



The influence of letterboard media on reading interest elementary school students in lower grades

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ABSTRACT

This study aims to develop a letter board learning media to increase elementary school students' interest in reading, especially in low grades. The type of research used is research and development (ADDIE). Initial findings on the learning media used by the teacher are only printed media in the form of textbooks. Thus, making students less enthusiastic and easily bored when told to read, and the learning process becomes very monotonous. Based on the results of the preliminary study, the authors intend to develop a Letter Board product to increase interest in reading for low grade elementary school students. The Letter Board learning media is tested by media experts. The validation results by media experts obtained a score of 94.48% which is included in the very high category and is feasible to implement.



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INTRODUCTION

Education is a basic need in bridging the survival of the nation and state. Education is a useful tool to improve and develop human resources to achieve common goals (Hidayat & Syam, 2020). Learning interest has an important role in the teaching and learning process in the world of education to produce an active, effective, and efficient learning process where an educator can deliver good learning material so that students can understand and follow classroom learning with a happy feeling. Education also plays a role in continuing the cultural system and strengthening the foundation in the fabric of society. Education will teach effective functions to carry out its role in community life, (Samho, 2014).

Early literacy is very important in children's learning, because literacy affects language development in later grades. Reading is not only important to obtain information, but also to increase understanding for readers (Tahmidaten & Krismanto, 2020). Reading plays a very important role in learning success. Students with good reading skills and abilities are generally able to achieve good academic results on each subject compared to students with less reading skills and abilities. The strategic position of reading among students is one of the reasons for the curriculum (2013) where Indonesian subjects are the driving force of all subjects. Reading is one of the literacy fields that is the key to educational progress (Rumidjan et al., 2017). Reading is the most important key to open the window of the world, which clearly shows the benefits of reading to open and expand knowledge and views. Reading provides opportunities for humans to increase intelligence, deepen knowledge and gain knowledge, (Lestari et al., 2021). Dalman (2013) states that "beginning reading is an initial skill that must be learned or mastered by the reader Beginning reading is the initial level in order to read" therefore beginning reading is very important for children to be able to go to the advanced reading stage. Based on some of the opinions above, it can be understood that reading the beginning in this paper is an effort made by children to recite each symbol (letter) that is taught in a planned manner through activities and activities that are interesting to children as learning intermediaries. Learning to recognize letters is a very important point in the development of literacy. The child must recognize and understand

the letters of the alphabet to eventually become an independent and fluent reader and writer. Children who can recognize and pronounce letters on the alphabetical list in learning to read have less difficulty than children who do not know letters (Pangastuti & Hanum, 2017)

As revealed by Rubin in Slamet, namely about the activities carried out in the practice of teaching reading, among others: phoneme awareness (language sounds), speech improvement, the relationship between letters is a prerequisite for being able to read, distinguishing sounds is important in language acquisition, especially reading, the ability to remember, distinguish letters, orientation to the left and right, comprehension skills, and vocabulary mastery (Slamet, 2014). According to Anderson (in Yulsoyfriend, 2013) the factors that affect reading ability are motivation, family environment, and teachers. Meanwhile, according to Gillet and Temple (in Yulsoyfriend, 2013) the factor that affects the ability to read is the reading material itself.

Language learning can help students learn about themselves, their culture and the culture of others, express their ideas and feelings, and in language communities, and discover and use their talents. However, it is different from the reality in the field shows that not all students have good reading skills. This is shown by the results in the field which states that most elementary school students, especially in lower grades, often still have difficulty reading. In addition, the observations seen show that the method used by teachers always uses the lecture method. The teaching materials used are also relatively minimal because they only rely on books. Facilities and infrastructure that are less supportive so as to make the learning process monotonous. Teachers also only emphasize the process of learning to read this with the method of reading aloud, even though there must be other methods that can make students motivated to be able to understand the meaning of what they read to make the learning atmosphere not boring.

To overcome the problem of students' reading ability which is very relatively low, a solution is needed, namely the existence of a Learning Media, where the media here is interpreted as a supporting object for the implementation of a learning process. In low-grade elementary / MI learning, the role of images is very important to help educators (teachers) in explaining the material to be delivered so as to motivate them to learn. With the existence of picture books, it has indirectly lined up stories with pictures (Saputro, 2017).

This Learning Media was created to make students do active stimuli in a world of learning, so that good interaction relationships can occur making the teaching and learning process efficient and conducive, because with this media students are able to stimulate actively in the learning process. One of the media that can be used to improve children's reading interest is the Letter Board, where this letter board has colorful images or animations which are certainly very interesting and easy to understand by elementary school students.

