



Media Illustration of Storybooks and Video Barcodes in an Effort to Improve Listening Ability of Kindy B Students



*Siti Fatimah¹, Ida Yeni Rahmawati², Betty Yulia Wulansari³

^{1,2,3}Universitas Muhammadiyah Ponorogo, Jl. Budi Utomo No.10, East Java, Indonesia

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Abstract

This research aims to (1) develop a media story book illustration and barcode videos in an effort to increase the listening ability to the kindy B's students in Mutiara Hati Kindergarten. (2) find out the difference between before and after using a media story book illustration and a barcode video. The study used the research method research and development (r&d). Data is collected using authentic test assessments, interviews and angkets. Qualitative data are analysed in a descriptive way from interviews and expert advice on validation, the quantitative data comes from the expert validation and authenticated testing methods of pre-experimental experimentation in the form of one group preposttest. The results of this study are (1) a media story book illustration and a barcode video entitled "Kue Boni Untuk Nenek" in which a story consists of a book barcode containing videos in it in an effort to improve the listening ability to the kindy B's students in Mutiara Hati Kindergarten. Validation value by a material expert in 90% is categorized as valid and by a validation value media expert at 82.5% is categorized as valid. (2) there is a difference in students' ability to listen between before and after using a media story book illustration and a barcode video. At a small scale test in pretest got 45.71 score is categorized less than at score posttest of 79.14 is categorized as good with 33,43% discrepancies. Then, at a large scale test, got 62.6 score is categorized average and at a posttest of 84.6 is categorized as good with 22% discrepancies. Developing media story book illustration and barcode videos entitled "Kue Boni Untuk Nenek" can enhance the listening ability to the Kindy B's students in Mutiara Hati Kindergarten of Ponorogo.

Penelitian ini bertujuan (1) untuk mengembangkan media story book ilustration dan video barcode sebagai upaya meningkatkan kemampuan menyimak siswa TK B di TK Mutiara Hati Ponorogo. (2) untuk mengetahui perbedaan antara sebelum dan sesudah menggunakan media story book ilustration dan video barcode.

Penelitian ini menggunakan metode penelitian Research and Development (R&D). Data dikumpulkan menggunakan penilaian tes autentik, wawancara dan angket. Data kualitatif dianalisis secara deskriptif dari hasil wawancara dan saran ahli pada angket validasi, data kuantitatif berasal dari hasil validasi ahli dan uji hasil tes autentik dengan metode eksperimen pre-eksperimental designs dengan bentuk one group pretest-posttest. Hasil dari penelitian ini adalah (1) media story book illustration dan video barcode yang berjudul “Kue Boni Untuk Nenek” yaitu media cerita berupa buku yang terdapat barcode berisi video di dalam buku sebagai upaya untuk meningkatkan kemampuan menyimak siswa TK B di TK Mutiara Hati. Nilai validasi oleh ahli materi sebesar 90% dikategorikan valid dan oleh ahli media nilai validasi sebesar 82,5% dikategorikan valid. (2) terdapat perbedaan kemampuan menyimak siswa antara sebelum dan sesudah menggunakan media story book illustration dan video barcode. Hal ini ditunjukkan pada uji coba skala kecil dengan nilai KKM sebesar 65, hasil nilai rata-rata pretest sebesar 45,71 dikategorikan kurang dan pada posttest nilai sebesar 79,14 dikategorikan baik dengan selisih keduanya sebesar 33,43%. Pada uji coba skala besar nilai rata-rata pretest sebesar 62,6 dikategorikan sedang dan pada posttest sebesar 84,6 dikategorikan baik dengan selisik keduanya sebesar 22%. Pengembangan media story book illustration dan video barcode yang berjudul “Kue Boni Untuk Nenek” dapat meningkatkan kemampuan menyimak siswa TK B di TK Mutiara Hati Ponorogo.



