

## The Development of Rembang Tradition-Based *Pop Up Book* Learning Media for Learning Student Narrative Writing Skills

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### Abstract

*A needs of analysis was conducted in initiating this research. Based on the results of the analysis of student needs obtained from interviews and observations, it is known that the ability to write narratives for grade V students has not met their competence, the ability of teachers to develop learning media is lacking so that the media used is less attractive and makes students feel bored, the unavailability of pop up book media developed in schools. The purpose of this study is to analyze media development needs, produce product designs, analyze feasibility. The Research method with Research and Development design which includes 10 steps; (1) Research and information collection, (2) research planning, (3) Developing initial products, (4) product design validation, (5) phase I product design revision, (6) limited trials, (7) phase II product revisions, (8) field trials, (9) Final Product Improvement, (10) Dissemination. The population is students of grade V of Primary School. Research instruments in the form of interviews/observations, questionnaires, and product validation of instruments. The results of the needs analysis research show that teachers and grade V of Elementary School students need pop-up book media. Development design is carried out through the planning process and compiling the design by determining the cover and determining the theme of the Rembang Tradition, namely earth alms, sea alms, kupatan, tong-tong-tek, sungkeman, mitoni and nyadran. Material expert validation obtained a score of 18 in the excellent category. Media expert validation gets a percentage of 91.6% with a very decent category. The students' questionnaire response received a score of 93% so that the pop-up book media received a positive response. The teacher response questionnaire received 94.7% so it was in the very good category..*

**Keywords:** *Rembang tradition-based; Writing Narratives; Pop up book.*

### Abstrak

Analisis kebutuhan dilakukan dalam mengawali penelitian ini. Berdasarkan hasil analisis kebutuhan siswa yang diperoleh dari wawancara dan observasi diketahui bahwa kemampuan menulis narasi siswa kelas V belum memenuhi kompetensinya, kemampuan guru dalam mengembangkan media pembelajaran kurang sehingga media yang digunakan kurang menarik dan membuat siswa merasa bosan, belum tersedianya media pop up book yang dikembangkan di sekolah. Tujuan penelitian ini adalah menganalisis kebutuhan pengembangan media, menghasilkan desain produk, menganalisis kelayakan. Metode penelitian dengan desain Research and Development yang meliputi 10 langkah yaitu; (1) Penelitian dan pengumpulan informasi, (2) perencanaan penelitian, (3) Pengembangan produk awal, (4) validasi desain produk, (5) revisi desain produk tahap I, (6) uji coba terbatas, (7) revisi produk tahap II, (8) uji coba lapangan, (9) Penyempurnaan Produk Akhir, (10) Diseminasi. Populasi penelitian adalah siswa kelas V Sekolah Dasar. Instrumen penelitian berupa wawancara/observasi, angket, dan validasi produk instrumen. Hasil penelitian analisis kebutuhan menunjukkan bahwa guru dan siswa kelas V Sekolah Dasar membutuhkan media pop-up book. Desain pengembangan dilakukan melalui proses perencanaan dan penyusunan desain dengan menentukan sampul dan menentukan tema Tradisi Rembang yaitu sedekah bumi, sedekah laut, kupatan, tong-tong-tek, sungkeman, mitoni dan nyadran. Validasi ahli materi memperoleh skor 18 dengan kategori sangat baik. Validasi ahli media memperoleh persentase 91,6% dengan kategori sangat layak. Angket respon siswa memperoleh skor 93% sehingga media pop-up book memperoleh respon positif. Angket respon guru memperoleh 94,7% sehingga masuk dalam kategori sangat baik.