RESEARCH METHODS

This research is classified as a type of development research conducted to hone skills and create products and test the effectiveness of these products. The development model used in this research is the ADDIE development model which consists of 5 stages, namely Analysis, in the first stage of the ADDIE development model, which is to analyze the need for product development (Models, Methods, Media and Teaching Materials) and analyze the feasibility and requirements of media development, then the Design stage is the process of designing concepts, Development, which is a method containing product design realization activities that has previously been created. Implementation is intended to obtain feedback on the product developed and the last with Evaluation that gives results or responses to users the aim is to measure the achievement of development goals. The test subjects involved in this study were 10 children in grades 1-3 of elementary schools from different schools, randomly we took in the JL environment. Defense, Seberang ulu II District Palembang where they will play a role in field trials from the preparation stage to the evaluation stage. Here is a table of names and classes of the subjects to be studied.

Table 1. List Of Subject Names to Be Researched

No.	Name	Class
1.	Habib	3 elementary school
2.	Fatur	3 elementary school
3.	Rafa	3 elementary school
4.	Verel	2 Elementary School
5.	Anisa	3 elementary school

No.	Name	Class
6.	Chika	2 Elementary School
7.	Dinda	1 elementary school
8.	Abid	1 elementary school
9.	Azka	1 elementary school
10.	Kahf	1 elementary school

The data collection techniques used were observation, interviews and questionnaires. In the technique of collecting documentation data we also do by taking photos or videos. In the questionnaire dissemination data collection technique, we conducted a direct observation study with the students concerned, we asked how they felt when the learning began, why they could be unhappy with learning themes that specialize in learning to read, there were also questions that were raised. in the Thematic answer (Sub theme of Mathematics) that is most liked and learning to read that is less liked, from this we can make teaching materials whose purpose is that students can be happy in the process of learning reading and spelling for elementary school children, especially in grade 1 SamPai with 3 elementary schools which we will examine. How to collect data on the implementation of learning activities with a game model of reading or spelling letters of the alphabet is obtained from learning scenarios and observations of teacher activities and children's activities. The research data will be analyzed descriptively. This is useful so that the learning improvement plan is a success indicator, the implementation of the learning model of the reading or spelling game letters of the alphabet assisted by elementary learning media during the research and an increase in the initial reading ability in the learning model of the reading and spelling game letters of the alphabet which is at least 70% on the criteria for developing Very Good.

The data obtained in the study was then analyzed with data analysis techniques on the assessment sheet. According to Sugiyono (2019), data analysis techniques are carried out by covering three stages, namely: 1. Data Reduction (Data Raduction). The data to be reduced is in the form of transcript data from interviews with students, distribution of questionnaires, with research instruments in the form of observation sheets, interviews, validation of media expert research, then student respondent sheets then using test sheets and stages carried out using pretest techniques. 2. Data Presentation (Data display). The data that will be presented in this study is data that has been reduced, namely data obtained in the research and then analyzed data on the research sheet. Experts are asked to fill in a check mark on each question with the following score conditions: value 5 for those who fill in the lift strongly agree, value 4 to be judged quite agree, in number 3 is considered to agree (-), in number 2 is considered less and in number 1 is considered strongly disagree In the student response questionnaire, respondents were asked to provide answer choices 'Yes' and 'No'. 3. Conclusion Drawing / Verification, is the drawing of conclusions based on data that has been collected, summarized, and presented to answer the formulation of the formulated problem, namely the creation of qualitative descriptive data results based on interviews and observations then quantified based on the numbers in the test above, it will be obtained from the test score, namely the N-Gain test which aims to determine the effectiveness of letter board media for student reading interest.

RESULTS AND DISCUSSION

The development of letterboard media uses the ADDIE model which has 5 stages of development, namely Analyze, Design, Development, Implementation, and Evaluation. The results of each development are as follows. The Analyze stage is carried out to identify the causes of the gap between what is expected and the reality on the ground. In collecting questionnaire distribution data, we conducted direct observation studies with students, asked how they felt when learning was started and implemented, and conducted interviews with grade 1-3 elementary school children in the JL environment. Defense, Plaju, Palembang. The problem obtained is the learning process in the classroom that has not utilized the media optimally, why students can be less happy with learning themes that specialize in learning to read, there are also questions that refer to thematic answers (mathematics sub-themes) that are most liked and learn to read that are less liked, from this we make teaching materials whose purpose is that students can be happy in the process of learning fast reading, especially students in low grades who We are thorough. This is useful for learning improvement plans for success indicators, the implementation of the game learning model of reading or spelling letters of the alphabet

assisted by elementary learning media during the research and the improvement of initial reading skills in the learning model of reading and spelling alphabet games, which is a maximum of 70% on the criteria of developing very well.

