

DEVELOPMENT OF DIGITAL PICTORIAL STORY BOOK BASED ON MULTIPLE INTELLIGENCES FOR GRADE V STUDENTS OF SDS YASPORBI III JAKARTA

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Abstract: This study aims to produce a digital pictorial story book based on multiple intelligences that are theoretically valid and effective to improve the narrative writing skills of grade V SDS Yasporbi III students. The research was conducted using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model. The results of the product validation value developed by media experts were 83.8%, material experts were 84.2%, linguists were 82.2%, and practicing experts were 97.7%. From the resulting average score, the product can be categorized as very valid or very feasible to use. The level of product attractiveness is based on the field trial stage for students obtained a value of 91% which is categorized as very attractive. The use of digital picture books based on multiple intelligences on theme 5 “Love Indonesia” has proven to fulfill the feasibility aspect for use in learning and has succeeded in improving students' narrative writing skills and facilitating the multiple intelligences of grade V SDS Yasporbi III students. This can be proven from the results of the students' post-test scores during field trials. The results of student scores have increased by 21.12%, namely from the average percentage of pre-test scores before using the product of 70.2% where only 4 out of 18 students passed the minimum completeness standards and the average percentage of student scores during the post -test or after using the product of 89% where all students passed the minimum completeness standard.

Key Words: Digital Books, Picture Story Books, Multiple Intelligences, Writing Skills

INTRODUCTION

Yasporbi III Private Elementary School (SDS) is a public private elementary school that provides educational programs according to the national curriculum. According to the official website yasporbi.sch.id, currently the national curriculum or curriculum 2013 (K13) applied by SDS Yasporbi III is developed by integrating science and technology (IPTEK) with increased faith and devotion (IMTAK). SDS Yasporbi III is

under the auspices of the Bank Indonesia (BI) foundation located in the Pasar Minggu area, South Jakarta. The reason of the researchers chose SDS Yasporbi III as a research site was based on a preliminary study carried out during the School Field Introduction program in November 2019-January 2020 and data was obtained that there were problems regarding students'

language skills, namely writing skills, especially in class V. SDS Yasporbi III implemented two curriculum in education policy at the school. The main curriculum applied is Curriculum 13 (K13) and as a complement uses the Yasporbi Curriculum.

Based on the results of observations and interviews regarding the implementation of the curriculum in SDS Yasporbi III, it was found that SDS Yasporbi III applied English as the language of instruction, especially on SAINS and Mathematics content starting from grade I to grade III. In the high class, namely class IV to class VI, they already use Indonesian, including the content of Science and Mathematics. Even so, most students in high grades still use English as their daily language in communicating with their peers.

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 103 of 2014 concerning Learning in Primary and Secondary Education above, it can be concluded that the ideal factors that influence the success of learning are activities and characteristics that are student-centered, interactive and motivate students to learn, have fun, provide space. for students to be able to innovate creatively according to their talents, interests, abilities and physical and psychological development. Activity-based learning that facilitates students must also be adapted to the approaches, strategies, models, methods, and learning media in accordance with the characteristics of students and school conditions including the facilities and infrastructure where teaching and learning activities take place.

Referring to the ideal factors that affect learning outcomes in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 103 of 2014, it is found that data is not in line with ideal conditions. The data was obtained from a preliminary study using the method of observation, interviews, and literature study at SDS Yasporbi III with the speakers being class 5A teachers, Indonesian language subject teachers, and students on 31 October 2019 and 19 February 2020. Based on the results of these preliminary studies, It was concluded that the problem in learning Indonesian was the students' lack of writing skills because learning in the classroom was less activity-based and student-centered characteristics. Learning is not fully interactive based and motivates students to learn, is fun, provides space for students to innovate creatively according to their talents, interests, abilities and physical and psychological development.