**Kata Kunci:** Berbasis tradisi Rembang; Menulis Narasi; Pop up book.



## INTRODUCTION

Student learning activities earnestly that apply several aspects in learning activities such as, intellectual, emotional and social aspects. Learning can be done by anyone not fixated on educators, the learning process can occur and be done anywhere whether done individually, collectively, or socially (Huda, 2018:68). Learning is an activity that involves the figure of the individual as a whole, learning involves the existence of material elements, namely the presence of students and educators so that the teaching process can occur (Kristiantari, 2018:112). The learning system used by educators is said to be appropriate, if the implementation of a well-planned learning program meets all three criteria, namely attractiveness, usability (effectiveness), and use results (efficiency). Educators can consider the learning methods developed and assessment instruments used, as well as develop students' skills (Guslinda and Kurnia, 2018:84).

Some of the skills that must be mastered by students are listening, speaking, reading and writing skills. The four language skills have a very close relationship, although each has certain characteristics (Slamet, 2017:48). These skills are interrelated with each other, for example there is a relationship between writing and reading, students must be able to write first, after being able to write move on to the spelling stage and finally at the reading stage, the relationship between writing and speaking, after being able to write and read in the end students will be able to speak so that they can communicate. Of the four language skills, one of the skills that has been required to be mastered properly is writing skills (Nafi'ah, 2018:64). Writing is the process of pouring ideas, feelings or ideas into written language which in practice the writing process is realized in several stages and steps so that it can form a good idea.

Pop-up book media is the skill of designing images that are arranged and put together so as to form a book. Pop up books are widely used in learning, especially for children because pop up books are packaged attractively and appear embossed or real (Rahmatilah, 2017:81). Pop-up book learning media has an appeal for students because pop up books are included in image visualization media that are presented in the form of attractive images made by folding, images in pop up books can also move and appear so as to surprise and attract attention for students when opening each page (Melia, 2017). The advantages of pop up book learning media can be adjusted to the developmental characteristics of Elementary School students who enter the concrete operational stage, namely the stage of entering high curiosity. With pop up book media, students can connect the concepts contained in the pictures in the book so as to arouse children's imagination (Sholikha 2018). Pop-up books have the ability to reinforce the impression that teachers want to convey in a material so as to make the material easier for students to remember and learn (Lismayanti, 2016).

Media development using local traditions increases students' interest and interest in learning so as to help teachers to achieve learning targets (Pingge 2017). The traditions of the local community show a culture that belongs to the community. Local traditions also describe the way of life, customs, customs, traditions, arts, thoughts, value systems that are typical of a particular society, where students from birth have blended into these traditions (Unang & Sumartini 2016). Good learning media is media that adjusts to the conditions of the area where the learning process takes place. The media should relate to the environment and the student's daily life (Putri 2018). Noviana et al. (2018) mentioned that the implementation of learning with local traditions makes it easier for students to understand and does not require much thought (Noviana, Eddy & Bakri 2018). Risky (2020) Finding that learning based on local traditions that are structured and developed containing the diversity of the regions in the place helps in improving students' skills (Risky 2020).

Research on the development of pop up book-based learning media has also been researched by Safitri (2019) entitled Development of Pop Up Book media to write

narratives for grade IV deaf students. In the study that the development of pop up book media has been achieved by producing interactive pop up book media for narrative writing skills in Indonesian subjects (Safitri 2019). In addition, in another study by Nurul Hidayah (2020) entitled Development of serial image learning media based on pop up books. In this study, pop up book-based serial image learning media in writing grade IV Indonesian narratives in elementary schools / MI developed media is suitable for use as learning (Hidayah 2020). According to Setyaningrum (2020) with the title medi popup book as a learning media after the COVID-19 pandemic, in this research, pop up book media is a type of book that contains three-dimensional elements when the page is opened can produce movement and provide more interesting visualizations to increase children's understanding of the material. Through this activity, students will be more active, enthusiastic and motivated in participating in learning (Setyaningrum 2020).

