

## Development of Rembang Tradition-Based Storybooks to Improve Students' Reading Skills

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### Abstract

*The purpose of this research is to describe the development of Rembang Tradition-Based Storybooks to improve the skills of students in Indonesian Language Learning Class IV SD. This research method uses Research and Development research design which refers to the theory of Borg and Gall, using ten steps of research implementation namely potentials and problems, data collection, product design, design validation, design revision, product testing, product revision, usage testing, product revision, and mass production. Data collection techniques used were observation, interviews, and questionnaires. Analysis of this research data with quantitative and qualitative analysis. Sources of data in this study were teachers and students of class I V SDN 1 and SDN 2 Karanganyar (experimental) and SDN Mojokerto (control). The results of the research on needs analysis through observation and interviews found that the teaching media were not in accordance with the reality in the area where students live (Rembang) so it is necessary to develop a storybook based on the Rembang Tradition. The design of story book development goes through the process of analyzing implementation plans, determining themes, objectives, learning resources, making books, making book covers, designing book contents, writing Arial size 14 and binding glue. Media expert validation got a score of 91.6% valid category (very feasible), material experts got a score of 17.75 (valid). The student response questionnaire was obtained (93%) in the very like category. The teacher's questionnaire got a score of 96% (very like). The conclusion of the development of the Rembang Tradition-Based Storybook fulfills the needs and feasibility analysis for student learning.*

**Keywords:** Storybooks, Rembang Tradition, Students' Reading Skills.

### Abstrak

Tujuan penelitian ini adalah mendeskripsikan pengembangan Buku Cerita Berbasis Tradisi Rembang untuk meningkatkan keterampilan siswa dalam Pembelajaran Bahasa Indonesia Kelas IV SD. Metode penelitian ini menggunakan desain penelitian Research and Development yang mengacu pada teori Borg dan Gall, dengan menggunakan sepuluh langkah pelaksanaan penelitian yaitu potensi dan masalah, pengumpulan data, desain produk, validasi desain, revisi desain, uji coba produk, revisi produk, uji pemakaian, revisi produk, dan produksi massal. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan angket. Analisis data penelitian ini dengan analisis kuantitatif dan kualitatif. Sumber data dalam penelitian ini adalah guru dan siswa kelas I V SDN 1 dan SDN 2 Karanganyar (eksperimen) dan SDN Mojokerto (kontrol). Hasil penelitian analisis kebutuhan melalui observasi dan wawancara menemukan bahwa media ajar belum sesuai dengan kenyataan di daerah tempat tinggal siswa (Rembang) sehingga perlu dikembangkan buku cerita berbasis Tradisi Rembang. Perancangan pengembangan buku cerita melalui proses analisis rencana pelaksanaan, penentuan tema, tujuan, sumber belajar, pembuatan buku, pembuatan sampul buku, perancangan isi buku, penulisan huruf Arial ukuran 14 dan lem jilid. Validasi ahli media memperoleh skor 91,6% kategori valid (sangat layak), ahli materi memperoleh skor 17,75 (valid). Angket respon siswa diperoleh (93%) dalam kategori sangat suka. Angket guru memperoleh skor 96% (sangat suka). Simpulan pengembangan Buku Cerita Berbasis Tradisi Rembang memenuhi analisis kebutuhan dan kelayakan untuk pembelajaran siswa.

**Kata Kunci:** Buku Cerita, Tradisi Rembang, Keterampilan Membaca Siswa.



## INTRODUCTION

The education system functions to develop the nation's capabilities and civilization in the mission of educating the nation's life (Kemendikbud 2020). In order to educate the nation's life, a teacher must be able to create interesting learning so that students are motivated to learn. In an effort to realize interesting learning, an educator must be able to compile learning resources that attract the attention of students, one of which is a learning resource that is packaged in the form of a story book. Having story books as a learning resource will encourage children to get used to reading and understanding them, because reading is part of a government program, namely the school literacy movement (Farenda 2018).

The problems that are often found related to the 2013 curriculum learning tools are teacher and student books where empirical findings show that there are several problems in the teacher's and student's books. Some of the learning activities directed in the book are still not in accordance with the learning characteristics of children. Existing reading activities are generally boring for children, if the learning resources provided by the school use story books, it will raise the interest of elementary school children to read texts such as story books, because elementary school children really like reading books and accompanied by attractive colors. Story books will be able to activate students' reading learning in elementary schools (Dharma 2020). Learning by telling stories is an effective and most popular method for children (Nurgiyantoro 2018). Storytelling helps children develop their imagination, because messages are conveyed in the form of verbalism which encourages children to think, imagine and guess (Astawa 2018).