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✉ Corresponding author:

E-mail: fatimah220598@gmail.com

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INTRODUCTION

The covid-19 virus hit the country of Indonesia by 2020 has had a lot of impact mainly on education. Students must carry out long distance learning or learning from home. The government issued a policy of zoning adjustments to do face-to-face study. In the red and orange zones, students are forbidden to carry out in-school learning. While the yellow and green zones can perform face-to-face learning by obligatory application of health protocols. According to data from the covid-19 Indonesia task force, east Java especially the ponorogo district in December 2020 has seen an increase in deployment. So students are encouraged by the board of education to continue to do long-distance or to study from home. Department of the number 15 year 2020 has issued its address for home-based learning guidelines in the emergency spread of covid-19 through television,

radio, self-study modules, worksheets, printing materials, visual aids, media learning from objects and surroundings.

Early childhood development during the pandemic has presented challenges to parents, teachers, and school authorities. There are several aspects that need to be developed in children of an early age - the cognitive, social-emotional, motor, religious and moral and language aspects that need to be developed in an early age. According to Jalongo (2002) language ability, listening skills or listening skills became crucial, that being capable was one that olek children had since in the mother's womb. Beginning with listening, the cognitive abilities of children of an early age can develop and will be followed by other aspects of their development. Bromley (1990) suggests that apresiasif's ability is the ability to enjoy and feel what is heard, children dissolved in the material it describes. The child will be enthralled and captivated by what is presented to him using media that appeals to the child.

In the learning practice during the pandemic at Mutiara Hati Kindergarten Ponorogo more effective when used medium that prepared by the teacher according to the theme. Other media advocates include print teaching, visual tools and media learning from objects in the environment which prepared by teachers to take parents to school and use students at home. Then the practice of learning is guided through the zoom application meeting every three times a week and guidance through the whatsapp application. With the conditions of online learning activities, teachers are required to be creative and innovative so that students can follow enthusiastic online learning and can understand the material well presented. But sometimes when online learning is still a student who is less attentive, it is evident when the teacher asks the student after the material is presented and the student is incorrectly at the answer.

Then there needs to be another innovation to increase the listening ability to students at Mutiara Hati Kindergarten. Listening can be enhanced in one way that is by telling a story. When the teacher tells the story then the teacher will know the level of listening ability to the student by doing a debriefing and having students retell the story told by the teacher. Storytelling has become a routine carried out by Mutiara Hati Kindergarten's program. But because the learning is online, teachers feel less about delivering fairy tales or stories primarily about the media used when storytelling online. Of course, it requires a medium that can appeal to the student and practical application by the teacher at online learning, but it can also be used in face to face. With this problem, researchers will create a medium that has never been used in online study by Mutiara Hati Kindergarten, the medium is a storybook that can be used online or offline. Through this medium students will can increase listening ability as precautionary language, students can also increase expressive language ability.

The purpose of this research is to develop a media that can develop listening skills for student with a media story book illustration and a barcode video. This medium is a storybook illustrating with barcodes in a book, which contains a video about the

storybook. This media will be practical and assist teachers, parents and students in increasing the language aspect of students especially listening. In addition, through this development researchers aim to identify the difference in students' ability to listen after using the media that has been developed.

LITERATURE REVIEWS

Listening is a process of paid attention to the oral symbols, understanding, appreciation, and interpretation for information, capturing content or messages and understanding the meaning of communication that the speaker has conveyed through spoken or spoken language (Tarigan, 2005). The purpose in listening is to learn and to appreciate (Dhiebi, 2018). There are some way which can increase the listening ability to the childrens and one of them is media.

Fadlillah,M (2017) media is a medium that deals with messages, books, posters, banners, and educational games. Whereas the medium of learning is a medium or medium to convey learning materials so that they can be conveyed and understood easily. Sadiman (2008:28) describes a variety of media consisting of audio media (magnetic tape recorders, language and radio laboratories), media graphics (visual media such as pictures/pictures, diagrams, charts, cartoons, posters etc), silent projection media (video, frame film (slide), film rangkai (strip film), transparent media, television film). More specifically, the media understanding of the learning process tends to be interpreted as graphics, photographic, or electronic tools for capturing, processing, and reprocessing visual or verbal information (Arsyad, 2011).