Observations and interviews at SDN 1 Kebloran, Kragan District, Rembang Regency in the VA class on Friday, April 9, 2021, were obtained by teachers in explaining writing writing materials, especially writing narratives, students are only invited to imagine and imagine something without concrete media that can stimulate students' imagination. Learning media, especially in Indonesian subjects, can be said to be still not optimal and inadequate, the learning media used by students in Indonesian subjects only use pictures in textbooks and just stick poetry paper and rhymes on the classroom wall. Learning media in the form of pop up books is also not yet available. The lack of use of learning media that can stimulate students' imagination results in low student learning outcomes in class V in writing skills. Learning media must also use a local tradition approach so that it makes it easier for students to recognize the material taught and makes it easier to master learning. Based on these reasons, the author tried to conduct research with the title Development of Rembang Tradition-Based Pop Up Book Learning Media for Learning Narrative Writing Skills for Grade V Elementary School Students.

The writing ability of grade V students still needs improvement. This is due to ineffective learning media (Slamet, 2017:78). Learning media can be in the form of tools, which are directly used in the delivery of teaching material content (Zaman and Eliyawati, 2015:102). Learning media is a tool, or a means used in the teaching and learning process, media can support the effectiveness of student learning success, learning media can create a sense of interest in students to follow learning activities in class (Arsyad, 2015:74). The use of learning media provides benefits to students to better receive the material delivered by the teacher and the learning process in the classroom becomes varied, and students can play a direct role in using the media (Trianto, 2015:92). Learning media has a function to increase student learning motivation, and increase understanding according to the context used.

The identification in this research problem as follows; The ability to write student narratives is not yet within their competence. Learning media is less interesting so students get bored. Learning is still teacher-centered even though it has used the 2013 Curriculum, teacher creativity in creating or developing learning media is less appropriate to children's interests, Rembang tradition-based pop up book learning media is not yet available, Lack of motivation of students when participating in learning activities on improving narrative writing.

This research was conducted to obtain a description and develop the following, namely; Knowing the Analysis of the Development of Rembang Tradition-Based Pop Up Book Learning Media for Learning Narrative Writing Skills for Grade V Elementary School Students, knowing the development design, and also to find out the feasibility of developing Rembang Tradition-Based Pop Up Book Learning Media for Learning Narrative Writing Skills for Grade V Elementary School Students.

## METHOD

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

The population of this development research is grade V of Elementary School students in the amarta cluster, Kragan District, Rembang Regency, Central Java. The subjects or samples used were grade V students of SDN 1 Kebloran and SDN 2 Kebloran. The Analysis of needs of Rembang Tradition-Based Pop Up Book Learning Media Development was obtained by interviews and observations of media needs to teachers and students.

Based on the results of interviews with 10 students, it was shown that 3 students were interested in the Rembang Tradition material, the media used so far was still a package book and several pictures pasted on the blackboard. In addition, students also want media that can be held, can be seen closely, can be played, there are many pictures, and colorful. All students strongly agree that they want to learn material about the rembang tradition. Analysis of the needs of learning media development was also conducted interviews with teachers. Interviews conducted with class teachers were used to obtain a direct picture of the implementation of learning carried out by teachers to improve the Narrative Writing Skills of Grade V Elementary School Students.

Based on the table of interview results to the 3 teachers it was found that so far teachers in learning to improve narrative writing skills found that teachers had taught regional tradition material, but students were less enthusiastic about learning regional tradition themes. The learning media about regional traditions used by teachers is still very simple. Only the pictures from the enlarged package book were then pasted on the blackboard making it less attractive. The teacher agrees that there is a learning medium that is interesting, playable and curious, the teacher strongly agrees. Because with these media students are more enthusiastic in learning regional traditions. The teacher strongly agrees with the development of appropriate media, because students will get to know more about their own culture so that there will be a sense of love and pride for the Rembang Tradition. All teachers gave suggestions about the need to create a learning medium that is fun, can be held, can be played, can be seen clearly, there are many pictures, colorful and learn the existing Rembang Tradition.

The results of observations on learning found answers that the learning objectives are still unclear, the material is not in accordance with student competence, teachers have not used various methods, the scope of material has not met KD indicators, learning and thematic flows are not clear, teaching techniques have not improved writing skills and student enthusiasm is not there. Learning activities like this do not provide a developmental stimulus for writing narratives for children.

