

Development of Booklet Learning Media and Its Role on Learning Interest of Islamic Elementary School Student

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Abstract

This study aims to develop a Learning Media Booklet with the theme of Diversity of Professions and Their Roles, and to examine students' learning interest when using the booklet media. This research uses the Research and Development (R&D) Model developed by Brog & Gall, simplified into 7 stages, including (1) pre-survey, (2) initial planning, (3) development of initial product, (4) initial product expert testing, (5) revision of initial product, (6) main field trial, and (7) evaluation of final product. The instructional media trial was conducted at Ma'arif Bulusari Islamic Elementary School, Bumi Ratu Nuban Subdistrict, Central Lampung Regency, Lampung Province. The average ratings given by content experts, media experts, and language experts are 3.77, 3.66, and 3.85, respectively, which are categorized as very good, appropriate, and highly appropriate, in that order. The results of the student's learning interest test indicate a significant difference between using the instructional media booklet and not using the booklet, with an increase of 86.43% when using the instructional media booklet. Therefore, it can be concluded that the Diversity of Professions and Their Roles Learning Booklet meets the criteria for usability and can be tested in the third-grade class of Ma'arif Bulusari Islamic Elementary School.

Keywords: Development, Booklet, Learning Interest, Learning Media

Abstrak

Penelitian ini bertujuan untuk mengembangkan Media Pembelajaran Booklet dengan tema Keanekaragaman Profesi dan Peranannya, serta untuk melihat minat belajar siswa ketika menggunakan media booklet. Penelitian ini menggunakan Model Research and Development (R&D) yang dikembangkan oleh Brog & Gall yang disederhanakan menjadi 7 tahap, meliputi (1) pra-survei, (2) perencanaan awal, (3) pengembangan produk awal, (4) pakar produk awal. . pengujian, (5) revisi produk awal, (6) uji coba lapangan utama, dan (7) evaluasi produk akhir. Uji coba media pembelajaran dilakukan di Madrasah Ibtidaiyah Ma'arif Bulusari, Kecamatan Bumi Ratu Nuban, Kabupaten Lampung Tengah, Provinsi Lampung. Hasil penilaian ahli materi, ahli media, dan ahli bahasa masing-masing rata-rata 3.77, 3.66, dan 3.85 yang dikategorikan sangat baik, sesuai, dan sangat sesuai, berturut-turut. Hasil pengujian minat belajar siswa menunjukkan terdapat perbedaan yang signifikan antara menggunakan media pembelajaran booklet dan tanpa menggunakan booklet, dengan peningkatan sebesar 86,43% ketika menggunakan media pembelajaran booklet. Dengan demikian dapat disimpulkan bahwa Buklet Pembelajaran Keberagaman Profesi dan Peranannya memenuhi kriteria layak pakai dan dapat diujicobakan di kelas III MI Bulusari.

Kata kunci: Pengembangan, Booklet, Minat Belajar, Media Pembelajaran

INTRODUCTION

Learning interest is the manifestation of learning behavior that is usually seen in changes, habits, skills, attitudes, observations, and the students' interest in participating in the learning process (Andriani & Rasto, 2019)(Pakaja & Wafa, 2021). The learning outcomes given to students are in the form of assessments after participating in the learning process by assessing knowledge, attitudes, and skills of the students. To increase students' learning interest, there needs to be a learning medium that functions as one of the sources of learning for students so that they can better understand the lessons given by the teacher and cultivate students' interest in participating in the lessons so that the learning material can be easily digested by students (Syachtiyani & Trisnawati, 2021; Romadhon et al., 2019).

Learning media is a tool used in the learning process. In selecting learning media, it should be chosen based on its effectiveness and efficiency so that the planned learning goals can be achieved (Erni et al., 2021; Hidayah et al., 2021; Rusdi et al., 2022). Effective media is the media that can communicate the desired message (Istiningsih et al, 2020; Ulliyah et al., 2023). A teacher should be more creative in developing learning media that can foster students' interest and learning interest towards the material that will be presented (Setyaningsih et al., 2020).