Learning with story books based on local traditions makes children more interesting because children already know these stories from generation to generation (Dharma 2020). Local traditions show a culture owned by local people. Local communities occupying areas with geographic boundaries. Local culture is often referred to as regional culture. Each region has a different culture (Unang, C & Sumartini 2019). Community traditions also describe ways of life, customs, habits, traditions, art, thoughts, value systems, ways of working that are typical of a particular society. Learning materials based on local culture can be pursued in three ways, namely independently, collaboration, and integration arranged in the form of story books as learning media. A good learning media is a story book that adapts to the conditions of the area where the learning process takes place. This means that storybooks must be related to the environment and the daily lives of students who use these storybooks (Putri 2018).

Age children, namely 6-12 years old, are at the concrete operational stage, but the existing books do not prioritize concrete themes according to local culture. The reason for using local traditions is because the characteristics of children's learning are learning through things that are real and avoid imagining or guessing learning. However, several books found in the field still do not present concrete situations in learning. So there is an assumption that the book is not entirely relevant to the learning characteristics of elementary school-age children (Kuncoro 2018).

Reading activities at school are generally boring for elementary school children, if the learning resources provided by the school use books with pictures, it will raise the interest of elementary school children to read texts such as story books, because elementary school children really like reading books and are accompanied by attractive colors (Apriliani 2020). Storytelling is an effective method and is most popular with children (Herman 2018). Telling stories encourages children to develop their imagination, because messages are conveyed in the form of verbalism which encourages children to

think, imagine and guess. Stories in learning will increase students' interest in reading (Khoiruddin, Taulabi, and Imron 2020).

The ability to read is given a stimulus with learning media that makes children more active (Anggraeni 2018). Development of learning through storytelling makes children active in practicing vocabulary thereby increasing reading skills (Sania 2020). The development of story books was carried out effectively in improving students' reading skills. The story method makes children more interested and motivated, because children's imaginations are invited to think about what they hear (Kristianto 2019). Learning media with storytelling can make it easier for educators to convey material and can make it easier for students to understand the material and attract children's interest and participate in learning activities (Intan 2020). Children's story book products are attractive to students in implementing digital literacy in elementary schools (Herlina 2019).

The story books given to children place the student's point of view as the center, so that students can choose story books. Story books can improve students' reading skills. Good learning is the learning process by adjusting the environment and student characteristics created by the teacher, so that the teacher is able to motivate students and direct them to construct their own knowledge. Learning will be more meaningful if the examples that students will present come from real life and are contextual (Winaputra 2018). Rizky's research uses *Research and Development* (R&D) with the ADDIE development model which includes five stages, namely ( *Analyze, Design, Development, Implementation, and Evaluation* ). The results of the research on local-based reading story books that have been developed are declared very suitable for use by linguists and appropriate by material experts and media experts with a content feasibility component percentage of 78%, a graphic component of 78.5% and a language component of 82%, local-based reading story books effectively used with the calculation of the average increase ( *gain* ) test, it is known that the average increase ( *gain* ) of the initial test and final test data is 0.615 and belongs to the medium criteria (Rizky 2020).

research used the *research and development (R&D) method*. Based on the *descriptive statistics* test, it was obtained that the average *pretest ability* of students was 72.68 with a minimum score of 59 and a maximum score of 94, while the average reading ability of students when the action or *posttest was carried out* was 85.29 with a minimum score of 76 and a maximum score of 100. so that the average *pretest* and *posttest* increased by 23.3%, the percentage difference in the minimum score was 0.17%, the percentage difference in the maximum score was 0.06%. Based on the results of tests conducted using *the Paired Sample Test*, it shows that *Sig. 2 (tailed)* is equal to 0.000 or less than 0.05, which means that there is a significant difference in the results of *the pretest* and *posttest* (Kurniawati 2020).

The method used is to develop a prototype through three stages, namely Development, Implementation, and Evaluation. The subjects in this study were 2 experts, 2 grade IV teachers and 31 grade IV elementary school students. Data was collected using a questionnaire for reading interest and attitude. Data were analyzed by descriptive qualitative. The results showed that, (1) the storybook entitled "Pesona Pantaiku Pantai Lovina" contains spiritual attitudes, social attitudes, and learning content for Civics, Indonesian, Natural Sciences, Social Sciences, and SBdP and there is local culture that supports such as the obligation to pray Mebanten Canang, say hello to Om Swastyastu, play the traditional Mecongklak and sing Made Cenik. In this research, the development of children's story books based on local wisdom was proven to be able to increase students' interest in reading and interest in learning (Dharma 2020).

