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Development of KAJI Flipbook-Based Learning Media (Script Comics, Java, Indonesia) for Grade 5 Javanese Script Material at SDN Besowo 4

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Abstract

This research is motivated by the results of observations that have been made in class V SDN Besowo 4 Kab. In Kediri, it is known that grade 5 students have problems or difficulties in reading and memorizing Javanese script. The purpose of this study was to determine the validity, practicality, and effectiveness of KAJI's Flipbook-based learning media (Script Comics, Java, Indonesia). The research method used was R&D with the AADIE research model. The results of this study were KAJI's Flipbook-based learning media (Komik Script, Java, Indonesia) is said to be valid after validating media experts with a score percentage of 94% and material expert validation obtaining a percentage result of 98% so that it is classified as very valid criteria. To determine the effectiveness of learning media can be seen from the results of the average evaluation value students in the limited trial was 81% and the average value of student evaluation in the broad trial was 90% and had exceeded the Minimum Completeness Criteria (KKM). From the results of the teacher's response questionnaire obtained a percentage result of 90% and student responses in the limited test obtained a percentage of 86%, while student responses in the wide trial obtained a percentage of 88%. Thus, learning media can be stated to be very practical and can be used.

Keywords: learning media, flipbooks, comics, Javanese script.

Introduction

Javanese is the regional language used by the Javanese as a way of communicating in everyday life. Apart from being a language of communication, Javanese is also one of the regional languages that has the most speakers among the regional languages in Indonesia. The Javanese language itself is used as the mother tongue by the Javanese, especially Central Java and East Java. Apart from Central Java and East Java, Javanese is also used in transmigration areas from Sumatra to Papua (Irian Jaya), although there are differences in the way it is spoken. According to the Ministry of Education and Culture's language map, the Javanese language spoken in East Java Province consists of 4 dialects, namely (1) East

Javanese dialect, (2) Osing dialect, (3) Tengger dialect, and (4) Solo-Yogya dialect. The East Javanese dialect spreads around Surabaya, eastward to Jember, northward to Malang Regency, and westward to Bojonegoro.

Apart from being used as an everyday language in communication, Javanese is also used as a compulsory subject for all elementary school students to know and learn. This is in line with Ariyanty's opinion, which stated that "the regional language is a cultural element that has an important role, including as a "regional pride symbol, regional identity symbol, and a liaison tool within the family and regional community" the position and function of the regional language and foreign language"

Javanese and English are two local content topics offered by the Ministry of Education and Culture (Kemendikbud) in 2014. Classes with the theme of local content are only presented once a week and 2 hours are given for each meeting. Chapter XIII of the 1945 Constitution on education and culture, which among other things states that "The state respects and maintains regional languages as national cultural assets", further supports this. Javanese is very familiar among Javanese people, it is like a social language among people. The language used by students when they are in the school environment is also very diverse, such as speaking in Javanese, Madurese and Indonesian.

Based on the justification for learning Javanese at the elementary school level, it can be concluded that the government's demands for Javanese language classes as local content at that level encourage teachers to be more inventive and creative in presenting Javanese language learning materials. The class V teacher at SDN Besowo 4 considered that the presentation of the material was quite difficult for students to grasp and understand. In learning, students are also required to be active, creative, and innovative in order to achieve a learning goal and expect maximum learning achievement results. Javanese script is a teaching tool for local language subjects, and teachers as educators play an active role in creating a fun learning environment and encouraging students to be more active and motivated in learning. The teacher has the duty to provide media that is interesting and appropriate to be used as a messenger of learning.

7 According to (Daryanto, 2013: 6) "learning media is anything that can be used to channel messages (learning materials) so that it can stimulate attention, interest, thoughts and feelings of students in learning activities to achieve learning goals". One effort to foster interest in reading is to use books that are interesting

and age-appropriate for students, for example books that have lots of pictures and illustrations such as comics. According to Haryono (2013) on page 125, comics are a type of media that uses illustrations or visualization to tell stories. . In other words, comics are pictorial narratives that use graphics to help readers understand the message the author intended. The presentation of comics as a learning medium is motivated by the impact of culture and the level of interest in comics, the authors develop comics with different designs, namely not in printed form but in electronic form.

Based on the results of observations made by the writer at SDN Besowo 4 in learning Javanese script material in grade 5 it was found that grade 5 students had problems or difficulties in reading and memorizing Javanese script letters. It can be said that the number of Javanese scripts that are felt to be quite a lot, the shapes are also different, which are bound by writing rules so that they seem complicated can also pose obstacles in learning. In addition, learning outcomes are also not optimal as indicated by the existence of an average student score that is less than the KKM score in Javanese script material.

