DEVELOPMENT OF THEMATIC LEARNING MEDIA IN THE FORM OF POP-UP BOOK BASED ON RIAU LOCAL WISDOM FOR CLASS IV BASIC SCHOOL

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ABSTRACT

Conceptually thematic learning close to the environment. Therefore, thematic learning should make optimal use of the potential of the environment to make it more meaningful. Meaningful learning can be provided with local wisdom-based learning media. This type of research is Research Development with a 4-D development model, consisting of stages define, design, development, disseminate. This study aims to determine the validity, practicality, and effectiveness of thematic learning media in the form of pop-up books based on local Riau wisdom for grade IV Elementary Schools. This study aims to determine the validity, practicality, and effectiveness of thematic learning media in the form of pop-up books based on Riau's local wisdom for grade IV Elementary Schools. Validity data collection techniques through validation by experts in the field of learning design, practicality data collection through the use of instructional media using observation sheets. Meanwhile, effectiveness data collection is done by observing student activities and learning outcomes. This research was conducted at SDN 027 Rambah and SDN 008 Rambah. The results showed that the level of validity of the lesson plan and learning media included in the very valid category of 87.3%, then the practicality level of the implementation of lesson plans, teacher responses, and students fall into the category of very practical that is 89.5%, and the level of effectiveness of student activity is at a percentage of 87.9% when testing and 88.9% when disseminating the very good category. Thus, it can be concluded that the thematic learning media in the form of pop-up books based on Riau's local wisdom developed has been valid, practical, and effective.

Keywords: Learning media, Thematic, Pop-up book, Local wisdom

INTRODUCTION

Thematic learning is a learning approach that involves several subjects to provide a meaningful learning experience for students. Thematic learning is oriented towards learning practices that are suited to the needs of students and will effectively help create broad opportunities for students to see and build interconnected concepts. The thematic learning process must be designed in such a way by the teacher by taking into account the potential and characteristics of the area, one of which is to promote cultural values as local wisdom.

The application of learning based on local wisdom is expected to be able to create learning that gives meaning to the lives of Indonesian people. That is, learning is able to create young people who are able to preserve and love their own culture. In addition, learning must be able to shape human characters with high integrity and character so that they can give birth to a nation of children with dignity in accordance with the spirit of education that is humanizing humans.

Learning experiences that show the relationship of conceptual elements make the learning process more effective. Therefore, teachers need to package or design learning experiences that will affect the meaningfulness of student learning with local wisdom based learning media. According to Aqid (2013: 5) that learning media is everything that is used to channel messages and stimulate the learning process. While the of instructional media according to Sudjana and Rivai (2013: 2) suggest the instructional media, namely: 1) Learning will be more interesting, 2) Learning materials will be clearer in meaning, 3) Teaching methods will be more varied.

In reality in the field this has not been done by the teacher, especially the local wisdom of Riau’s has not been used optimally by the teacher and the learning process still prioritizes the intellectual aspect with the teacher's handbook being the main source of learning at the same time. Learning media designed by teachers in schools have not varied and have not integrated the values
of local wisdom. That is, the specificity of teaching material published in the media doesn’t yet show the value of Riau's local wisdom and the media that are often used are only image media. This results in a learning process that is less than optimal.

To maintain the value of Riau's local wisdom so as not to become extinct with the development of the current era, especially in elementary school age children, must start from education. One solution is the development of pop-up book thematic learning media based on Riau's local wisdom for grade IV elementary schools. According to Rubin (in Febrianto, 2014) pop-up is an illustration that when the page is opened, pulled, or raised, there will be levels with three-dimensional impression. Additionally, pop-up books have properties that are conversational, interactive, interesting, and infomatif so that the message can be received well by the recipient (Aisha, et al., 2012: 83).

The selection of pop-up book media is in line with thematic learning in addition to being a child's visual potential, it is also seen as practical because it is easy to play, and interesting. This is in accordance with the opinion Dzuanda ((2011: 5) that the benefits of media pop-up book one of which develop children's creativity and stimulate the imagination of children. With the media pop-up book based on local wisdom Riau students can add to the spirit of learning and can use instructional media independently or in groups.