The use of learning media to increase learning interest has been widely done. Some of the learning media that have been developed and used to increase learning interest include monopoly (Kurniawan, 2020), comics (Sari & Ratu, 2021), interactive learning videos (Mardhian Ningrum et al., 2021), animated videos (Candra Dewi & Negara, 2021), flip pdf e-books (Azzahra et al., 2023), Ritatoon (Mauliddia et al., 2022), pocket books (Yanti & Himmah, 2022), and Booklets (Pratiwi et al., 2020). Booklet is a book that is usually used as a medium to display various products and services of a company. The use of Booklet as a learning media by presenting content as teaching material is intended to facilitate teaching and learning activities. Booklet also has the advantage of being able to be read anytime and anywhere, which can help increase students' understanding of the material (Hanifah et al., 2020).

Sary and Isnawati developed an edible mushroom-based learning media booklet for fungi material to increase student entrepreneurship interest. The learning media was developed using the 4D development model. The effectiveness parameter of the booklet was measured based on student assessment results when working on activities in the booklet. The obtained results show the validity, practicality, and effectiveness scores are 91.91%, 88.50%, and 93.50%, respectively, indicating that the Booklet learning media is capable of increasing student entrepreneurship interest (Sary & Isnawati, 2023). Pranada et al. developed a discovery learning-based Booklet media to increase student learning interest. The development was carried out referring to the ADDIE development model. The product trial was conducted in class XI of SMAN 2 Rambah Hilir. The average student interest questionnaire assessment score obtained was 84.2 in the experimental class, which was higher than the score in the control class, which was 65.6 (Prananda et al., 2022). Therefore, this study will develop learning media in the form of a booklet on professional diversity and its role to increase student learning interest.

The learning interest of Ma'arif Bulusari Islamic Elementary School students in Bumi Ratu District in thematic learning tends to be low, this is motivated by several factors, including teachers do not always use media in delivering material, there are some students who still have difficulty reading long sentences, learning resource material only comes from books, the availability of learning media in schools is still limited so that teachers are not optimal in using learning media. these things are the cause of the lack of interest in student learning (Renninger et al., 2014). Therefore students tend to more easily understand a lesson concept by using visual learning media that they directly observe so as to generate interest in learning. For this reason, it is necessary to develop learning media that are in accordance with student characteristics so that the learning process can run smoothly and optimally and raise student interest in learning. One of them is a

booklet that is visually attractive and easy to carry as well as a brief but clear explanation of the material.

With the presence of the media *Booklet* The material on the diversity of professions and their roles is expected to help students know and understand the types of professions and their roles. Getting to know many professions will develop good attitudes and behavior in children and respect each existing profession without recognizing differences and to stimulate students' interest in learning.

RESEARCH METHOD

The research held in the Research and Development (R&D) model. The R&D model is a research method with the main objective of producing a specific product. Research and Development (R&D) is research that is not used to test a theory (Hamzah et al., 2021; Bujuri et al., 2022). This research uses the Brog & Gall research approach (Aka, 2019; Maskur et al., 2017). The Brog & Gall model consists of ten stages which are simplified into seven steps, namely (1) preliminary survey, (2) initial planning, (3) initial product development, (4) linguist and media expert test, (5) initial product revision, (6) main field trials at Bulusari Batanghari Nuban, and (7) final product review (Kusuma et al., 2018). The data collection technique used in this study was observation of the learning process in class during the product trial process in class, interviewing teachers, asking students to fill out questionnaires, questionnaires to find out student responses and responses after the learning process using booklet media, and documentation during the learning process.

The trial of the developed media booklet was conducted at Ma'arif Bulusari Islamic Elementary School, Bumi Ratu Nuban Subdistrict, Central Lampung Regency, Lampung Province. The small group session took place on January 25, 2023, with a total of 7 students and a time allocation of 2 x 35 minutes. On February 1, 2023, a trial with a large group was conducted with the same time allocation of 2 x 35 minutes. The number of students involved as research subjects in the large group trial was 23. After the trial of the product, the students were given a questionnaire to gather their feedback and opinions on the effectiveness of using the developed media booklet for the topic of diversity in professions and their roles.