Nugraheni's research uses the Dick & Carey development model which has 10 stages in development. The results of an analysis of teacher books and student books from the government along with students' independent assignments in the form of essays in Public Elementary Schools show several findings, namely (1) student writing is still far from the criteria for writing correct stories, (2) there are no steps for writing stories that are correct. coherent in both teacher and student books, (3) stories about culture for children are not yet available in teacher and student books, (4) the activities provided in teacher books and student books are still not focused on several abilities, and (5) the presentation in the teacher's book and student book is still lacking in creativity so that it is unable to stimulate the student learning process (Nugraheni, I., Harsiati, T., & Qohar 2019).

Based on the results of interviews by researchers with fourth grade elementary school teachers regarding the Indonesian language subject, the teacher revealed that students still find it difficult to understand reading material. This problem occurs because reading media whose topics are not close to the environment and students' lives, so students do not have a first picture of what they will read. Reading media with topics that are far from everyday life makes students bored. So that students find it difficult to accept the material in the book or what is conveyed by the teacher. As a result, students' understanding of what they have read is low. Based on this problem, the writer is motivated to find out about the development of storybooks based on the Rembang tradition to improve students' reading skills in Indonesian language learning class IV SDN Mojokerto Rembang.

This research begins with problems that occur in elementary schools in learning to read. The problems found included learning media for reading in grade IV SD that were less interesting so that children were bored, learning was still centered on the teacher even though they had used the 2013 Curriculum, the teacher's creativity in making or determining learning media did not suit children's interests, story books used by teachers and participants only one student, namely the Teacher's Book and Student's Book from the government because the teacher still has difficulty developing story books, the lack of motivation of students when participating in learning activities to improve reading skills, the unavailability of storybooks based on the Rembang tradition for improving Reading Ability of Class IV SD students.

Based on these problems and needs analysis, the researchers developed a Storybook Based on the Rembang Tradition to Improve the Reading Skills of Grade IV Students at SD Mojokerto Rembang. Researchers make story book products, then carry out validation and due diligence so that they are expected to be able to improve students' reading abilities. The purpose of this study was to obtain a description of the development of the Rembang Tradition-Based Storybook for Improving the Reading Skills of Grade IV Students at SD Mojokerto Rembang.

## METHOD

Research and Development research design consisting of 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 population of this study is class IV SDN 1 and SDN 2 Karangharjo as experimental class, and class IV SDN Mojokerto as the control class. Sampling technique with *purposive sampling*. Research instruments in the form of interviews,

observations, questionnaires, tests, and product validation instruments. Quantitative and qualitative data analysis is descriptive.

## RESULT AND DISCUSSION

### **Analysis of the needs of developing Rembang Tradition-Based Storybooks to improve Students' Reading skills in Indonesian Language Learning**

The results of the research on needs analysis for the development of storybooks based on the Rembang tradition to improve students' reading skills in learning Indonesian are seen based on the results of interviews and observations of student learning. The results of learning observations of 5 teachers found that in the learning so far the teacher has greeted each lesson, some teachers prepare students for the learning process, some deliver material according to the RPPH, some use guidebooks, give students opportunities to play (3 people), sharing material (4 people), evaluating and providing follow-up on the results of activities (3 people). The learning activities carried out by this teacher are lacking in stimulation so that they are less able to improve students' skills in reading in Indonesian language learning.

The results of observations on the quality of learning were found in the aspect of clarity of learning objectives only 3, suitability of storybook content with basic competencies (3 people), accuracy of material coverage with basic competencies (3 people) and clarity of learning flow (4 people). The results of observing the activities of 10 students in learning showed that only 2 people understood the material being taught, presentation of the material (2 people), presentation of learning (2 people), clarity of illustrations in stories (3 people), 3 people used language, increased basic competence (3 people), the images used are clear (3 people), clarity of font size (2 people), use of color (3 people) and easy to use (3 people). These results indicate that the learning of Class IV Elementary School students is still lacking in improving students' reading skills.