Based on observations of children, it shows that children out of 10 children only 2 children understand the material presented, 2 children actively ask questions, a small number of children who show pleasure in the media used by teachers in increasing interest in writing narratives, the media used has less impact on improving children's narrative writing skills. the use of illustrations is less accepted by students, the use of language that is not according to students' abilities, the media used has not been able to improve students' reading skills, the images used in the media so far have not clarified

the content of the material, letters are less clear, the use of media does not use interesting colors and the media is difficult to use. Based on teacher observations, it can be seen that of the 5 teachers observed, only 2 teachers use material that is easy to accept, 2 teachers use material that is in accordance with RPPH, 2 teachers use media that can improve reading skills, 2 teachers use scientific methods, 1 teacher who does fun learning, 1 teacher evaluates, 1 teacher prepares learning media, 2 teachers use media that is easy to use, 2 teachers use media with clear letters and 2 teachers use media that can improve narrative writing skill.

Rembang Tradition-Based Pop Up Book Learning Media Design for Learning Narrative Writing Skills Students who have been compiled follow the following path;

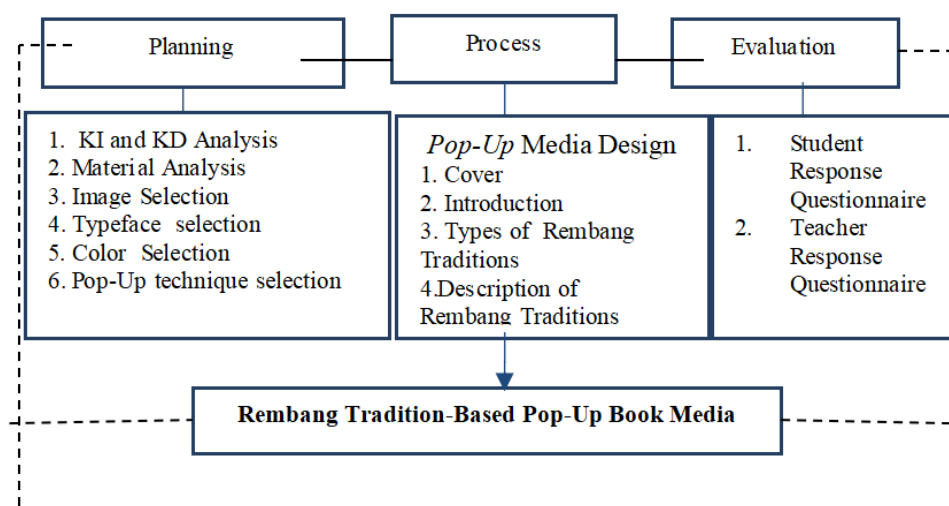


Figure 1. Rembang Tradition-Based Pop Up Book Learning Media for Learning Student Narrative Writing Skills

The development of Rembang Tradition-Based Pop Up Book media for learning narrative writing skills is produced through several stages. Among them are planning, drafting process, design validation, design revision, product trial, and product revision. The initial stage is to make a plan and draw up a media design. The process of developing Rembang Tradition-Based Pop Up Book media for learning narrative writing skills begins with planning including KI and KD analysis, material analysis, image selection, font selection, color selection, and pop-up technique selection.