From the results of observations in class and interviews with class teachers, teachers when teaching Javanese subjects tend to use the lecture method and rarely a teacher when the learning process takes place in new subjects.

Method

The research of this study is included in the category of research and development (R&D), which tries to create new products or improve existing products. Research and development "aims to produce new products through the development process", according to Endang Mulyatiningsih (2013: 161).

This study aims to develop learning media in the form of a comic that contains

Javanese script and is equipped with a translation for Javanese script material for grade 5 elementary school. The ADDIE development paradigm which has five stages of analysis (analyze), design (design), development (development), implementation (implementation), and evaluation (evaluation) was adapted in this study process (Sugiyono, 2015: 200).

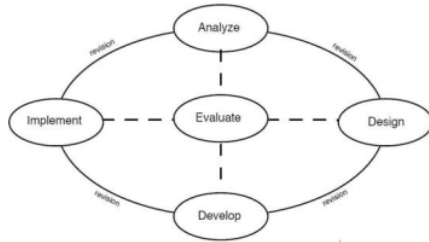


Figure 1: ADDIE Development Design Model (Source: Branch, Robert, 2009.2)

The research was carried out on June 22, 2023 at SDN Besowo 4. The target and target of the researchers were 24 grade 5 students.

When Suharsimi Arikunto refers to "data collection instruments", he refers to the tools that researchers choose and use during their data collection efforts so that these efforts are more organized and manageable. There are several instrument developments including observation, tests, questionnaires, and documentation.

Data analysis techniques are the steps used by researchers to calculate and analyze the data that has been collected before drawing conclusions. The data analysis technique used is in the form of questionnaire scores (validation questionnaires of media experts, material experts, teacher responses, and student responses). Data analysis techniques as follows:

1. Calculate the maximum score results obtained from the results of the questionnaire responses with the following assessment criteria scale:

Table 1. Rating Scale Criteria

Score	Explanation
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5	totally agree/always/very positive/very decent/very good
4	agree/good/often/positive/appropriate/easily/appropriate
3	undecided/sometimes/neutral/quite agree/good enough/fairly suitable/quite easy/fairly interesting/reasonable enough
2	do not agree/almost never/negative/disagree/not good/not suitable/not interesting/not very understandable/not worthy
1	strongly disagree/very unfavorable/very inappropriate/very unattractive/very incomprehensible/very inadequate

(Source: Arikunto, 2006)

2. The results of the maximum score that has been calculated using each formula can be interpreted by matching the criteria in the following table:

Table 2. Percentage Criteria

No.	Percentage Criteria (Attainment Score)	Level of Validity, Practicality, and Effectiveness
1.	81,00% - 100,00%	Very valid, practical, effective, very complete, can be used without improvement.
2.	61,00% - 80,00%	Valid enough, practical, effective, quite complete, can be used but needs minor repairs.
3.	41,00% - 60,00%	Less valid, practical, effective, or

		incomplete, needs major repairs, it is recommended not to use it.
4.	21,00% 40,00%	- Invalid, practical, effective, incomplete, unusable.
5.	00,00% 20,00%	- Very invalid, practical, effective, very incomplete, unusable.

(Source: Modifikasi Akbar Sa'dun 2017: 82)

3. Calculate each percentage of the media validity test results (expert validation results) using the following formula:

$$Va = \frac{Tse}{Tsh} \times 100\%$$

Explanation:

Va: Expert validity

Tse: Total empirical score (assessment results from the validator)

Tsh: Maximum expected total score

4. After the results of each validation test are known, the combined validity calculation can be carried out into the following formula:

$$V = \frac{V_{amd} + V_{amt}}{2} = \dots \%$$

Explanation:

V : Combined validation

V_{amd} : Media expert validation

V_{amt} : Material expert validation

5. Calculate the percentage of practicality test results using the following formula:

- a. Teacher response questionnaire

$$K = \frac{Tse}{Tsh} \times 100\%$$

Explanation:

K : Respondent practicality assessment

Tse : Total Empirical Score
(assessment results from the teacher's response)

Tsh : Expected Maximum Total Score

- b. Student response questionnaire

The Guttman scale used consists of two categories in which each category has a different value or score which is made in the form of a checklist (✓), namely a score of 1 for a "yes" answer and a score of 0 for a "no" answer. Next, the calculation of each question item in the questionnaire is carried out, with the following formula:

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

Explanation:

P : Percentage

$\sum x$: Total value of respondents' answers in one item

$\sum xi$: Total ideal score in one item

6. The following are the steps for analyzing media effectiveness data according to (Ridwan, 2013: 39) as follows:

- a. Calculating the score of the students' post test results.