Based on the above statement, it is very necessary to develop a local wisdom based learning media in Riau in the form of a pop-up book. This is based on previous research pop-up book media is very practical and has an interest in its form because it has a movable part and has two-dimensional elements.

Based on this background, the authors are interested in conducting research under the title "Development of thematic learning media in the form of pop-up books based on Riau local wisdom for class IV elementary schools". The formulation of the problem in this study is what the validity, practicality, and effectiveness of the development of thematic learning media in the form of pop-up books based on local wisdom of Riau for grade IV Elementary Schools? The purpose of this study was to determine the validity, practicality, and effectiveness of thematic learning media in the form of pop-up books based on local wisdom of Riau for grade IV Elementary Schools. This research benefits for teachers as an alternative to implementing more innovative instructional media, creative, efficient, and fun to achieve the learning objectives, while for students to assist in the establishment and development of knowledge and to improve students' academic ability.

RESEARCH METHODOLOGY

This type of research is Research Development. Sugiyono (2010: 407) state research and development are research methods used to produce certain products and test the effectiveness of these products. This study uses a 4-D model (Define, Design, Develop, and Disseminate) developed by Thiagarajan (in Sugiyono, 2010: 501). This is in accordance with the opinion of Hamdani (2011: 29) that the 4-D model is more appropriate to be used as a basis for developing learning media, the description is more complete and systematic, and its development involves the assessment of experts as validators so that before testing the device has been revised based on the assessment, advice and input validators.

Type of data collected in this study are primary data. Primary data is data obtained directly through the observation sheet. Validity data is obtained through the RPP validation sheet and learning media. Practicality data is obtained through the lesson plan implementation sheet, teacher response sheet, and student response sheet. The effectiveness data was obtained through student activity sheets and student learning outcomes.

Data collection techniques to determine the validity of the media through validation by expert validators in the field of learning design. The technique of collecting media practicality data through the use of instructional media by teachers and students using observation sheets. Meanwhile, media effectiveness data collection techniques are done by observing student activities with an observation sheet.

Data of validity, the practicalities and effectiveness were analyzed at each of the components as follows.
Validity Analysis Techniques

Data validation results were analyzed in relation to all aspects presented in tabular form using a Likert scale. Calculation of the final value of the result data and the validity of the following formula is used.

Validity Value = \( \frac{PS}{SM} \times 100\% \)

Description:
PS : Obtaining a score
SM : Maximum score

Categories validity of the RPP, and learning media at a final value that is obtained seen in table 2.1 below.

<table>
<thead>
<tr>
<th>Achievement Level (%)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>81-100</td>
<td>Very valid</td>
</tr>
<tr>
<td>61-80</td>
<td>Valid</td>
</tr>
<tr>
<td>41-60</td>
<td>Less valid</td>
</tr>
<tr>
<td>21-40</td>
<td>Invalid</td>
</tr>
<tr>
<td>0-20</td>
<td>Very invalid</td>
</tr>
</tbody>
</table>

Practicality Analysis Techniques

Practicality analysis techniques are used for data analysis of observations of the implementation of lesson plans, teacher questionnaire responses, and student responses. Calculation of the final value of practicality data is analyzed using the formula from Riduwan & Sunarto (2012: 56), which is as follows:

\[ NA = \frac{PS}{SM} \times 100\% \]

Description:
NA : Final score
PS : Obtaining a score
SM : Maximum score

Categories of learning media practicality based on the final grades obtained can be seen in the following table 2.2:

<table>
<thead>
<tr>
<th>Achievement Level (%)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>81-100</td>
<td>Very practical</td>
</tr>
<tr>
<td>61-80</td>
<td>Practical</td>
</tr>
<tr>
<td>41-60</td>
<td>Less practical</td>
</tr>
<tr>
<td>21-40</td>
<td>Not practical</td>
</tr>
<tr>
<td>0-20</td>
<td>Very impractical</td>
</tr>
</tbody>
</table>

Effectiveness Analysis Techniques

Calculation of data and the final value of the effectiveness of student activities are analyzed using a formula developed from the basic concept of evaluating learning outcomes (Arikunto, 2006: 233).

\[ \text{Persentase} = \frac{\text{Aktivitas siswa dilakukan}}{\text{Jumlah siswa}} \times 100\% \]