Based on the results of the preliminary study, the researchers conducted research on the development of digital picture books based on multiple intelligences to improve students' narrative writing skills. The book that was developed received positive responses from students. The next researcher conducted a literature study on Erlangga's book Straight Point Series (ESPS) in Indonesian published by Erlangga in Theme 5 "Love Indonesia"

which is found from pages 57-70, it was found that 1) there was no activity that stimulated students to be able to write using proper diction and spelling, quite well; 2) There is no glossary yet; 3) The story contained in the book does not contain many pictures according to the characteristics of students' interest in class. 4) The images on pages 57-70 in the historical text narrative have a relatively small size, namely 3x3 and 5x5 sizes. Based on this, a supporting book is needed to develop the content of the material in order to be able to train students to be skilled at writing, using diction, and spelling correctly.

In this study, researchers provided a solution by developing a digital picture book based on *multiple intelligences*. This book is a supporting book from the Indonesian ESPS book in Indonesian language learning in class V SDS Yasporbi III. This digital pictorial story book developed based on multiple intelligences functions to support the development of multiple intelligences functions students' in Indonesian language learning content at SDS Yasporbi III. This book is equipped with a glossary and presents activities that are deemed able to stimulate students to be skilled in writing. The digital picture book based on multiple intelligences functions was developed on the subject of Theme 5 "Love Indonesia" from pages 57-70 of the ESPS book. This digital picture book is equipped with a manual for using the book to make it easier for students to use it. This book is in digital form because the distribution of this book was during the Covid-19 pandemic where learning was carried out in *online classes*.

Digital Pictorial Story Book

Books are also included in teaching materials, for that every teacher or researcher is expected to be able to develop teaching materials as a learning resource. In this study, the teaching material to be developed is a digital pictorial story book. Digital books are books made from computer-based technology. According to Zainiyati (2017) digital books are a form of how to convey material using microprocessor-based sources, which here in after can be called computer-based technology media. The difference between this computer-based technology and others is that information or material is stored in digital form instead of printed form. Meanwhile, according to Mentari, Sumpono, & Ruyani (2018), digital books can also be called electronic books or e-books, where this book can consist of text, images, or sound (as developed by researchers), and the nature of this book can published in digital form that can be read on computers or other electronic devices such as androids or tablets. According to Lie Saputra & Witten (2012), electronic books have added value that is more than printed books, this is because when making electronic books the author can revise information quickly and can include hyperlinks and multimedia. Readers can also search and find words or phrases using the full text search on the book. Based on the

above understanding, it can be concluded that digital books are books that have text, images, and others that are almost the same as printed books but are packaged in digital form that are accessed through more advanced technological devices such as computers, tablets, or other Android devices.

The pictorial story book according to Halim & Munthe (2019) is a book in which there is a script or text accompanied by illustrated images, where these images can make it easier for students to understand the content and storyline being conveyed. According to Adipta, Maryaeni, & Hasanah (2016) pictorial story books are story books written in a light language style equipped with pictures that become one unit. Meanwhile, according to Afnida, Fakhriah, & Fitriani (2016) a pictorial story book is a story in the form of a book where there are pictures as representatives of interrelated stories. Not only pictures, there are also writings that represent the stories that are displayed by the pictures. The display of pictures in the book aims to strengthen students' memory and make it easier for students to understand the contents of the story. It can be concluded that a picture story book is a book that emphasizes its visual aspects and functions to make it easier for students to understand the content and storyline through illustrated images in the story text. Thus a digital pictorial story book is a book in digital form or packaged using computer-based technology that emphasizes its visual aspects and functions to make it easier for students to understand the content and storyline through illustrated images in the story text.

Multiple intelligences

Multiple intelligences were first introduced in 1983 by Howard Gardner, a professor in Psychology and Education from Harvard University. The theory that was introduced by Gardner was received positively by education circles in the United States. Gardner states that intelligence is not a single unit that can be measured simply by an IQ test. Intelligence can develop and improve throughout history or throughout a person's life. According to Gardner (in Prasetyo & Yeni, 2009) intelligence is defined as a person's capacity to solve problems or form valuable products in one or more cultural backgrounds. definition of *multiple intelligences* is Another also explained according to Fleetham (in Yaumi, 2012) that *multiple intelligences* are various skills and talents possessed by students to solve various problems in learning. It can be concluded that the definition of *multiple intelligences* is the possessed by every human being and can increase and develop through human efforts in solving various problems in everyday life.

