THE DEVELOPMENT OF A 5W+1H BASED POCKETBOOK ON THE KINGDOMS HISTORY MATERIAL TO IMPROVE READING LITERACY OF 4th GRADE ELEMENTARY SCHOOL STUDENTS

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Abstract. This research was motivated by the problems found in elementary schools, which are students' low literacy ability and lack of supporting books in learning. This research aimed to develop, determine the feasibility and the effectiveness of the 5W + 1H based pocket book on the kingdoms history material to improve reading literacy in the fourth-grade elementary school students. The Development Procedure used is the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The Small group trial subjects were 10 students from fourth-grade Shidiq and large group trials were 28 students from fourt- grade Amanah. While the operational field trial were conducted on 30 students from fourth-grade Fatonah and Tabligh. The results of the research on the feasibility test of media expert got a score of 78,91 with the category of "very feasible", material expert got a score of 93,2 with the category of "very feasible", learning expert got a score of 93,2 with the category of "very feasible", and language expert got a score of 85,4 with the category of "very feasible". In the assessment of the response of the teachers got a score of 93,62 with the category "very feasible" and the assessment of fourth-grade students got a score of 97,82 with the category of "very feasible". The effectiveness was tested using One-Group Pretest-Posttest Design and analysis using the normality test and Paired T-test. In the normality test, the data obtained were normally distributed with a significance value of pretest 0,98 and posttest 0,200. While in the Paired T-test, the average score is 69,00 pretest and posttest, and the results of the significance (p) is 0,000 and smaller than the significance of 0.05 (0,000 <0.05).

Keywords: pocket book, reading literacy, kingdoms history, elementary student.

A. Introduction

Education has an important role in the development of aspects of life. Education continues to experience development as civilization advances. Education is everything that is common and continues over from generation to generation in this world (Tirtarahardja & Sulo, 2012).

Improvement in education needs to be improved in order to improve the quality of human resources. One of the Human Resources improvement programs is the Student Literacy Movement (SLM). The School Literacy Movement is a participatory effort or activity that involves school members (students, teachers, school principals, education staff, school supervisors, school committees, parents/guardians of students).

Achieving student competence is supported by literacy skills. Most education processes depend on literacy skills and awareness. Literacy culture that is embedded in students affects the level of success, both at school and in social life (Wandasari, 2017). Reading habits since elementary school bring a very high correlation to student learning achievement by 41% (Mualumah & Usmaedi, 2018).

Literacy skills that are needed by students are reading literacy. Reading is a complex skill involving mechanism skills and understanding skills to understand the meaning or purpose contained in written material (Hendrayani, 2017). Early literacy that is formed from the family is very important in forming the character of children, especially at the age of elementary school children through various reading and listening to children's stories (Solihat & Riansi, 2018).

Reading is an activity that is habituated if it is not habitual to reading it will refer to the ability of students' knowledge and the ability to read is strongly refers to students' development (Subadriyah dalam Wahyuning & Djatmika, 2017).

Literacy reading in Indonesia is very low. The results of research conducted by the Programme for International Student Assessment

(PISA) that quoted from the manual book on the movement of school literacy in elementary schools, organized by the Organization for Economic Cooperation and Development (OECD), illustrate that in the two assessment periods held in 2009 and 2012, Indonesian students ranked 64 and 65 participating countries in mathematics, science, and reading (Faradina, 2017).

One reason for the low ability of elementary students in reading is that students in learning prefer to memorize more than practice (Kharizmi, 2015). Student Literacy Movement (SLM) can be implemented in several ways, namely, 1) reading movements 15 minutes before entering class, 2) singing Indonesia Raya songs, national songs, and folk songs 4) integrating them with curricular activities (Kementerian Pendidikan dan Kebudayaan, 2017). The development of literacy activities can be done through: 1) adding reading books at school, 2) making literacy corners and text murals in the school environment, 3) doing literacy activities such as storytelling, 4) involving the

public in SLM programs (Batubara & Ariani, 2018).

Literacy activities do not only work alone, but teachers are also expected to monitor and guide students' reading in learning and outside of learning. The teacher can evaluate each student's reading in reading textbooks and non-textbooks which are expected to create students' atmosphere to become excited and happy, and do not feel burdened (Susilawati & Sulhan, 2018).