The development of Rembang Tradition-Based Pop Up Book learning media for learning narrative writing skills consists of the beginning, core part and end. This component makes it easier for students to use the media. After the preparation of the Rembang Tradition-Based Pop Up Book media design for learning Narrative Writing Skills was completed and consulted with the supervisor, the next stage was to test the feasibility of the Rembang Tradition-Based Pop Up Book media design for learning narrative writing skills including activities: validation tests, product design revisions, product trials, and ended with product revisions. Validation of material experts and media experts is assessed by being given in the form of scores 1-5. Material aspect consists of material, language. After the validator provides an assessment, then the assessment score is summed divided by the number of indicators. The assessment score validation criteria can be seen in the table:

**Table 4.6 The Material Expert Assessment of Score Criteria**

Percentage	The Validation Criteria
76-100	Valid
51-75	Quite Valid
26-50	Less Valid
0-25	Invalid

### RESULT AND DISCUSSION

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

The validity and revision of this media learning media is in the form of quantitative and qualitative data. Qualitative data in the form of assessments from validator suggestions. The data was obtained through two stages of assessment, namely expert validation and validation in the field seen from teacher and student responses. Based on the table above, it can be seen that the results of product validation for the development of Rembang Tradition-Based Pop Up Book media for learning narrative writing skills for elementary schools in material experts obtained a total score of 18 in the very good category. Media expert validation assessment consisting of 2 validators who received an average score of 44 with a percentage of 91.6% in the very good category. This shows that the Rembang Tradition-Based Pop Up Book media for learning narrative writing skills for elementary schools that researchers developed is feasible to be used as a learning medium for grade V elementary school students. Based on the questionnaire table of the ten teachers' respondents, it can be summarized with the results, namely the acquisition of the overall score is 710 with a percentage of 94.7% in the very good category. This confirms that the existence of the Rembang Tradition-Based Pop Up Book media for elementary schools that is developed is suitable for use as a learning medium for the grade V of Elementary Schools.

Based on the recap table of student respondent questionnaire data, the results can be summarized, namely the acquisition of the overall score is 45 with a percentage of 93% so that this pop-up book media gets a positive response (very likes). After a trial of the Rembang Tradition-Based Pop Up Book media product for learning narrative writing skills for elementary schools, there was no revision. Learning media entitled Rembang Tradition-Based Pop Up Book for learning narrative writing skills has been made interestingly as an alternative learning media for grade V elementary school students. For the Rembang Tradition-Based Pop Up Book product for learning narrative writing skills, dissemination has been carried out by conducting seminars and journals have been made for publication.

Development design with the step of choosing media, namely the selection of media is adjusted to the results of the material analysis that has been carried out according to the characteristics of students. The media used in this learning is Pop-up Book media which acts as the core material media (Ahmadi et al. 2018). The selection of media formats is intended to design learning media content that is tailored to learning materials and curriculum. The initial design results in this phase include the design of media used to obtain the data needed in the development process (Rahayu 2020). Nurhikmah (2020) said that product design planning is carried out after potential and problem steps and collects information and then designs the beginning of the product. Permana and Sari (2018) research explains that the stages and steps of preparing Pop-

Up Book-based learning media include the initial process of making a storyline, the process of determining the image to be used on the slide, the image design process, the process of printing images and the process of making or assembling so that images can be opened and closed properly when opening them.

### CONCLUSION

The Analysis of teacher and student needs for the Development of Rembang Tradition-Based Pop Up Book Learning Media for Learning Narrative Writing Skills was carried out by observation and interviews. The results of the analysis show that teachers and grade V elementary school students need pop-up book media.

The Design development is carried out through the process of planning and drawing up the design. Researchers compile core competencies and basic competencies, conduct material analysis, determine themes, image selection, font selection, pop-up technique selection and determine pop-up book components. The preparation of the design is made by determining the cover and determining the theme of the Rembang Tradition, namely earth alms, sea alms, kupatan, tong-tong-tek, sungkeman, mitoni and nyadran.

The validation on material experts obtained a total score of 18 in the very good category. The media expert validation assessment received a total score of 44 with a percentage of 91.6% in the very good category. The student questionnaire response obtained an overall score of 44 with a percentage of 93% so that this pop-up book media received a positive response. The teacher response questionnaire data received an overall score of 710 with a percentage of 94.7% so that it was in the very good category. This confirms the existence of the Rembang tradition pop-up book media for elementary schools that is developed worthy of being used as a learning medium for the grade V Elementary Schools.

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