The results of previous research by Apriliani (2020) explained that learning media must be based on learning needs, teachers and students. The learning media used by the teacher are less varied, namely only printed media in the form of textbooks, which makes students less enthusiastic and easily bored when asked to read. The impact of learning that does not utilize media results in students not understanding the material. Tarigan's research (2018) also found that students preferred learning media that were presented visually with attractive pictures and color combinations, so that students were happy and not bored in the learning process.

Research Wardhani (2020) states that picture story books were developed as an alternative reading material for learning to read which is able to attract students and is easy for students to remember with attractive pictures so as to increase learning motivation and enthusiasm of students, besides that literacy in stories can be exemplified in everyday life. Previous research by Susilowati (2020) stated that early study observations showed that children's interest in reading was very lacking. This is evident from the enthusiasm of the children who are not visible, the children do not like to leaf through books and the children do not dare to ask questions. The initial analysis becomes a reference for the development of picture story book media. Sari (2022) states that learning methods and media are very prominent aspects of learning methodology, both of which have an important position in achieving learning objectives effectively.

The reference in the development of story books is books that do not support students' interests and interests. The solution is to use picture story books, especially those with large, colorful pictures and titles with large letters that are easy for children to understand. Which is supported by the layout of books that are closer to the child, so

that at any time many books are easily accessible to children. This method can stimulate the growth of interest in reading in children, which starts with taking, seeing, and reading (Susilowati 2020). Agustiningrum (2021) in she's research also found that teachers and students needed the development of textbooks to improve students' beginning reading skills because learning so far had provided little stimulation in improving reading skills.

Needs analysis was also obtained from the results of interviews with teachers and students. This is done to strengthen the observation data obtained. The results of interviews with 10 children show that students are happy when using interesting media, using easy media to improve reading skills, children need media that is easily accepted in learning, students need appropriate media, students have difficulty understanding the content of the material that has been used so far, students need interesting language, material has been difficult to learn, material is not presented coherently, material is not presented in story books, learning is not fun, writing is difficult for students to understand and pictures do not match the reality in the area where students live (Rembang). The results of interviews with 5 Class IV Elementary School teachers showed that so far the teacher in learning to improve students' reading skills did not use instructional media and only used existing books. Teachers also find it difficult to make learning media according to the theme, the media does not present the theme coherently, the media does not increase children's interest/reading skills. By not using interesting media, and only in the form of explanations using learning media, the teacher is less able to stimulate interest and reading skills in children. The teacher agrees that there is media based on local traditions.

The development of story books is carried out on the basis that training children to love reading must start early. Storytelling activities with picture story books can stimulate children's curiosity. Through continuous stimulation, children will discover their world through reading, and find a lot of information that children need. This will be realized if from an early age the teacher makes a storytelling program using picture story books as a learning program at school (Endriano 2019). Purwani (2020) in she's found that the development stage of teaching media was based on a learning process that lacked support for reading skills, conventional techniques and media that were less attractive. Characteristic aspects of character-based storybooks (the physical form of books) students need storybooks with simple yet interesting guidelines. Students expect language that is simple and easy to understand, communicative and straightforward. Illustrations on page numbers and in stories must be adapted to the content of the story, namely character-based, and aspects of expectations for storybooks. Students need character-based storybooks as reading material that contains elements of knowledge as a means of student learning and facilitates teacher learning.

### **1. Development of Rembang Tradition-Based Storybooks to Improve Students' Reading Skills in Indonesian Language Learning**

The results of the study found that the implementation of learning in improving students' reading skills had not used instructional media that were appropriate to the themes and needs of the children . Therefore it is necessary to develop storybooks based on the Rembang tradition to improve students' reading skills in Indonesian Language Learning for Class IV Elementary School students . Using the right media will make learning activities more effective. If children receive material clearly, it can improve aspects of child development, especially in the development of children's reading skills. The use of appropriate media makes learning activities more effective. If children receive material clearly, it can improve aspects of child development, especially in the development of children's interest in reading.