According to Gardner (in Prasetyo & Yeni, 2009) explains in his latest research that there are eight intelligences possessed by children and adults. The eight intelligences, namely; 1. Linguistic Intelligence, 2. Mathematical Logic Intelligence, 3. Spatial Visual Intelligence, 4. Body Kinesthetic Intelligence, 5. Musical Intelligence, 6. Interpersonal Intelligence, 7.

Intrapersonal Intelligence, and 8. Naturalist Intelligence. However, Walter McKenzie in Yaumi (2012) adds one intelligence possessed by humans, namely Existential Intelligence. These nine intelligences are related to one another. Gardner explained that the plural intelligence possessed by each individual never stands alone, but rather it is interrelated or continuous with one another simultaneously. It also explains that these intelligences can be constructive as well as destructive. It all depends on how each individual can manage it and determine which way he chooses to use his intelligence. The total of all the intelligences that each individual currently possesses is Nine. This does not rule out that this intelligence will increase according to the theories later discovered by scientists. All multiple intelligences can develop if the intelligence possessed can be facilitated properly.

Writing Skills

At the primary school level each student is trained to be skilled in various activities in the classroom, one of which is writing skills. Writing skills are one of the four language skills. The four language skills include reading skills, writing skills, speaking skills and listening skills. These four skills are related to one another. According to Tarigan (2018) writing is a language skill that is used to communicate indirectly or not face-to-face with other people. Meanwhile, according to Dalman (2019) writing or composing is not a theory but a skill. Furthermore, Dalman explained that writing is an activity carried out to express ideas or ideas into a form of meaningful writing

with activities carried out coherently. Writing skills can be developed or improved through a process of repeated practice. According to Azmussy'ni & Wangid (2014) writing skills are a process skill, a skill with reasoning activities, transformation activities, communication activities. Thus it can be concluded that writing skills are a process skill that uses skills in expressing feelings or thoughts through writing or written language.

Digital Pictorial Story Book Development Based on Multiple intelligences for Grade V SDS Yasporbi III Students

Digital pictorial story books based on multiple intelligences are supporting books in digital form on the subject matter of Theme 5 "Love Indonesia" from pages 57-70 of the Indonesian ESPS book. This digital story book presents stories with more illustrated images. The illustrated images contained in the book are also adjusted to the characteristics of the fifthgrade students of SDS Yasporbi III. The illustrations presented are not only in the stories in the book but also in the glossary. Glossaries are terms in books that are not commonly known to students and are usually presented at the end of the book. In the digital book, a glossary is presented at the end of the story. The glossary at the end of the story is also accompanied by illustrated pictures to make it easier for students to understand new vocabulary.

Digital picture books based on *multiple intelligences* not only contain subject matter on Theme 5 "Love Indonesia" but also contain activities to train students' narrative writing skills. The students' narrative writing skills include matters in the selection of diction and use of spelling in accordance with the Source of Dictionary of Indonesian Language. In addition to activities to train students' narrative writing skills, this book also contains exercise questions to evaluate the extent to which learning objectives have been achieved and the effectiveness of digital picture books based on multiple intelligences developed in Theme 5 "Love Indonesia".

This digital pictorial story book based on multiple intelligences facilitates the multiple intelligences that exist in students. Each activity contained in the book will contain activities based on the students' nine multiple intelligences, namely; 1. Linguistic Intelligence, 2. Mathematical Logic Intelligence, 3. Spatial Visual Intelligence, 4. Bodily Kinesthetic Intelligence, 5. Musical Intelligence, 6. Interpersonal Intelligence, 7. Intrapersonal Intelligence, 8. Naturalist Intelligence, and 9. Existential Intelligence. So that students do not experience difficulties when using the book, this book has been equipped with a manual for its use.