According to Nurgiyantoro (2005:152) storybook ilustration is a book that features the narrative text verbally and accompanied by illustrative pictures. The retention of the storybook will be complete and interesting with the text and illustrations. An illustration can grow as an expectation of the impossible and does not differ much from wishful thinking, maya or virtual. Illustrations can be present in a variety of variations, could be lettering, picture, or sound (Fairuz, 2009:14).

METHODS

Media development story book illustration and barcode videos as an effort to improve listening ability to the class B's student in Mutiara Hati Kindergarten Ponorogo using research and development methods (R&D). The research and development model or procedure used in this study is the Sugiyono research model and development. This research and development procedure is divided into 10 stages 1) the potential and problems, 2) data collection, 3) product design, 4) design validation, 5) design revision, 6) product testing, 7) product revision, 8) implementation test, 9) product revision, 9) mass-produced. Research and development in this research is carried out to the eighth

stage. According to Bord and Gall the total of ten steps in R&D research could be limited, where financial and time resources are limited.

The research and development used quantitative data collection and analysis of materials and media experts as well as authentic test assessments of the student recitations and question-and-answer teachers who are rated using scores according to the assessment indicator ability of early age students . The product test to the student is conducted using experimental methods designed by one group preposttest on a small scale and large scale. It also used qualitative techniques and data analysis that result from observation, early school needs analysis, from interviews guided to teachers after applying products, criticism and the advice of material experts and media experts to the questionnaire validation.

The implementation of small-scale test products on pretest was carried out September 9, 2021, and the posttest of September 14, 2021. A small scale test was conducted with 7 students 5-year-old kindergarten class B in BA 'Aisyiyah Tonatan. Whereas on a large-scale product test carried out at Mutiara Hati Kindergarten Ponorogo. Pretesting took place on 4th and 7 October 2021 and posttesting took place on 11 and 14 October 2021. Prepackaged posttests were made to students at age 5-6 as many as 20 students.

RESULT AND DISCUSSION

Research and development the media story book illustration and barcode videos are done after identifying the results of media related needs analysis, themes and materials needed at Mutiara Hati Kindergarten. According to the open questionnaire of the teacher's need analysis on February 16, 2021, explains that storybook themes that consistent to child learning themes are needed by teachers in the study. But given the limited time of research, it is therefore a theme which is an environmental theme with the subtheme of manners. It was needed because during the pandemic of children not being able to interact sosail freely, so with my environmental theme book subthemes, manners are expected to help stimulate students' social emotional development.

The stage of media production begins with a material arrangement in a storyline sketchbook and a description of each story line. The next stage is dyeing illustrations and manuscript production and dialogue in the story. Afterward, the production of a video on the background of the illustration in the book. Then upload the video on google drive and copy the link to the video. The next step is barcode production by copying links to qr code generators in browsers and download barcodes. Next combine illustrations with text and barcodes, and then the book can be printed.

The existing media is validated by both material experts and media experts using validation by indicators according to material assessment and media. Validation assessments by materials experts after a count are 90% valid, whereas at 82.5% are

valid. Then media story book illustration and barcode videos can be used as telling media.

Here are the result of product test a media story book illustration and a barcode video with the tittle “Kue Boni Untuk Nenek” to students on small scale at BA ‘Aisyiyah Tonatan and large scale at Mutiara Hati Kindergarten students.