- b. Calculate the value of each individual using the following formula.

$$\text{Individual value} = \frac{\sum \text{jumlah skor jawaban benar}}{\text{jumlah skor maksimal}} \times 100\%$$

- c. Calculating the average student test results in one class using the following formula.

$$\text{Nilai rata-rata} = \frac{\sum \text{jumlah nilai tets siswa}}{\text{jumlah seluruh siswa}} \times 100\%$$

- d. Calculating the percentage of Ketuntasan Belajar Klasikan (KBK) using the following formula.

$$P = \frac{\sum \text{jumlah siswa mendapat} \geq 70}{\text{jumlah siswa}} \times 100\%$$

- e. The value of learning outcomes must reach KKM 75.

Results and Discussion

1. Field Study Results

From the results of field studies, it can be interpreted that during the learning process, teachers rarely involve learning media when learning. This is in line with the work analysis and needs analysis, so learning media are developed which are designed to be attractive to students. With the hope that it will make it easier for teachers when managing the learning process in class, and students are expected to be able to attract student learning motivation when the learning process takes place. KAJI flipbook-based learning media (Script Comics, Java, Indonesia) can be said to be appropriate for use if the media meets valid criteria based on the validation results of media experts and material experts, meets practical criteria based on the results of user responses namely teachers and students, then meets the criteria of effectiveness based on the results post test students who have been calculated using a certain scale.

2. Validity Test Results on Flipbook-Based Learning Media KAJI.

A validation test was carried out to determine the validity of KAJI flipbook-based learning media (Script Comics, Java, Indonesia) in Javanese language class V. Validation of the media and learning materials was carried out on May 26 2023. The results of the media validation test obtained a score percentage of 94% while the results of the validation test of the material obtain a percentage score of 98%, both of which can be categorized as very valid and can be used.

3. Practicality Test Results on Flipbook-Based Learning Media KAJI.

a. Teacher Response

The results of the teacher's response were carried out by the homeroom teacher of grade 5 to find out how practical the learning media based on KAJI's flipbook (Script Comics, Java, Indonesia) obtained a score percentage of 90%, so that the learning media can be categorized as very practical and usable.

b. Student Response

The results of student responses were carried out to determine student responses to KAJI flipbook-based learning media (Script Comics, Java, Indonesia) obtained a score percentage of 88%. These results are converted according to the practicality criteria of learning media which can be categorized as very practical and can be used.

4. Results of Effectiveness Test on Flipbook-Based Learning Media KAJI.

To get effectiveness results, researchers used limited and large scale trials. The results of the average student score get a percentage of 81%. While the percentage of classical learning completeness is 83%, and is stated to be very effective and very thorough, can be used in a limited scale learning process.

The results of the evaluation of the wide trial stated that the KAJI flipbook-based learning media (Script Comics, Java, Indonesia) was declared very effective and very thorough with a score percentage of 90%. The percentage of these values indicates that students obtain scores above the KKM that has been determined, namely 75 with a classical learning completeness percentage of 100%.

Diagram of Data Recapitulation of Validity, Practicality, and Effectiveness in KAJI Flipbook-Based Learning Media (Script Comics, Java, Indonesia)



15 Conclusion

Based on the results of the research and development that has been carried out, it can be concluded as follows:

1. The results of the validity test of the KAJI flipbook-based learning media (Script Comics, Java, Indonesia) which raises Javanese script material for class V SDN Besowo 4 Kab. Kediri is stated to be very valid and may be used through the validation stage carried out by media expert validation to obtain a percentage of 94% and material expert validation to obtain a percentage of 98%.
2. The results of the practicality test of KAJI flipbook-based learning media (Script Comics, Java, Indonesia) which raises Javanese script material for class V SDN Besowo 4 Kab. Kediri was stated to be very practical and could be used through the stage of calculating the results of the teacher's response questionnaire by obtaining a percentage of 90% and student responses in the wide trial obtaining a percentage of 88%.
3. The effectiveness test results of KAJI's flipbook-based learning media (Script Comics, Java, Indonesia) were found to be very effective. This can be seen from the results of the percentage of the average value of student evaluations in limited trials of 81% and the average value of student evaluations in wide trials of 90%.

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