RESEARCH METHODS

This research uses qualitative and quantitative approaches, this is based on the formulas that appear in this study which require researchers to carry out exploration in order to understand and explain the problems that are the

focus of this research problem, then collect various data and information through observation, distributing questionnaires and documentation study of the required data sources. The method used by researchers is the research and development (R & D) method with the ADDIE research framework (*Analysis, Design, Development, Implementation, and Evaluation*). The reason researchers chose to use the ADDIE development model is because the ADDIE development model is often used to describe a more general systematic approach and has advantages in its systematic work procedures. ADDIE model research is also simple, easy to learn, and easier to practice in developing instructional media. This can be seen at every step in the ADDIE development model where each process or stage is considered sequential but also interactive. The ADDIE development model always refers to the previous steps that have gone through a process of improvement or revision so that the final results can be obtained by effective learning media products. The subjects in this development research were students of class VA SDS Yasporbi III. The object of this research is a digital picture book based on multiple intelligences. The shape of this book is a digital book on A5 paper *landscape*.

Data collection techniques used are interviews, observation, and filling out a questionnaire. The research instrument used a validation sheet for material, media, and

language experts. The assessments contained in the questionnaire were converted using a Likert scale with five levels of criteria. The completed questionnaire assessment sheet is then analyzed by calculating the average percentage of item scores on each answer to each question in the questionnaire. This is reflected in Table 1.1 below:

Table 1.1 Criteria Validity Products

No.	Validity Criteria (Effectiveness)	Validity Level
1	81.00% - 100.00%	Very valid, or can be used without revision
2	61.00% - 80.00%	Valid, or can be used but needs a small revision
3	41.00% - 60.00%	Not valid, suggested not to be used or need major revision
4	21.00% - 40.00%	Not valid, or may not be used, needs major revision
5	00.00% - 20.00%	Very invalid should not be used

Source: Akbar, 2013

data were analyzed to calculate the results of validation and results of student questionnaire based on the formula:

$$\text{Percentage} = \frac{\text{Total scores obtained}}{\text{total maximum score}} \times 100\%$$

A range of criteria scores obtained by dividing the high percentage and the number of selected criteria, so that a description of the results of quantitative data collection becomes qualitative with the guidelines in table 1.2 as follows:

Table 1.2 Range Score Criteria

Range Score	Description
0% - 25%	Less
26% - 50%	Enough
51% - 75%	Good
76% - 100%	Very Good

Source: Sugiyono, 2016

The results of the answers obtained by the calculations above are useful for developing conclusions as suggested by Sugiyono (2016), namely:

1. 0% - 25% = no feasibility aspect
2. 26% - 50% = low enough meets the eligibility aspects
3. 51% - 75% = high enough meets the eligibility aspects
4. 76% - 100% = meets the eligibility aspects

So, the pictorial story digital books based on *Multiple intelligences* can be said to be "feasible" to be used in learning or to improve students' writing skills after using the product if the percentage of eligibility reaches >76%. Conversely, learning media is said to be "not feasible", if the percentage of eligibility is ≤ 76%. It is clearer by looking at table 1.3 as follows:

Table 1.3 Percentage of Product Eligibility

Percentage	Category
$\underline{x} > 75\%$	Eligible
$\underline{x} \leq 0.75$	Not Feasible

Source: Sugiyono (2016)

RESULT AND DISCUSSION

Data Analysis Validity and Effectiveness of Digital Pictorial Story Book Based on Multiple Intelligences

1. Analysis (Analysis)

Based on the findings on the needs analysis, learning in class V SDS Yasporbi III is monotonous and students lack writing skills. Meanwhile, according to Piaget (in Sumantri, 2015) elementary school students have entered the concrete operational stage (ages 7-11 years), students are able to think logically to replace the previous intuitive-primitive way of thinking but require concrete examples (real). Based on the competencies that students must master in the curriculum, ideally grade 5 elementary school students are able to write using proper diction, especially in terms of summarizing because summarizing has been trained or done since low grade. This is an urgency for further research to find effective solutions.

Based on the results of the literature study that the researchers conducted, it was found that: 1) there was no activity that stimulated students to be able to write using diction and proper spelling quite well; 2) there is no glossary; 3) the story contained in the book does not contain enough pictures according to the characteristics of students' interest in class. 4) the images on pages 57-70 in the historical text narrative have a relatively small size, namely 3x3 and 5x5 sizes. From the results of the literature study had an impact on student learning outcomes, student learning outcomes during the pre-test showed only 4 out of 18 students passed the KKM with an overall average value of student learning outcomes was 70.2. Based on the learning

outcomes during the pre-test, the researchers considered it important to do further research and the researchers developed books according to the characteristics of the fifthgrade students of SDS Yasporbi III who were at the concrete operational stage so that students could more easily learn from real examples through more pictures. widely available in books and associated with MI students who focus on visual, linguistic, and kinesthetic spatial MI.