RESULT AND DISCUSSION

Development of Booklet Learning Media

This research and development was carried out by referring to the research and development stages developed by Brog & Gall with ten stages, but in this research, the ten steps were simplified into seven steps that only go up to the revision stage of the main field test. The factors underlying this simplification are limited time, limited budget, and similarities in the stages. The seven stages of this research and development include:

1. Pre-purvey stage

In this stage, base information is collected through a review of the core competencies (KI) and basic competencies (KD) content standards. The results of the preliminary survey showed that there is a lack of interest among students in understanding the material through the guidebook and some students still have difficulty spelling words. Therefore, there is a need for a learning media that can facilitate students in understanding the material being taught, one of which is the Booklet learning media.

2. Research planning stage

In this stage, the research instrument grid and data collection tool (DCT) are developed for the purpose of validating the media and subject matter experts.

3. Development stage (initial product)

The product development stage consists of designing the Booklet, creating the cover, writing the material, and adding various animated images. The Booklet design shown in Figure 1 and 2.

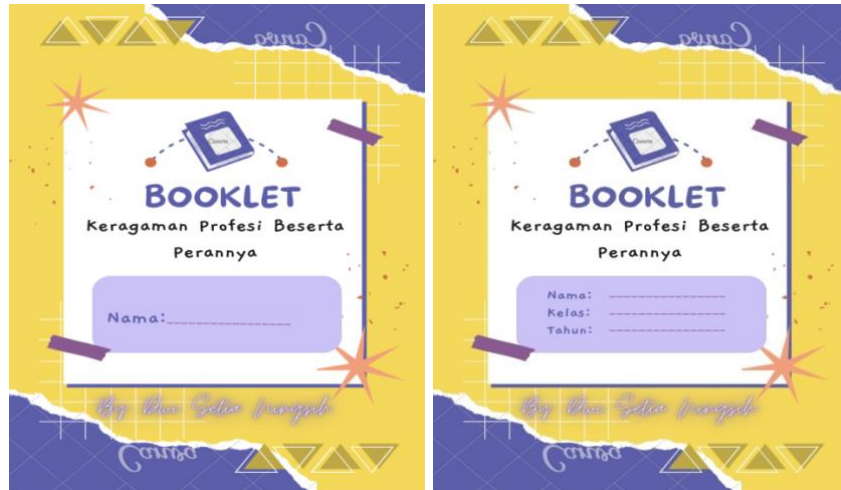


Figure 1. Booklet cover design a) initial product; b) final product



Figure 2. Booklet content design a) initial product; b) final product

4. Expert test / Product test

The initial testing of the Booklet learning media product is validated by subject matter experts and media experts. In this study, the subject matter expert is Nur Hayati, M.Pd., a 3rd grade teacher, and the media expert is Dr. M. Saidun Anwar, a lecturer at University of Ma'arif Lampung. The results of the validation from the media and subject matter experts are shown in Table 1 and 2.

Table 1 shows the results of the material experts' assessment of the produced booklet. The content aspect received a score of 33 with a good category, the language aspect received an average score of 24 with a very good category, the presentation aspect received an average score of 33 with a good category, and the evaluation aspect received an average score of 22 with a very good category. The total average score of the Booklet learning media according to the material experts is 3.77 with a very good category (Januarisman & Ghufro, 2016).

Table 1. Matter expert assessment result

No	Aspect	Result	Category
1	Content	33	Good
2	Language	24	Very Good
3	Presentation	33	Good
4	Evaluation	22	Very Good
Average		3.77	Very Good

Table 2 shows the results of the media experts' assessment of the produced booklet. The size aspect received a score of 10 with a very appropriate category, the design aspect received an average score of 39 with an appropriate category, and the display aspect received an average score of 49 with an appropriate category. The total average score of the Booklet learning media according to the media experts is 3.66 with an appropriate category (Januarisman & Ghufron, 2016).