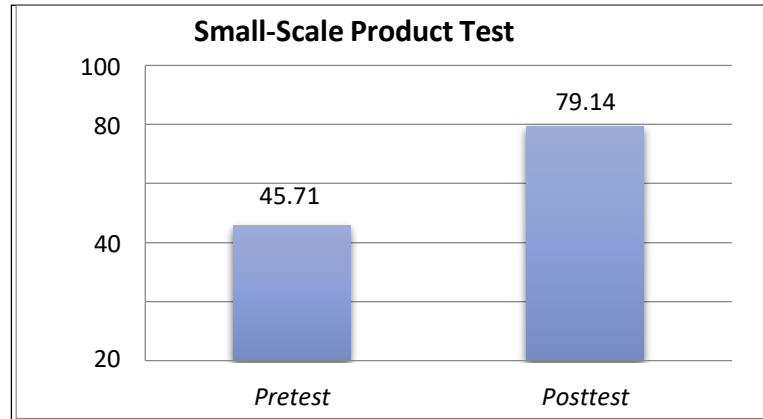


Figure 1. Small-scale test value comparisons

As for the results of a small-scale test conducted in BA 'Aisyiyah Tonatan at the pretest, the average value of attending students by 45.71 in the student category is inadequate. At the posttest of the assessments of the ability of the student, 79.14 is categorized as good ability by a discrepancy of 33.43 %.

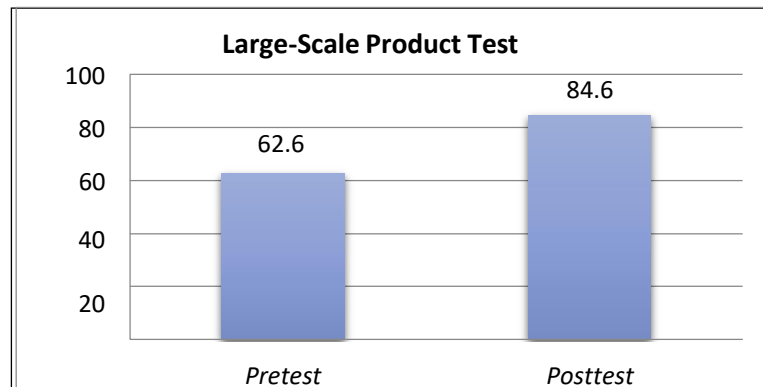


Figure 2. Large-scale test value comparisons

Next on the large scale test the average value of the student's listening ability when pretest is 62.6 is categorized as moderate ability. Then in the posttest the average value of the listening ability's students by 84.6 is categorized good ability to listening by a discrepancy of 22 %.

This research and development is consistent with Widya, Simatupang's research result (2019), which entitled storytelling activities using a simple storybook to enhance children's listening ability. The selection of the storybook is one of the main factors in attracting attention to children. The results of the study have concluded that the use of a

simple storybook can increase children's listening to storytelling activities after the teacher has paid attention to the content of the media used in learning.

Another research by Nazarius etc (2015) entitled enhanced listening skills in elementary school using audio media. The purpose of the study is to describe the increased listening ability to students in Indonesian learning using audio media performed in the school's grade V in 27 Mondri Elementary School in Sekadau District. From the research concluded that an increased average in value suggests that learning with audio media can improve listening ability in students.

CONCLUSION

The learning media used in remote learning is limited especially to the early education of children in need of materials according to the themes of early child education. Good listening skills must be acquired by the first in the long range of learning to the students.

The media story book illustration and barcode videos are presented as efforts to improve language skills in students especially listening capabilities that can be applied online or offline. The medium is a barcode illustrated storybook that can be scanned and contains a video that the storyteller presents. The media story book illustration and barcode videos have been validated by materials experts and media experts and can be used as a medium to tell stories.

Based on the results of such research and development, the media story book illustration and barcode videos can be used as telling students in particular kindergarten students at the age of 5-6 and this medium can increase the listening ability to kindergarten students in the Mutiara Hati Kindergarten is proved by an average value comparison of the student's ability between pretest and posttest there is a difference result.

Teachers and parents are expected to use media story book illustration and barcode videos as the feature media for telling a story. In addition, teachers must also be selective and active in a media selection of learning or stories in order to better listening ability to students. This media needs to be further balanced with broader themes, the student development stages and the children's book writing guidelines.

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