Based on the percentage obtained, groupings are carried out according to the criteria in table 2.3:
Table 2.3 Criteria for Determining Student Activities

<table>
<thead>
<tr>
<th>Achievement Level (%)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>81-100</td>
<td>Very good</td>
</tr>
<tr>
<td>61-80</td>
<td>Good</td>
</tr>
<tr>
<td>41-60</td>
<td>Pretty good</td>
</tr>
<tr>
<td>21-40</td>
<td>Not good</td>
</tr>
<tr>
<td>0-20</td>
<td>Very not good</td>
</tr>
</tbody>
</table>

Cognitive Assessment Students are obtained through a test at the end of the learning activities. Student learning outcomes based on the thoroughness of the individual and the average grade obtained by students.

RESEARCH RESULT

Defining Phase

Analysis of the needs of the activities undertaken to further explore the various aspects needed related to the preparation of learning media to be carried out. Before compiling learning media, it must be understood in advance the scope of material needed and concepts related to Riau's local wisdom and the exercises that will be given to students.

At the curriculum analysis stage, a review of the 2013 curriculum is carried out. The analysis is carried out on the demands of Core Competencies (KI) and Basic Competencies (KD) by taking into account the hierarchical order of scientific concepts, and the level of material difficulties associated with KI and KD.

Student analysis is performed to determine student characteristics. This analysis begins by finding out the age of the student, the environment, and the academic ability of students. Subjects in this study are grade IV students of SD Negeri 027 Rambah who are in the age range of 10-12 years whose thinking ability has begun to be perfect, able to think abstractly, think deductively and inductively, as well as analytical and synthesis thinking.

But basically students in this class have been quite active and have a high sense of curiosity. But this student activity is sometimes less controlled if the teacher gives questions and students answer irregularly, causing noisy classroom conditions. Thus the impact on the attitude of students who are less polite and respectful among peers.

Design Phase

Based on the results of the needs analysis, curriculum, and students. So the design of the RPP, and thematic learning media is done in the form of pop-up books based on Riau's local wisdom. Some of the results of the design include: first, the design of the RPP includes identity, learning objectives, learning methods, steps of learning activities, learning resources, and includes an assessment (according to Permendikbud No.81A, 2013). Second, the design of thematic learning media is carried out by formulating KI and KD and the learning objectives are then adjusted to the preparation of materials based on Riau local wisdom and pay attention to the suitability of the presentation of learning media to the characteristics of students. Thematic learning media in the form of pop-up books contain title pages (cover), table of contents, KI and KD mapping, learning material, and some exercises.

Development Phase

At this stage, it aims to determine the validity, practicality and effectiveness of the thematic learning media in the form of pop-up books based on Riau's local wisdom developed.

Validation carried out in this study emphasizes aspects of content and content. Validation involves 5 validators, consisting of 3 lecturers as experts and 2 teachers as practitioners. The results of the validation can be seen in table 3.1 below.

Table 3.1 Results of Thematic Learning Media Validation by Validators.

<table>
<thead>
<tr>
<th>Aspect Observed</th>
<th>Value (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPP</td>
<td>83,9</td>
</tr>
<tr>
<td>Media Pembelajaran</td>
<td>90,8</td>
</tr>
<tr>
<td>Rata-rata</td>
<td>87,3</td>
</tr>
</tbody>
</table>
Based on Table 3.1 explains that the average test validation thematic learning media in the form of pop-up book based on Riau local wisdom as a whole is 87.3% with very valid category.

Data on the practicalities of the media developed were obtained from observations of the implementation of the lesson plans, teacher and student response questionnaires. The results of the practicality of learning media can be seen in Table 3.2 below.

<table>
<thead>
<tr>
<th>Data</th>
<th>Practicality Value (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keterlaksanaan RPP</td>
<td>86.9</td>
</tr>
<tr>
<td>Respon guru</td>
<td>90.6</td>
</tr>
<tr>
<td>Respon siswa</td>
<td>91.0</td>
</tr>
<tr>
<td>Rata-rata</td>
<td>89.5</td>
</tr>
</tbody>
</table>

Based on Table 3.2, the average value of the practicality of learning media developed was 89.5% with a very practical category.