The design for the development of storybooks based on the Rembang tradition for improving students' reading skills in Indonesian Language Learning for Class IV

Elementary School students which the researchers have compiled follows the following flow:

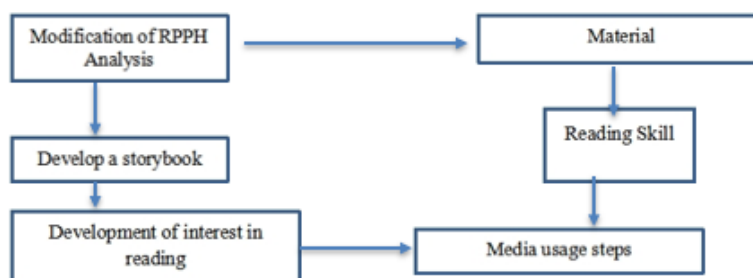


Figure 1. Storybook Development Plan

The design of story book development goes through the implementation plan analysis process, namely by determining core competencies (KI), basic competencies (KD) and indicators to be achieved in learning. the implementation of learning in improving students' reading skills has not used learning media that are appropriate to the themes and needs of children . Therefore it is necessary to develop storybooks based on the Rembang tradition to improve students' reading skills in Indonesian Language Learning for Class IV Elementary School students . Using the right media will make learning activities more effective. If children receive material clearly, it can improve aspects of child development, especially in the development of children's interest in reading. The next step is developing a story book by determining a theme, determining goals, learning resources, making a picture book, making a book cover with A5 paper using 210 gr of art paper, making a book content design *starting* from the cover page, preface, competencies and indicators, table of contents, Contents, bibliography and bibliography, writing using Arial letters with size 14 and binding.

Products to increase students' interest in reading are designed and developed to contain colorful pictures and interesting stories in accordance with everyday life so that they are expected to attract students' interest in reading. The section after giving the material contains a bibliography that the author uses to refer to making a picture story book, the identity of the author and the identity of the illustrator which contains biodata from the author and biodata from the illustrator (Apriliani 2020). Schools need media in the form of story books to develop their imagination. Another problem that became an obstacle in attracting interest in reading at the school was the availability of reading books that were less varied which made students feel less enthusiastic about reading. Therefore, learning media is needed that attracts students' interest in reading (Tarigan 2018).

Previous research by Endriano (2019) found that storybook development is important because it can replace verbal vocabulary, concretize the abstract, and overcome human observations. Pictures make people able to make ideas or information contained in them clearly, clearer than what is expressed by words. Although it only emphasizes the power of the sense of sight the power of the image lies in the fact that most people are basically visual thinkers. Images can also be interpreted as a visual medium that can be observed by everyone who sees it as a form of displacement from the actual situation, whether regarding landscapes, objects, goods or the atmosphere of life in the school environment. Wardhani (2020) stated that the development of picture story books can help make it easier for children to translate ideas into language because pictures will provide high inspiration and motivation for students to carry out the learning process, especially in teaching reading.

The principle of story book development is based on the dimensions of the book cover, the anatomy of the book and the contents of the book. The expected storybook

development prototype is a medium-sized storybook to make it practical. In addition, the storybook is arranged in a thickness that is adjusted to the conditions and wishes of the child. According to the wishes of the respondents, the book contains stories adapted to the needs of children (Purwani 2020). Dharma's research explained that storybook development was made based on a prototype that had been developed which contained attitude content consisting of spiritual attitudes and social attitudes, learning content, as well as supporting local cultural content, so one of the appropriate sub-themes was selected. The development of a story book begins with the preparation of a story framework. The framework of the story shows the stages of story development. The story framework also shows in detail the contents of the story, illustrations, pages, attitude content, learning content and local cultural content contained in the story book. After the story framework has been approved, proceed with making stories and sketches according to the illustrations. The sketches and stories have been refined several times. Storybook printing is done after the sketches are colored and the storyline is perfected (Dharma 2020).

## **2. The feasibility of developing Rembang Tradition-Based Storybooks to improve Students' Reading skills in Indonesian Language Learning**

After the preparation of the story book is complete, then a validity test is carried out on media experts to determine the feasibility level 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 are in the form of quantitative and qualitative data. Quantitative data was obtained from a Likkert scale assessment questionnaire, while qualitative data was in the form of an assessment from the validator's suggestions. From the media expert's assessment, the result was that the total score from the media expert validation reached 91.6 % with valid criteria (very good). From the assessment of material experts, the result was that the total score had reached 17.75 which was read in the media expert score table in the validation results table which was classified as valid (very good).

The results of the questionnaire about the child's response showed a positive response result obtained by a score of 45 or 93% with the very like category. This is certainly very good for children's learning. The results of the questionnaire given by the teacher regarding the application of the Rembang Tradition-based storybook trial shows that the number of positive responses is 48 out of 50 points, which means the percentage is 96% in the very like category. Based on the results of these calculations it can be seen that the development of storybook learning media based on the Rembang Tradition has a very good effect and is needed by teachers to improve students' reading skills in learning Indonesian in class IV of elementary school. Design revisions were carried out after conducting limited trials with control class and experimental class samples. After conducting a limited trial the researcher reflected by asking media experts and material experts for an assessment of the storybook media that would be used to revise the product to make it more perfect. Media feasibility is also done by looking at the responses of teachers and students.