SLM can be implemented well through learning in the 2013 curriculum. The learning that applied to the 2013 curriculum is thematic learning (Suyono, Harsiati, & Wulandari, 2017). Integrative thematic learning is a form/model of learning that is applied to the 2013 curriculum. This learning is integrated from a variety of lesson content that is combined with one theme as the connection. The teacher can choose and use each of these themes according to the phenomenon that has been adjusted among students (Kamiludin & Suryaman, 2017). Learning materials for the fourth-grade elementary school in each theme there are sub-themes containing lesson

content, one of its is social studies learning.

Most social studies subjects contain memorization material. Social studies subjects contain a lot of social material that tends to be memorization, so the knowledge and information received by students are limited to memorization products (Mulyono, Julia, Kurnia, 2016). There are problems experienced by students according to Abdurrahman (in Triatma, 2016) explained that in his observations many students were able to read a reading material correctly but were unable to understand the contents of the reading. One subject that requires a lot of reading is social studies subject.

One of the success factors is the availability of learning tools. One of the learning tools needed is teaching materials (Muqodas, Sumardi, & Berman, 2015). The benefits of teaching materials are divided into two; 1) for teachers, learning is not attached on textbooks, the knowledge gained increased due to many references, being good communication between students and teachers, 2) for students, facilitate students to learn independently, students become easy to understand

each competency that will be achieved (Lestari, 2018).

Books are one of the items used by teachers and students as learning resources. Learning resources are useful for developing learning material. As a learning resource, textbooks are the main learning resources used in the learning process (Anisah & Azizah, 2016:). The textbooks consist of the main textbooks, companion textbooks and supporting textbooks. In order to support the learning process, it can be developed by developing supporting books, namely pocketbooks.

A pocketbook is a small book that contains information and can be put in a pocket making it is easy to carry anywhere (Putri & Sumbawati, 2017). In the learning process students are only able to read but to understand the meaning of the reading being studied is still low, students cannot be independent to determine the content in the reading. Through a pocketbook, students can obtain information without wasting much time to knowing the essence of information.

In reality on the field, there are still many students' problems in elementary

school. Based on an interview with the Principal of the Muhammadiyah Kleco Elementary School on 7 January 2019 about the School Literacy Movement program has been implemented since 2015. The activity that has been carried out from this program is the school has a reading corner in each classroom. The facilities provided in the implementation of this program are the funding from schools and local governments. Literacy activities are not only the literacy of reading books but also the literacy activity of reading tahfidz' memorization. Schools conduct assessments in each class so the literacy program can be assessed running or not. Each class has a target that must be achieved by each student.

Based on the interview of the fourth-grade homeroom teacher of Muhammadiyah Elementary School Kleco unit 2 on January 10, 2019, explained that the literacy activities that done routinely by students was tadarus Al-Qur'an (tahfidz) which were carried out for 30 minutes and students independently read the learning material for 10 minutes during thematic learning. While the books that are available at the book corners were fairy tales, encyclopedias, and stories of the prophets.

Observation continued in the learning process that the teacher always uses the Student Books and Companion Books from Bupena publication and several other companion books specifically RPUL books, there are no other supporting books for students yet. In learning activities, the lack of students' enthusiasm in reading activities and there are some students who are still not fluent in reading. In the learning process, students are only able to read but to understand the meaning of the reading that being studied is still low, students have not been able to independently determine the content in the reading.

Observations in the process of learning the main ideas and supporting ideas, students are still having trouble determining which are the main ideas and which are supporting ideas. It has been proven that students only read without understanding what, who, why, when, where and how, even though each reading text contained these elements.

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When reading a picture book or an interesting book, students are very enthusiastic and the classroom atmosphere becomes calm but when they are asked the contents of the book's story, students cannot answer. There are many books just seem to be interesting but the reading content presented is still elusive students to understand.

At the time of learning, many students also did not bring the books because they were heavy and the bags were full because they brought food and mukena supplies, especially if there were more extracurricular activities, more will not bring books for many reasons.

Based on the problem description, the solution offered is to develop a teaching book material as a supporting book from the textbooks and worksheets in the form of a 5W+1H based pocketbook on the history of the kingdoms on the fourth-grade elementary school. This practical pocketbook can make the learning process more efficient in time and effort because it is printed in small size so that it is easy to bring and can be used anytime and anywhere (Ahmad, 2017). Pocketbooks can be brought home or placed at school for students' reading books. This pocketbook is also useful in the knowledge of kingdoms' history. The benefit of this book is can coexist with other media, can be used by all groups, and does not require special equipment in its use (Nurul & Sunarti, 2017).

