learning process requires innovation and creativity, so that learning is fun. Teachers should be more self-motivated to develop creative and innovative thinking, so that it becomes a start for improving student learning outcomes. It is realized that without innovative and creative thinking from teachers, the quality of education in Indonesia will be in a position that does not show changes for the better. In addition to the teacher's creativity and innovation, the learning process with a conducive atmosphere is needed so that students are interested and active during the process.

It can be concluded from the above that the teacher has an important role in this problem. Therefore, teachers must be smart in managing learning that takes place in class. One way is by using learning media in teaching and learning activities. Learning media are tools or media that are used to support the teaching and learning process by teachers and students, in order to facilitate the learning process and have the benefit of conveying material and knowledge. The

appropriate instructional media is used to improve the reading skills of grade II elementary school students, namely the use of the media literacy module.

The literacy literacy module is a book which contains elements of reading and practice questions. This reading does not only contain words, but with several supporting images and images that appear to add an interesting impression to the reader. With the practice questions associated in order to train students, after reading the module. The use of attractive colors to give a supportive impression on the literacy module is the main thing to attract students' interest in reading. So that students will be motivated to improve reading skills.

Based on the results of observations made by researchers at Mekar Mukti 01 Public Elementary School, it was stated that learning Indonesian for reading skills was still at a low quality. In that school there were 4 study groups in class II, the researchers focused on class II.1 One of the factors that resulted in low reading skills was the limited sources of learning media.

Based on the description above, researchers are motivated to conduct research *Research and Development* (RnD) to develop a literacy literacy module, so that it can be used as an effort to improve the reading skills of class II students at SD Negeri Mekar Mukti 01. Therefore, researchers conducted research with the title "Development of Reading and Writing Literacy Module Media in Indonesian Language Subjects to Improve Reading Skills of Grade II Elementary School Students".

RESEARCH METHOD

In this study, researchers used a design design and development research approach (*Research and Development atau RnD*). According to Sugiyono (in Hartati et al., 2022) Research and Development is one of the research methods used to produce new products that have been tested, proving the effectiveness of these products in terms of product quality and quantity will further increase.

This study uses a learning design development research model (Instructional Design) model ADDIE (*Analysis, Design, Development, Implementation, and Evaluation*) (Rayanto & Sugianti, 2020). The ADDIE development model has five stages of development, namely: 1) analysis (*analysis*), 2) planning (*design*), 3) development (*development*), 4) implementation (*implementation*), and 5) evaluation (*evaluation*). The location of this research was carried out at Mekar Mukti 01 Public Elementary School, Cikarang Utara, Bekasi Regency, West Java. The research subjects in this development included three validators consisting of media expert test validators, language expert test validators, material expert test validators and the target users of this product were class II students of Mekar Mukti 01 State Elementary School. There are 3 data collection techniques, namely:

Questionnaires of needs in product development will be given to class teachers and class II students totaling 27 people, then will be analyzed using descriptive qualitative data and quantitative data in the form of numbers and interpreted with guidelines for assessment category criteria to determine product quality.

A validation questionnaire that will be given to media, language, and material experts. The validation questionnaire that has been given will be analyzed using qualitative descriptive data and quantitative data in the form of numbers and interpreted with the guideline of assessment category criteria to determine product quality. This research and development uses a Likert scale and measurements that refer to books written (Hayuwari, 2016) Quantitative analysis is the assignment of questions that will produce a score in this case which can be seen in the formula below:

The percentage formula used is as follows:

$$P = \frac{f \times 100\%}{n}$$

Information:

P = Percentage value per aspect

f = Score obtained

n = Maximum score

To determine the criteria in determining the results of the validation, as follows:

Table 1.
Criteria for Validation Results

Value Presentation	Criteria
$0 \leq P < 25\%$	Invalid
$26 \leq P < 50\%$	Less Valid
$51 \leq P < 75\%$	Valid
$76 \leq P \leq 100\%$	Very Valid

Source: Hayuwari, 2016

Calculating the questionnaire that has been collected from the validator will be calculated using a Likert scale as a measuring tool. The data that the researcher has obtained is then analyzed to find out whether or not the results are feasible from a product being developed.

RESULTS AND DISCUSSION

The development carried out in this study produced teaching materials for the Literacy Literacy Module for learning Theme 5 "My Experience" Sub-themes 1-3 for class II SD Negeri Mekar Mukti 01. To develop the Literacy Literacy

Module, researchers used the ADDIE model stages with five stages, namely (*Analysis, Design, Development, Implementation, and Evaluation*). The stages of this development are the following steps:

Analysis is used to obtain information in developing module teaching materials according to the needs of students in the learning process, including: analysis of educators (teachers). This research was developed from problems that arise during the learning process, the explanation contained in the learning book is too short, so the teacher must have the initiative to explain in more detail to students. In addition, the lack of material for students makes one of the triggers for the lack of knowledge possessed by students. Based on the results of the interviews, it was also known that students were very enthusiastic about picture and color books.

At this stage the researcher conducted interviews with students to get an overview in making the reading and writing literacy module teaching materials according to what the students wanted. From the results of the interviews it can be concluded that, students want to have teaching materials that contain readings as well as a variety of interesting colors and pictures, with practice questions that invite students to answer evaluation questions which are reviewed according to the material contained in the module. Therefore the researcher presents a solution that is felt to be effective from the opinions of students, namely developing Literacy Module teaching materials that are practical and can be used by students easily.