In the analysis of the prerequisite abilities and initial abilities the initial abilities possessed by grade V SDS Yasporbi III are reading, writing and arithmetic. However, the students' writing skills are still classified as inadequate, especially in writing narratives. According to Azmussya'ni & Wangid (2014) writing skills are a process skill, a skill with reasoning activities, transformation activities, communication activities. Based on the expert's opinion, students' writing skills need to be improved through the learning process with the use of media that is in accordance with student characteristics. This is also in line with Zainiyati's (2017) opinion that learning media can increase student learning activities, so students don't just listen to teacher descriptions.

2. Design (Design)

Sugiyono (2019) states that R&D research at the model design development stage is carried out by applying a descriptive

approach. The concept of digital books based on *multiple intelligences* on theme 5 "Love Indonesia" was developed with learning activities to develop multiple intelligences that are dominant in grade VA SDS Yasporbi III students, namely visual, linguistic, and kinesthetic spatial intelligence in accordance with the opinion of Prasetyo & Yeni (2009) that activities lessons that can be done to develop spatial visual intelligence are making maps /graphs /flowcharts /plans, making mind mapping, being creative through recycled materials, playing with colors, freely choosing color choices, compiling puzzles, making mosaics, tracing pictures, making colored /pictorial notes, understanding symbols, making art, etc. Then, learning activities that can be carried out to develop linguistic intelligence in elementary school students are discussion, debate, listening to stories (listening) either through oral or video, demonstrations in front of class, playing words, writing narratives, playing dramas, giving speeches, etc. Finally, learning activities that can be done to develop the body's kinesthetic intelligence are gymnastics, playing sports (futsal, basketball, badminton, pencak silat, etc.), dancing, playing dramas, moving according to rules / orders (learning by games), working in groups (move), etc.

3. Development (Development)

Research and development "Development of Digital Pictorial Story Book Based *Multiple intelligences* to Grade V SDS Yasporbi III" is carried out through five stages in accordance with the procedure used abbreviation for ADDIE

(Analysis, Design, Development, Implementation, and Evaluation). The arrangement of a digital picture book based on *multiple intelligences* on theme 5 "Love Indonesia" was made using adobe illustrator CC 2017, the images contained in the book were made by first sketching and then transferred to adobe illustrator CC 2017 to be digitally shaped and colored, after completion then proceed with the book layout process to completion. After the product is finished, it is validated and revised again to form the final product. In the final stage, a field test and evaluation of the effectiveness of the product is carried out.

The product developed is a digital picture book based on *multiple intelligences* on theme 5 "Love Indonesia" which is in accordance with the characteristics of the fifthgrade students of SDS Yasporbi III who are in the operational concrete stage and have dominant spatial visual, linguistic, and kinesthetic. Digital pictorial story book based on *multiple intelligences* on theme 5 "Love Indonesia" was developed in accordance with the applied curriculum, and was developed with the aim of improving the writing skills of fifth grade students of SDS Yasporbi III. The product developed is a digital pictorial story book based on *multiple intelligences* on theme 5 "Love Indonesia", made and designed according to the stage of growth and development, characteristics and needs of students and

refers to the applicable curriculum. Furthermore, to achieve the level of validity so that the product is suitable for use, the researcher validates the product that has been developed to the Media Expert Validator, namely Ms. Dhita Paranita Ningtyas, M. Pd, Lecturer at Early Child Hood Study Program in Trilogi University, Material Expert Validator namely Mrs. Puri Selfi Cholifah, lecturer in Primary Teacher School Study Program in State University of Malang, Validator for Language Expert is Ms. Dina Ferisa, M.Pd, Lecturer at Primary Teacher School Study Program in University Perjuangan Tasikmalaya, and Validator Practitioner namely Ms. Rinna Henderika, S.Pd, she is a Indonesian language teacher of grade V at SDS Yasporbi III. This is in accordance with Rusdi's (2018) opinion that the products developed by researchers require conceptual and practical input for improvement obtained through expert validation and can be validated by practitioners so that the product gets a view that becomes a bridge between the conceptual views of the expert and the end user (student) in terms of product practicality.