Table 2. Media expert assessment result

No	Aspect	Result	Category
1	Size	10	Very appropriate
2	Design	39	Appropriate
3	Display	49	Appropriate
Average		3.66	Appropriate

Table 3 shows the results of the language experts' assessment of the produced booklet. The clear of language aspect received a score of 4 with a very appropriate category, the communicative aspect received a score of 8 with a very appropriate category, the coherence and cohesion aspect received an average score of 11 with an appropriate category, and the correctness in Bahasa spelling aspect received an average score of 4 with a very appropriate category. The total average score of the Booklet learning media according to the media experts is 3.85 with a very appropriate category (Januarisman & Ghufron, 2016).

Table 3. Language expert assessment result

No	Aspect	Result	Category
1	Clear	4	Very appropriate
2	Communicative	8	Very appropriate
3	Coherence and Cohesion	11	Appropriate
4	Correctness in Bahasa Spelling	4	Very appropriate
Average		3.85	Very appropriate

5. Product revision



Figure 3. a) initial product; b) final product

The revision of this product was based on comments and suggestions given by media and material experts. Improvement comments received based on the assessment of material experts include adding pictures on every page of the profession explanation and adding points to create the ability to ask questions. Improvement suggestions from media experts include clarifying the separation between pictures and text; the cover includes the class and academic year, and revising the packaging form. The booklet product has been improved and adjusted based on the suggestions and comments provided by the material and media experts. The improvements made are shown in Figure 3.

6. Field trial

The field trial of the final product of the booklet in this study was conducted at Ma'arif Bulusari Ma'arif Bulusari Islamic Elementary School, Bumi Ratu Nuban Sub-district, Central Lampung Regency, Lampung Province. The trial was conducted on February 01, 2023, with an allocation of time of 2 x 35 minutes. The subjects of the study were 23 students. At the end of the learning session, students were asked to fill out a questionnaire, which contained several statements to measure their learning motivation.



Figure 4. Learning in class using booklet

7. Final product

The validation results from media experts of 20 instruments for 3 criteria obtained an average score of 3.66% with a category deemed appropriate for use. In the validation results from material experts with media suitability for 24 instruments and 4 criteria, an average score of 3.7 was obtained with a good category. Based on the analysis that impedes students' learning process, the material presented in the booklet, which contains various professions and their roles, is easier to remember because it is presented with attractive image examples and concise material content.

The design and physical appearance of the booklet were rated as good by validators. High-resolution images and clear color accuracy make it easy for students to describe the types of professions based on observations of the media. The Booklet media was designed as attractive as possible using the Canva application and printed on art paper. The quality of the paper used to print a media must be good because it can affect the printing results.

Subkan and Winarno stated that one of the criteria for learning media that needs attention is the compatibility between the media and the quality of the paper used. The accuracy and up-to-dateness of the material also received a good score with an average of 3.77 with a good category (Winarno & Subkan, 2020). The discussion of the image description is adjusted to the learning objectives of the students, which is expected that after students learn about the diversity of professions using this Booklet media, the learning objectives can be achieved. Inside the Booklet media for classifying and describing types of professions is clear, where the information provided is equipped with the role of the profession, so that the Booklet media can help students to know the explanation and role of each profession around them.

Fernandes and Viola revealed that learning media must be appropriate to the learning objectives that want to be achieved. The Booklet media with a lot of images, colors, and writing using appropriate font size and type that can be read well makes the Booklet display more attractive, so it can be used to attract learning attention and make the description better than the explanation, so that the learning content can be conveyed properly. Consistent with Fernandes and Viola opinion that the information contained in learning media can generate interest and learning motivation (Fernandes & Viola, 2021). This is supported by Sundari's opinion that students tend to like interesting reading with a little description and lots of pictures/colors (Sundari, 2016).