After obtaining the problems and needs of students, the research is then continued in the second development stage, namely media design. In this case, which is developed for typeboard media is a design in making or strategies to teach this material so that students easily understand what is conveyed and easy to learn for lower grade students. The design developed for letterboard media is formed by board media whose activity procedures include making alphabets and illustrated animated images for comprehension of reading and spelling learning for children in lower grades of elementary school. At the design stage developed for letterboard media in the form of media with sterfoam material and also cardboard with activity procedures including making an outline of the contents of media (GBIM). In the preparation of GBIM, we get core competencies (IC) and determine basic competencies (KD), namely extracting important information from narrative texts. Making designs is adjusted to the media to be used, namely alphabetical smart boards. In this development, it uses Hybrid manufacturing techniques, which are a combination of traditional techniques and digital techniques. The process of making designs on typeboard media is very simple, only using sterfoam, origami paper and other stationery. The following media design results are presented in Figure 1.



Figure 1. Letterboard

The third stage of development is the development stage. At this stage of development, a letterboard assessment was carried out through validation, namely media experts, as well as one-to-one field tests. The purpose of this assessment is to measure the quality of products to be developed as a form of implementation in students. Letterboard media can be said to be feasible if it reaches a value of 80% to 100% at the assessment stage carried out by media experts and field tests using instruments in the form of questionnaires and interviews. The data and suggestions provided will be used as a form of improvement material for the developed letterboard media. The first stage of media expert validation through several aspects, namely, aspects of assessment, visual design, material aspects, learning, reading comprehension and animation that is interesting and easy to understand.

Table 2. Media Expert Validation Recapitulation

Aspects	Indicators	f	%	Average
Media	color, composition, suitability, size, layout, harmonious, visual design, materials, and engineering quality.	100	93,31	
	aspects of material, learning, and reading comprehension	200	96,63	
	Overall language aspects, the language used adjusts the level of thinking of students, the message conveyed is easy to understand, the language used motivates to respond to students, the suitability of the material, and the display of images	300	95	94,98%

Aspects	Indicators	f	%	Average
	that are easy to understand so that students can understand the meaning of the reading			

The language validator, Mrs. Masani M.Pd, as a civil servant teacher who has a position as deputy Head of SMAN 1 Banyuasin 1, we chose her as an expert validator because she is used to teaching high school children to make learning media. According to him, the results of the display of picture letterboard media in accordance with the low-class thematic sub-theme are quite efficient and get a percentage score of 94.98%. Based on the results obtained through the validation lembar, the results of the presentation of the picture letterboard media in accordance with the low-class thematic sub-theme are quite efficient and get a percentage score of 94.98%. So based on the recapitulation results of all expert validations get an average percentage of 94.98%, then this picture letterboard media is suitable for use without revision.

At this stage, the product was tested with subjects of 3 grade 1-3 elementary school students who were randomly taken in the JL environment. Defense, Plaju, Palembang which represents high, medium, and low learning outcomes groups. At this stage using interview instruments as guidelines to assess media quality with 10 aspects of questions asked including, clarity of media instructions, font size, colors used in the media, images displayed, location of images, language used, material presented, understanding of the material, motivation, and effectiveness of the media. Furthermore, the results of interviews that have been conducted with 3 students are known that students give positive responses to questions in the development of this letter board media 100% of students agree that the overall appearance of this picture board media is developed attractively and fosters student motivation to learn and can help students overcome problems in reading comprehension skills.

In the fourth stage, namely the stage *implementation* which was piloted on 7 Students are carried out with field trials using the application of test techniques in the form of pretest before learning takes place and posttest after learning takes place. In the pretest stage before distributing test questions, researchers conduct perceptions for students to find out students' memory in memorizing letters of the alphabet and spelling comprehension. After the pretest is complete, research is then continued at the posttest stage. In this case, the researcher made direct observations at the researcher's house which is also in the JL environment. Defense to know peStudent rilaku towards board media letter to be implemented. The learning process begins with teaching, Q&A, filling out test sheets and conclusions. The fifth development stage is the evaluation stage, which is carried out with the aim of assessing the quality of the media developed in the form of learning processes and outcomes both before and after implementation. From the results of the application of illustrated animated letter board media at the implementation stage to low grade students totaling 7 students, it shows that illustrated animation board media is effective and efficient for reading comprehension skills. This can be seen from the results of the pretest and posttest tests have changed where the results are as follows, From the results of the application of picture letter board media at the implementation stage to low grade students totaling 7 students shows that this letter board media is indeed effective for students' reading interest abilities. This can be seen from the results of the pretest and posttest tests have changed where the pretest results are 5 students who have not reached the KKM score and only 2 students have reached the KKM score with an average score of 52 and after the posttest all the scores have reached KKM, there are 7 students with an average score of 83.44 This means that there is an increase in value before and after the application of letterboard media. The increase occurred by 31% from 7 students. Pretest and posttest values obtained N-gain 0.72 this is in accordance with the classification table of the N-gain category > 0.70 is included in the high increase category. The implementation phase was tested on 7 low-grade students along with the questions.