Validation of Media Experts, Material Experts, Linguist Experts, and Practitioners (Teachers)

Digital pictorial story book products based on *multiple intelligences* on theme 5 "Love Indonesia" were assessed by one media expert validator who is a lecturer at Early Child Hood Study Programme in Trilogi University, one material expert validator who is a lecturer Primary Teacher School Study Programme in State University of Malang, one linguist validator who is

a lecturer in Primary Teacher School Study Programme at the University Perjuangan Tasikmalaya, and the Practitioners is a language teacher in class V at SDS Yasporbi III. From the results of the validation, it was found that the digital picture book product based on *multiple intelligences* on theme 5 "Love Indonesia" is very valid or worthy to be tested according to the Likert scale category. The percentage of validation results from media experts was 83.8%, material expert validation was 84.2%, linguist validation was 82.2%, and practitioner expert was 97.7%. According to Nurgiyantoro (2018) choosing good reading books for children is as follows: 1) reading text that is clear and easy to read by students. 2) the illustrations must be attractive and can visualize the text and provide clues about the meaning of words that are rarely heard by students. 3) the packaged book should be attractive to the attention of students. 4) the words used should be simple with helpful illustrations. 5) create a favorite character that students like. 6) stories that students like to hear are good for helping participants to read on their own.

Based on the explanation of this theory and supported by the results of assessments from media expert validators, material experts, linguists and practitioners, it can be concluded that digital book products with-based pictorial stories *multiple intelligences* have clear text, are easy to read, and are in accordance with the

language of the students. The illustrations contained in the book are interesting, can visualize the narrative of historical texts and folklore texts. The appearance of the book is attractive and in accordance with student characteristics.

1. *Implementation and Evaluation* (Implementation and Evaluation)

Field Scale Test

The field scale test phase was carried out on fifth grade students of SDS Yasporbi III on Thursday, July 16, 2020. Students who took the field scale test were 17 out of 18 students. The trial was conducted online through the Google Zoom Meeting application. Digital pictorial story book products based on multiple intelligences on theme 5 "Love Indonesia" are given to all student teachers in digital form, the difference between books for teachers and students is that in teacher books there is an answer key while student books do not have an answer key. Field tests were conducted to see the effectiveness of the product in facilitating students' multiple intelligences during teaching and learning activities so that they could improve the narrative writing skills of the fifth grade students of SDS Yasporbi III. The results of the field scale test can be seen in table 1.4 below:

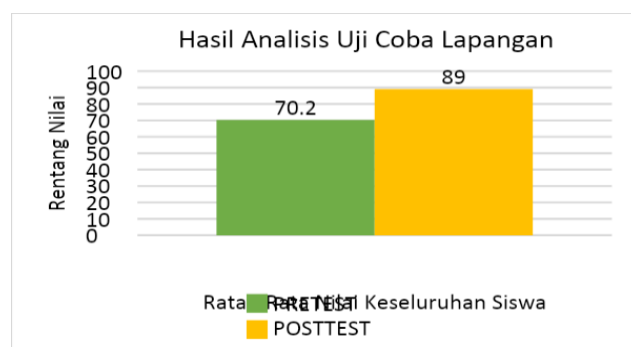
**Table 1.4 Results of the Student Questionnaire
 Analysis on the Field Scale Test**

Number of Questions	12
Number of Respondents (Students)	17
Total Score	928
Maximum Score	1020

Percentage	91%
Criteria	Very Eligible

Based on data exposure in the table above results in the questionnaire 17 students got a score of 928 points from a maximum score of 1020 points. The score obtained is then converted into a percentage to determine the percentage of product eligibility. The percentage result is 91%, this figure shows a very feasible category.