Previous research obtained the contents of the prototype must be developed into a story that students can enjoy. Storybook products are validated by two validators, namely expert lecturers and educators or practitioners. Validation was carried out to measure the feasibility of picture story books according to the book's assessment criteria, namely the feasibility of 1) content/material, 2) presentation, 3) language, and 4) graphics. The results of the validation show that all aspects of the validated character-based picture story books are categorized both in terms of the physical form of presentation and the content/material in the book. The preparation of character-based children's story books is prepared according to the references and considerations from the results of the analysis of the needs of students and teachers. Character-based



children's story book covers are composed of colors, pictures, and writing that are packaged in an attractive way (Purwani 2020).

The development model used in this research is Dick & Carey. The feasibility of the product is reviewed from the results of its validity and practicality. The validity of this story book product is included in the very valid criteria. Even so, media experts and material experts provided notes and input to follow up for revision before conducting field trials. Product practicality is assessed from content relevance, media presentation format, language use, media simplicity, integration with learning, and emphasis on learning. In individual trials, the attractiveness of storybook media products was in the very attractive category. In field trials, product attractiveness gets very attractive criteria (Nugraheni, I., Harsiati, T., & Qohar 2019).

Previous research by Apriliani (2020) stated that after the product draft had been developed, the next step was to test the product by two test lecturers who were learning material experts and one test lecturer who was an expert in learning media. The results of the material expert validation by the first lecturer obtained a score of 82% and belonged to the 81-100% interval so that it was included in the very high category. The results of the material expert validation are in a very high category with a feasibility of 82% from 4 aspects. Aspects that are validated include relevance, accuracy, completeness of presentation and suitability of language 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 which are all given good marks which include 1) conformity with the basic curriculum, 2) the depth of the story content according to the level of student development, 3) the completeness of the story content according to the level of student development 4) the description of the story content sufficiently meets the demands of the curriculum , 5) illustrations according to the child's developmental stage, 6) illustrated pictures of books attract students' interest to follow the storyline. The completeness aspect of the presentation has a feasibility of 80% in the high category.

Nugraha (2018) in his research found that the mean validation score of linguists was 4.65 in the "very good" category. While the product trial on six students in class IV A obtained an average result of 4.72 in the "very good" category. The assessment of picture story books is reviewed from three aspects, namely: 1). Book cover, 2). Fill in the story book, 3). Book anatomy. Dharma's research (2019) also found that according to the experts' assessment, the quality and suitability of the storybooks were classified as very good. Story books for elementary school students need to be developed, namely some students are more interested in books with more pictures and colors. Apart from that , they prefer to read picture story books rather than lessons because the sentences are easy to understand. Seeing the characteristics of children who basically like stories that are equipped with colorful pictures, picture stories as a type of children's stories can be an alternative to instilling these character education values

## CONCLUSION

Analysis of needs by interviewing teachers and students. Observations made on learning, teachers and students found that in learning the teacher gave less stimulation so that they were less able to improve students' reading skills. Interviews with students and teachers found that writing was difficult for students to understand and pictures did not match the reality in the area where students lived (Rembang) so it was necessary to develop a storybook based on the Rembang Tradition. The design of story book development goes through the implementation plan analysis process, namely by determining core competencies (KI), basic competencies (KD) and indicators to be achieved in learning. the implementation of learning in improving students' reading skills has not used learning media that are appropriate to the themes and needs of children .

Development of story books by determining themes, determining goals, learning resources, making picture books, making book covers with A5 paper using 210 gr *laid out art paper*, creating book content designs starting from cover pages, prefaces, competencies and indicators, table of contents, contents, bibliography and biography, writing using Arial letters with size 14 and binding with glue. Expert validation results show that the total score of the media expert validation reaches 91.6 % in the valid category (very good). The material expert's assessment obtained a score of 17.75 with very good criteria. The results of the child's response questionnaire showed positive response results with a score of 45 (93%) or the very like category. The results of the teacher's questionnaire showed a positive response of 48 out of 50 points, which means that the percentage is 96% in the very like category.

The recommendation of this research is to develop an effective storybook based on the Rembang tradition for improving reading comprehension skills. Teachers can apply the approach of using local traditions in learning so as to foster student motivation in learning.

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