To compile the Module there are several stages in the development of the Read-Writing Literacy Module, namely:

- 1) Cover is an overview of the material to be presented, in Figure 1 cover front and figure 2 cover back.



Picture 1



Picture 2

- 2) Instructions for use are instructions for using the teaching materials presented in picture 3.



Figure 6



Figure 7

- 7) The practice questions in Figure 8 with the matching type are a form of practice questions by giving directions to match the answers presented with the existing statements.
- 8) The practice questions in Figure 9 with the draw line type are a form of practice questions by giving directions for making lines that match the statements presented or matching answers with existing statements.



Figure 8



Figure 9

At this stage, modules that have been made using graphic design Ibis Paint X then put in microsoft word. After being plugged in microsoft word then proceed to transform into the form pdf. In addition to containing material in this module, it also contains practice questions at the end of each sub-theme.

The next step after the Literacy Module is created is to validate the product.

This product validation was carried out by presenting several experts, namely media experts, linguists and material experts to conduct an assessment of the feasibility of the Literacy Module product in the subject of Indonesian language poetry and expressions of apology and help class II elementary school theme 5 sub-themes 1-3 . Meanwhile, to assess the practicality of this Literacy Module, researchers used an assessment questionnaire to educators or homeroom teachers for class II elementary schools and class II students. The data obtained in this study are as follows:

a. Module Due Diligence Analysis

The modules that have been developed are then validated by the validator. Media expert validators, linguists, and material experts. After being assessed by each validator, an analysis was then carried out on the validation results sheet by the three experts.

Table 2.
Validator Eligibility

Number.	Validator	Value
1.	Media Validator	93,75
2.	Language Validator	82
3.	Material Validator	80
Average Results		85,25

Teaching materials for the Literacy Module are said to be valid if they obtain and meet the eligibility requirements at the appropriate level. It is said to be valid if it meets the minimum criteria of 51-75%. Based on the results of the validation of three validators, a value of 85.25% was obtained so that the module was in very valid criteria. So it can be concluded that the module can be said to be very valid and feasible to use.

b. Module Practicality Test Analysis

The practicality test is carried out on the module products that have been developed by researchers. This practicality test aims to determine whether or not the use of Module products is easy for educators and students. This test was carried out face to face in class II.1 room. The questionnaire analysis of educators and students' responses to the module is as follows:

Table 3.
The Practicality of Educators and Students

Number.	Name	Value
1.	Teacher	94,4
2.	Students	94
Average Results		94,2

From the table above, it can be concluded that module teaching materials are said to be practical if they meet the minimum practical criteria equal to or more than 75. Based on the results of the average response of teachers and students, a value of 94.2 is obtained, which means that the module developed by the researcher is in the criteria very practical.

c. Module Effectiveness Value Analysis

The results of student learning tests are carried out to test the effectiveness of the module. To test the effectiveness, a test was carried out on 27 students. These students were asked to work on module questions that had been validated by the validator. This is done in order to know the effectiveness of the module that has been developed. Based on the results of the effectiveness test, there were 22 students who passed, then the results were analyzed. The module is said to be effective if it meets the minimum effective criteria equal to or more than 70. Based on the results of the student learning test, a score of 81.4% is obtained, which means that the module developed by the researcher is in the very effective criteria.

d. Reading Skill Value Analysis

The test of students' reading skills was conducted to test the skill level of students in reading in the Read-Write Literacy Module. To test reading skills, researchers used a questionnaire in the form of checklist to students as many as 27 people. This test was carried out face to face in class II.1 room. Based on the results of the reading skills test, there were 22 students in the category of very good reading skills, then the results were analyzed. The average result of the reading skill test obtained was 87.96% which is in very good criteria.

CONCLUSION

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The development of this Literacy Module was developed by taking into account learning materials, basic competencies (KD) and learning objectives that are in accordance with the 5 sub-themes 1-3 themes for class II students at SD Negeri Mekar Mukti 01. To create a Literacy Module, namely designing a Module designed using Ibis Paint X then put inside Microsoft Word. After being plugged in Microsoft Word then proceed to transform into the form pdf. In addition to containing material

in this module, it also contains practice questions at the end of each sub-theme. The module that was developed had to go through the validation stages of media experts, linguists, and material experts as well as responses from class II teachers at SD Negeri Mekar Mukti 01 and was tried out on students consisting of 27 students. The quality of this Literacy Module has reached a standard of feasibility and practicality for use in learning based on the results of assessments from media experts, linguists, and material experts, teachers and students.

Based on the validation results of 3 experts, namely media experts, linguists, and material experts, the overall average score was 85.25% in very valid criteria. From the development of the Literacy Module teaching materials on poetry material as well as expressions of apology and help it contains cover, instructions for use, basic competencies, indicators, learning objectives, material and practice questions with different types of questions.

From the results of the practicality test by the teacher and students in the module, namely by giving a questionnaire to the teacher and 27 students, an overall average score of 94.2% was obtained in the very practical criteria. Meanwhile, based on the results of the effectiveness test, the test was carried out on 27 students who obtained an average value of 81.4% in the very effective criteria. Finally, based on the test of students' reading skills on 27 students, an average of 87.96% was in the very good category. So that the development of the Media Literacy Module produces valid, effective and practical products to be used in the learning process on Indonesian language content for poetry material as well as expressions of apology and help for class II SD Negeri Mekar Mukti 01.

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