B. Research Methodology

This research is included in the type of Research and Development (R&D). This research is included in the type of research Research and Development (R&D). This research adopts the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation) (Sugiyono:2015: 39)

The study was conducted at the Muhammadiyah Elementary School Kleco Unit 2 in Yogyakarta. Data collection was taken in 4th grade, with consideration to determine the

feasibility which is by conducting the small group trials with 10 students and large group trials with 28 students. The effectiveness test are using 30 students.

The instrument for collecting data from interviews with school principals and teachers, and conducting observations in the teaching and learning activities of teachers and students. The benefit of this book is it can coexist with other media, can be used by all groups, and does not require special equipment in its use. Questionnaire sheets are measured using Scale. According to Sugiyono (Sugiyono, 2015:134) Likert scale is used to measure the attitudes, opinions or perceptions of a person or a group of people about social phenomena. For quantitative analysis, the results of the validator's assessment in the form of alphabets are converted into scores with the following conditions.

Table 1. Assessment Guidelines

Score	Category
4	Very Good/Very Interesting (VG)
3	Good/Interesting (G)
2	Not Good/Not Interesting (NG)
1	Very Not Good/Very Not Interesting (VNG)

C. Result and Discussion

The results of this research are the production of teaching materials 5W+1H based pocketbook. This 5W+1H technique has the benefit which facilitates the readers to find intrinsic elements in a fiction work by asking the questions that were introduced (Tungka, 2017). The elements of 5W+1H are consists of what, where, when , who, why, and how (Viantini, 2019). The process of developing teaching materials is preceded by a stage of need analysis.

The results of this research are the production of teaching materials 5W+1H based pocketbook. This 5W+1H technique has the benefit which facilitates the readers to find intrinsic elements in a fiction work by asking the questions that were introduced. The first stage is Analysis, the identification by finding information from several

sources. The data is obtained that schools are still limited to supporting teaching materials that are interesting for learning and literacy reading, one of them is the pocketbooks on social studies learning. Social studies are one of the subjects at the elementary school level which is essentially integrated with the discipline of social sciences and disciplines for educational purposes (Jati, 2017).

The need for supporting teaching materials serves as teaching materials that support the main teaching materials and mutually provide optimal support in the learning process in elementary schools (Hasanah, dkk, 2016). Teaching material in the form of a description that contains facts and principles, norms relating to rules, values and attitudes, and a set of actions/motor skills (Kantun, Sri, & Budiawati, 2015). In teaching and learning, teachers only use textbooks and have not maximized the use of other teaching materials.

The second stage is Design, the components in the developed pocketbook consist of covers, remarks, table of contents, concept maps, reading instructions, basic competencies and Indicators, book contents, bibliography, cover, author profile, and back cover. The third stage is Development, at this stage, the researcher organizes and develops teaching materials from the composition of the media, form, structure, and content. After organizing teaching materials, validity is tested by validator experts, namely media experts, material experts, learning experts, and linguists.

The fourth stage is Implementation, this stage is carried out at fourth-grade students of Muhammadiyah elementary school Kleco Unit 2 Yogyakarta, on fourth-grade Amanah students, fourth-grade Sidiq students, and fourth-grade Fatonah students. The field test to determine the feasibility of teaching materials was conducted on the participants of the fourth-grade Shidiq class with a total of 10 students and Amanah class students with a total of 28 students.

Tabel 2. Product Feasibility Assessment Results Data

No.	Assessment	Score	Category
1.	Expert Validation	87,7	Very Feasible
2.	Student Assessment	97,82	Very Feasible
3.	Teacher Assessment	96,62	Very Feasible
Total Score		279,14	
Average		93,04	
Category		Very Feasible	

Based on Table 2 it can be seen the results of the assessment of the 5W+1H based pocketbook on kingdoms history material obtained with a total score of 279.14 and an average score of 93.04. The results of these values indicate that the Pocketbook media is obtained"Very Eligible" category. The following diagram is the assessment of the feasibility test by media experts, material experts, learning experts, linguists, and along with the teacher and student responses.
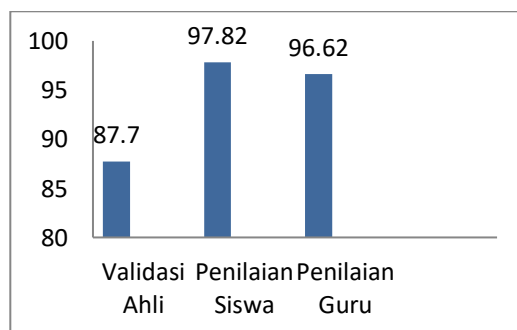
Picture 2. Diagram of Product Feasibility Assessment

The last stage is Evaluation, at this stage after the product developed is assessed by the validator and by the teacher and student responses. A 5W+1H based pocketbook has been said to be feasible because it has done an assessment stage from the experts then obtained suggestions and improvements. The results of the validation by experts indicate that the teaching materials are appropriate to be used in learning with the "Very Eligible" category. After giving an assessment, the experts gave qualitative suggestions on the developed teaching material products.