The effectiveness of the developed learning media can be seen from student activities and student learning outcomes. Student activities during the learning process is one of the information how students respond to the use of media during the learning process. In the aspect of student activity obtained an average of 87.9% with a very good category. Thus it can be concluded that the learning process using thematic learning media in the form of pop-up books based on Riau local wisdom has succeeded in increasing student activity in learning.

3.4 Dissiminate Phase

The dissiminate phase is carried out on a limited scale, which is a trial at another school. In this study conducted in class IV SD Negeri 008 Rambah. The aim is to test the effectiveness of using these media on different objects, situations and conditions.

The effectiveness test is carried out at the dissiminate phase as well as the effectiveness test when product trials are carried out. There are two main things that need to be taken into consideration, namely student activities and learning outcomes. Student activity assessment obtained an average value of 88.9% with a very good category. Thus it can be concluded overall that the use of thematic learning media in the form of pop-up books based on Riau's local wisdom is very effective.

RESEARCH DISCUSSION

Thematic learning media in the form of pop-up books based on Riau's local wisdom by adopting a 4-D development model has been successfully implemented. The learning media has been tested in class IV SD7 02 Rambah with a total of 22 students and the distribution was carried out in other schools SD Negeri 008 Rambah with a total of 21 students.

Validity of Learning Media

The RPP and media validation process was carried out by 3 expert validators. Expert validators assess the RPP and designed media. The RPP that was assessed was then revised to a number of statements contained in the RPP and the media. After revision of some aspects of the RPP and the media have been declared valid by expert validators.

Based on the specified categories, the RPP and media that have been developed into the category are very valid with an average percentage of 83.9% for the RPP while the media with a percentage of 90.8%.

This means that the RPP and media that have been developed already illustrate the suitability of all components and activities as well as the concepts that are contained. This compatibility can be seen from the indicators and learning objectives that have been formulated, materials that have been based on Riau's local wisdom, the application of pop-up books used in the learning steps, media and learning resources, as well as assessments conducted.

Practicality of Learning Media

Practices observed were the level of implementation of lesson plans, teacher questionnaire responses, student questionnaire responses to the practicality of instructional media.

The results of observations of the implementation of the lesson plan show that learning takes place in accordance with the plans that have been made. During the trial, there are no significant
barriers by teachers in implementing the learning process although a little short on time, but can be overcome by a more optimal conditioning class.

The results of the analysis of the teacher's response questionnaire showed that the thematic learning media developed were very practical to be used in the learning process. This can be seen from the distribution of the teacher's answers asked for answers about the learning media used. As a result, the teacher states that the learning media developed are different from previous learning media and are easy to use in the learning process.

The results of the analysis of the student response questionnaire showed that students became more interested and easier to understand the learning material.

The learning media developed are also interesting for students because they are designed with colors that are more interesting and colorful in accordance with the characteristics of student development. This can be seen from the results of student responses which state that the media used are practically used in the learning process. students like the color design and images in the learning media. students are very enthusiastic when shown learning media in the form of pop up books so that they are motivated to learn. This is in accordance with the opinion of Arsyad (2011: 26) that learning media can increase and direct the attention of children so that it can lead to learning motivation, student interaction, and student independence.

**Effectiveness of Learning Media**

The effectiveness of instructional media is carried out at SDN 027 Rambah and at SDN 008 Rambah as a place of distribution. The effectiveness test is done by looking at the aspects of activities and evaluating student learning outcomes. According to Syah (2010: 90) Activities can not be separated from the learning process. Because ultimately learning is implementation. How can you help someone learn how to do an activity.

Based on the results of the effectiveness test at the development stage shows the results of activities and student learning outcomes are in the very good category. The results of the effectiveness of student activities in SDN 027 Rambah with a value of 87.9% with a very good category and at the stage of dissemination at SDN 008 Rambah with a value of 88.9% with a very good category. It can be concluded that the thematic learning media in the form of pop-up books based on Riau's local wisdom can be said to be effective for use.

**CONCLUSION**

Based on the results of media trials, analysis, and findings during the research, it can be concluded that the thematic learning media in the form of pop-up books based on Riau's local wisdom developed is valid, practical, and effective.

**REFERENCES**