Puspita et al. in their research entitled "Development of Booklet Learning Media on the Immune System Material towards Student Learning Outcomes in Class XI SMAN 8 Pontianak." The validation results of the Booklet media produced were obtained at 89.3% with a highly valid category, and the practicality of the media was 89.3% with a very practical category. The effectiveness measurement of media usage obtained a value of 0.51% with a medium category (Puspita et al., 2017). Intika in her research entitled "Development of Science For Kids Booklet Media as a Learning Resource in Elementary School." The product validation assessment obtained an average score of 3.28% with a good or feasible category. Students gave positive responses and obtained an average score of 9.26%. Meanwhile, the completeness of student learning outcomes with >75% in the usage trial was 84.5%. Linna Fitriani and Yuni Krisnawati in their research entitled "Development of Macroscopic Fungi Diversity-Based Booklet Media" with research results from data from lecturer and student questionnaires, for attractiveness with an average score of 3.3 categorized as interesting, for readability 3.1 categorized as good, for efficiency 3.5 categorized as very efficient, and for practicality, the average score was 3.7 categorized as very practical (Intika, 2018).

Table 4. t-test result

	<i>Cycle 1</i>	<i>Cycle 2</i>
Mean	45.8695652	85.5217391
Variance	30.3913043	19.9881423
Observations	23	23
Pooled Variance	25.1897233	
Hypothesized Mean Difference	0	
df	44	
t Stat	-26.791944	
P(T<=t) one-tail	3.5028E-29	
t Critical one-tail	1.68022998	
P(T<=t) two-tail	7.0055E-29	
t Critical two-tail	2.01536757	

Interest in Learning Students

A trial was conducted to determine the students' interest in the developed media. The research subjects were 23 students from class III of Ma'arif Bulusari Ma'arif Bulusari Islamic Elementary School. Table 4 shows that $t_{\text{stat}} (-26.79) < -t_{\text{table}} (-1.68)$, indicating the rejection of H_0 and acceptance of H_1 . The hypotheses used in this study are as follows: H_0 : There is no difference in learning interest between using the media booklet and not using the booklet, while H_1 : There is a difference in learning interest between using the media booklet and not using the booklet. Therefore, it can be concluded that there is a significant difference in learning interest between using the media booklet and not using the booklet (Chang et al., 2021).

The results of the analysis of the students' learning interest questionnaire showed an average score of 85.52% (Table 5). Based on this data, it can be concluded that the Booklet media is good, effective, and practical to use. Based on the learning outcomes, the Booklet media was very helpful in improving the students' knowledge, especially in terms of cognitive aspects. The trial was conducted twice, before and after using the developed media, which was in the form of a Booklet. Based on the trial, the students' learning interest questionnaire score increased from 45.87 before using the media to 85.52 after using the media. This means that there was an increase in students' learning interest before and after using the media which the increase is 86.43%.

Table 5. Interest in learning students result

No	Aspect	Score (%)
1	Before using booklet	45.87
2	After using booklet	85.52

Erianto's research titled "Efforts to Improve Students' Learning Interest Using Picture Media in Science Learning for Fourth Grade Elementary School" showed that in the first cycle of classroom action, students' learning interest was 65.5%, which increased to 85.5% in the second cycle, indicating that it had reached good completeness criteria (Erianto, 2017). Ade Ma'ruf Prasetyo, in his research titled "Developing Fifth Grade Students' Learning Interest Using Snakes and Ladders Game," showed an increase of 21% from 64.1% in the first cycle to 71.5% in the second cycle, with a good category (Prasetyo, 2018).

CONCLUSIONS

The developed booklet learning media is concluded to be good and suitable for use. The booklet is categorized as attractive, with good readability, efficient, and practical for use. The results of the material, media, and language expert assessment were respectively 3.77, 3.66, 3.85 in Average, which are categorized as very good, appropriate, and very appropriate. The results of the student's learning interest test indicate a significant difference between using the instructional media booklet and not using the booklet, with an increase of 86.43% when using the instructional media booklet. Therefore, it can be concluded that the Learning Media Booklet on the Diversity of Professions and Their Roles meets the appropriate criteria for use and can increase students learning motivation.

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