So based on the presentation of material using this letterboard learning media, 94% have been successful, children in the JL environment. Defense, Seberang ulu II District Palembang can almost read even though there are still those who spell reading. With the existence of simple pictures from the surrounding environment that are often found, it also facilitates them in the learning process so that they are interested and easy to understand. In this case, there is an increase in value before and after the application of letter board media so that it shows that the letter board media that the researchers

developed has a good effectiveness value and is worthy of being used as a useful media in increasing children's reading interest, especially low-grade elementary school children.

DISCUSSION

Based on the results of data analysis, it can be seen that learning media in the form of letter boards can significantly have an impact on increasing students' reading interest. This result will certainly help the learning process and help teachers in explaining a material to students. Reading is an activity that serves to get valid results or information in order to easily understand the meaning of what is read. Minat baca memiliki hubungan dengan pendidikan dan tingkat integrasi serta lingkungan. Kegiatan membaca akan dilaksanakan jika Anda melewati tahap belajar, berlatih secara terus-menerus, dan mengalaminya langsung, (Hidayati, 2020). Kemampuan membaca adalah hal yang penting yang menjadi tonggak bagi siswa dalam mengikuti proses belajar (Halawa, 2020). Pengetahuan yang diperoleh melalui membaca diperoleh melalui kegiatan mendengarkan dan membaca. Untuk meningkatkan keterampilan membaca, benda nyata dapat juga melatih kemampuan sensorik siswa, sehingga siswa dapat lebih mengingat dan mengenali benda nyata, membuatnya lebih mudah bagi siswa untuk mengidentifikasi objek yang mereka lihat.

Kegiatan membaca pemahaman dilakukan untuk memahami dan menemukan makna yang terkandung dalam materi bacaan, sehingga dapat dikatakan bahwa kegiatan membaca adalah salah satu aspek yang menentukan keberhasilan belajar yang dilakukan oleh siswa di sekolah. (Nyamat, 2022). Terdapat peningkatan kemampuan membaca melalui media papan huruf karena media papan huruf yang dikembangkan memiliki tampilan yang menarik dengan bantuan gambar animasi sehingga dapat membuat siswa lebih tertarik dan memahami belajar. Menurut Arsyad (2014) tujuan penggunaan media adalah: a) Belajar lebih menarik sehingga dapat meningkatkan motivasi belajar siswa, b) belajar menjadi lebih bermakna karena materi dapat lebih mudah diterima oleh siswa, c) metode pengajaran yang diterapkan oleh guru lebih bervariasi tidak hanya dengan ceramah, d) siswa lebih aktif dalam belajar karena di dalamnya terdapat berbagai jenis kegiatan seperti mengamati, melakukan, bertindak, dan lain-lain (Sulfemi & Minati, 2018).

Dasarnya, media papan huruf adalah media komunikasi visual yang menarik karena menggabungkan teks dan gambar dalam bentuk yang kreatif sehingga memiliki daya tarik yang tinggi dalam menyampaikan informasi dan mudah dipahami. Selain memiliki tampilan yang menarik, media papan huruf yang dikembangkan disesuaikan dengan materi dan kebutuhan siswa. Penentuan kompetensi inti, kompetensi dasar, dan indikator adalah salah satu tahap yang harus dilakukan sebelum mengembangkan media. Media papan huruf memiliki kelebihan seperti dapat menyenangkan dan memotivasi siswa karena memiliki ilustrasi yang sesuai dengan kehidupan siswa di sekolah dasar, sehingga dapat meningkatkan minat belajar dan membacanya dapat membantu siswa dalam belajar. Hal ini sesuai dengan tingkat berpikir siswa pada tahap tertentu, sehingga materi lebih mudah dipahami dan dimengerti. Hasil yang diperoleh dalam penelitian ini sejalan dengan hasil penelitian sebelumnya yang juga mengungkapkan bahwa media papan huruf layak, praktis, dan efektif untuk dikembangkan karena mampu meningkatkan hasil belajar siswa dan minat membaca siswa di sekolah dasar, terutama di kelas rendah.

CONCLUSION

Berdasarkan hasil analisis data dan pembahasan, dapat disimpulkan bahwa media papan huruf sebagai media belajar untuk meningkatkan minat membaca pemahaman siswa di sekolah dasar, memiliki nilai validitas yang sangat tinggi, dibuktikan dengan memperoleh N-gain 0.72, hal ini sesuai dengan tabel klasifikasi kategori N-gain, > 0.70 termasuk dalam kategori peningkatan yang tinggi sehingga sangat layak untuk dikembangkan dan diajarkan kepada siswa. Hal ini juga dapat dilihat dari peningkatan kemampuan membaca dan minat siswa setelah diajarkan dengan media papan huruf. Sehingga media papan huruf memiliki pengaruh yang positif terhadap minat membaca siswa di sekolah dasar dan layak untuk dilaksanakan.

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