The given suggestions can be seen in Table 3.

Table 3. Suggestions/Advice for Pocket Books

Validation Experts	Suggestions/advice for pocket books
Media Expert	Add background to the foreword page, table of contents, basic competencies and indicators, concept map
	Use a large resolution image to avoid blur
	Pay attention to the use of shapes
Material Expert	Give description on the picture and write the source of the picture
	Font consistency

|	Add the meaning of the entry process of Hinduism into Indonesia
	writing checks
Learning Expert	The explanation of abbreviations need more indicated
Linguist	Consistent with writing years in the picture
	Revised sentences on greeting and closing pages

Based on expert suggestions in table 3, the final product of pocketbook teaching materials based on 5W+1H was improved as shown in Picture 3, 4, and 5 are the suggestion from media experts.
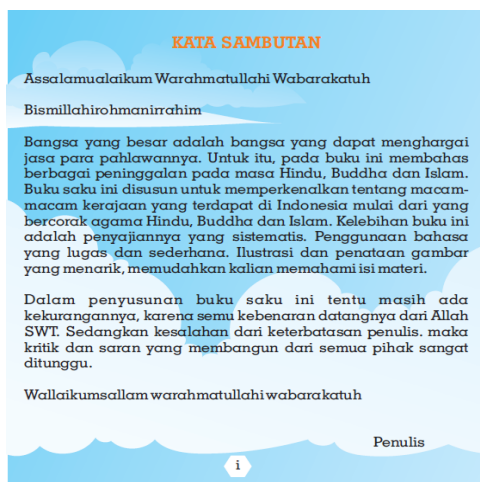
Picture 3. Background Revision

Picture 4. Revised Image Correction
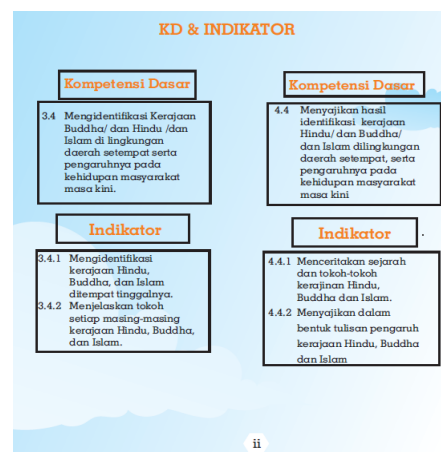
Picture 5. Revised Shapes Correction

Can be explained the design changes in the background of picture 3 is still plain and then improved so that page can be interesting to read, the changes on the picture 4 the picture design looks cracked because of low image resolution and then corrected so on that page the image can be seen clearly and can be interesting to read, and changes in Picture 5 designs that were previously the picture on the shapes/boxes with very

tight writing are untidy then it is corrected so on that page the writing and shapes/boxes are neat.

Furthermore, suggested improvements from material experts, can be seen in pictures 6, 7, 8 and 9.

Picture 6. Revised improving the description on the picture and write the sources
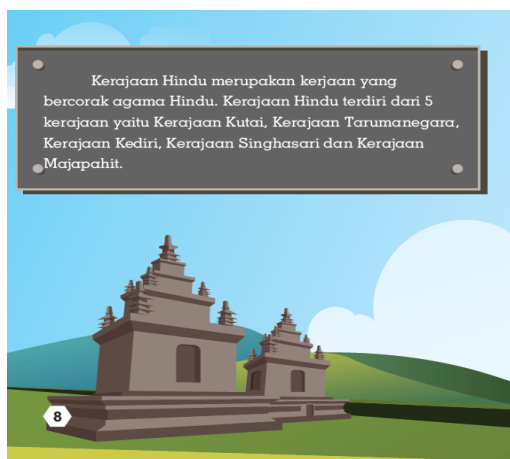
Picture 7. Revised Font Improvements