Results of Field Scale Test Analysis

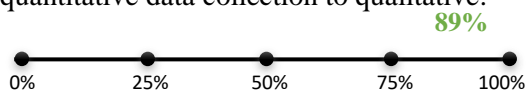


Based on the graphic above, it is obtained comparison data of student scores during the *pre test* and *post test*. From these results, it was found that the student's score had increased by 21.12%. The average score of grade V SDS Yasporbi III students during the pre-test was 70.2 with students who passed the minimum completeness result being 4 out of 18 students. Meanwhile, the average score of students during the post-test was 89 with the average daily cognitive score of 91 and the average daily psychomotor score of students was 87 and

all students passed the minimum completeness result. The results of the post test show that the use of digital picture books based on multiple intelligences on theme 5 "Love Indonesia" does not have students who do not have minimum criteria result or as many as 17 students pass the minimum completeness result. This figure shows a very good increase. The value is then converted into a percentage with the formula:

$$\text{Percentage} = \frac{\text{Total score obtained}}{\text{Maximum score}} \times 100\%$$

So the pre test result is 70.2%, the post test result is 89%. The percentage results are then entered into the following score vulnerable line chart to see a description of the results of quantitative data collection to qualitative:



Furthermore, the results of the answers obtained by the calculations above can be concluded as stated by Sugiyono (2016), namely:

1. 0% - 25% = No There are Feasibility Aspects
2. 26% - 50% = Fairly Low Fulfills the Feasibility Aspects
3. 51% - 75% = High Enough Fulfills the Feasibility Aspects
4. 76% - 100% = Fulfills the Feasibility Aspects

Based on the results of the field test analysis, the percentage results obtained in the post test are 89% . This figure shows that the field test results of digital picture book products based on multiple intelligences for class V SDS Yasporbi III on theme 5 > 76%. So it can be concluded that digital picture book products based on multiple intelligences are said to be "feasible" to use or

"meet the feasibility aspect" in learning and improve the narrative writing skills of fifth grade students of SDS Yasporbi III.

CONCLUSION

The results of research and development can be concluded that the development of digital pictorial story books based on multiple intelligences on the theme 5 "Love Indonesia" class V SDS Yasporbi III is very valid and very suitable to be used as one of the supporting books on Indonesian language subjects and to improve skills write student narratives according to students' multiple intelligences. The conclusions that can be drawn from this development research are as follows:

1. Development of digital pictorial story books based on *multiple intelligences* this proved to be valid theoretically based on the results of expert validation, namely the validation of media experts, material experts, linguists, and practicing experts who obtained an average value of 86.85%. With the average score of media experts of 83.8%, material experts 84.2%, linguists 82.2%, and practitioner experts 97.7%. From the resulting average score, the product can be categorized as very valid or very feasible to use.
2. The results of the student assessment after testing the digital pictorial story book based on multiple intelligences on theme 5 "Love Indonesia" were

categorized as very interesting, seen from the calculation of the questionnaire giving responses to students who got a total score of 928 points from 1020 points or 91%. From the results of this percentage, the product can be categorized as very attractive.

3. The use of digital pictorial story books based on multiple intelligences on theme 5 "Love Indonesia" has been proven to fulfill the feasibility aspect for use in learning and has succeeded in improving students' narrative writing skills and facilitating the multiple intelligence of grade V SDS Yasporbi III students. This can be proven from the results of the students' post-test scores during field trials. The results of student scores increased by 21.12%, namely the percentage of the average pre-test score before using the product of 70.2% where only 4 out of 18 students passed the minimum completeness result and the average percentage of student scores during the post-test or after using the product of 89% where all students passed the minimum completeness result.

Based on the above conclusions, the suggestions for further research are as follows:

1. Teachers

Use digital pictorial story books based on multiple intelligences on theme 5 "Love Indonesia" class V SDS Yasporbi III as a supporting book on Indonesian subjects.

2. Schools

Using digital pictorial story books based on multiple intelligences for grade V SDS Yasporbi III as a learning resource.

3. Further Researchers

It is better if the product can be developed by increasing the variety of learning activities in accordance with the multiple intelligences of students, not only focusing on the three types of intelligence but can be added with other types of intelligence such as naturalist, interpersonal, intrapersonal, etc. Products can also be developed on other themes and can be developed by adding audio and video according to the needs in the field.

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