Gambar 8. Revised improving the entry process of Hinduism
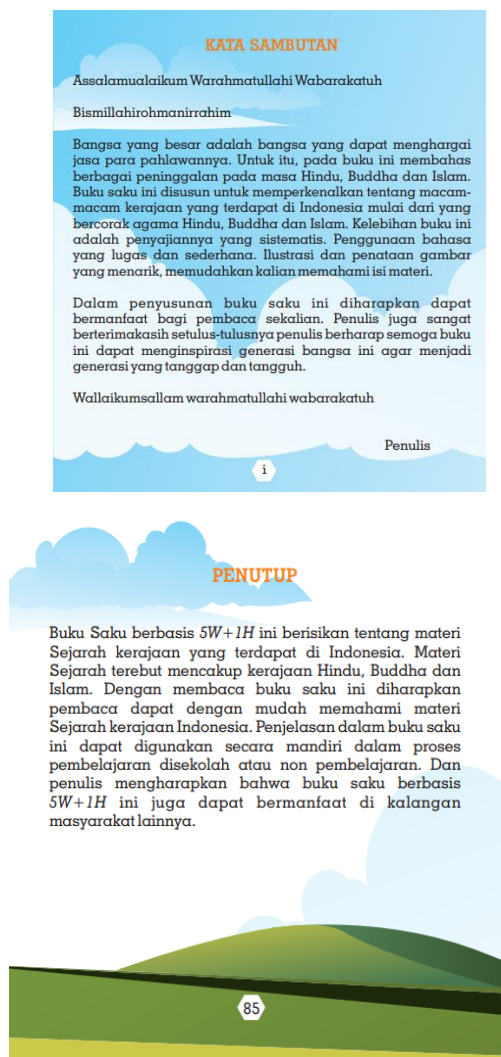

Picture 9. Revised Writing Improvement

Can be explained by the changes in Picture 5, the previous design of the image looks does not have a source and then corrected so the image is given a source in order to make it easier for readers, changes in picture 6 on the previous design the font size before repaired is 11 after repaired the size is 12, changes in picture 7 previously there

is no explaining about the entry process of Hinduism in the book material then corrected and added its entry process, next in picture 8 the writing is adjusted according to Indonesia Dictionary (KBBI).

Furthermore, suggested improvements from linguists, can be shown in picture 10.

KATA SAMBUTAN

Assalamualaikum Warahmatullahi Wabarakatuh

Bismillahirohmanirrahim

Bangsa yang besar adalah bangsa yang dapat menghargai jasa para pahlawannya. Untuk itu, pada buku ini membahas berbagai peninggalan pada masa Hindu, Buddha dan Islam. Buku saku ini disusun untuk memperkenalkan tentang macam-macam kerajaan yang terdapat di Indonesia mulai dari yang bercorak agama Hindu, Buddha dan Islam. Kelebihan buku ini adalah penyajiannya yang sistematis. Penggunaan bahasa yang lugas dan sederhana. Ilustrasi dan penataan gambar yang menarik, memudahkan kalian memahami isi materi.

Dalam penyusunan buku saku ini diharapkan dapat bermanfaat bagi pembaca sekalian. Penulis juga sangat berterimakasih setulus-tulusnya penulis berharap semoga buku ini dapat menginspirasi generasi bangsa ini agar menjadi generasi yang tanggap dan tangguh.

Wallaikumsallam warahmatullahi wabarakatuh

Penulis

i

PENUTUP

Buku Saku berbasis 5W+1H ini berisikan tentang materi Sejarah kerajaan yang terdapat di Indonesia. Materi Sejarah terebut mencakup kerajaan Hindu, Buddha dan Islam. Dengan membaca buku saku ini diharapkan pembaca dapat dengan mudah memahami materi Sejarah kerajaan Indonesia. Penjelasan dalam buku saku ini dapat digunakan secara mandiri dalam proses pembelajaran disekolah atau non pembelajaran. Dan penulis mengharapkan bahwa buku saku berbasis 5W+1H ini juga dapat bermanfaat di kalangan masyarakat lainnya.

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Picture 10. Revised writing improvements

It can be explained the design changes in picture 10, which is seen from writing the contents of the greeting and the contents of the closing sentence. Then it corrected according to the direction of linguists.

Pocketbook teaching material products that have been validated by experts and have been tested appropriately to students and teachers and then retested on students. The next trial is the effectiveness test. In the effectiveness test, researchers used student responses by using the One-Group Pretest-Posttest design. The effectiveness test was applied in fourth-grade Fatonah Class and fourth-grade Tabligh Class of Muhammadiyah Elementary School Kleco Unit 2 with the responses of 30 students. Based on Pretest and Posttest results obtained in the use of pocketbooks based on 5W+1H are greatly affected student literacy activities towards students' understanding of kingdoms history.

Table 4. Pre-test and Post-test Results

	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
Pre-test	,147	30	,098
Post-test	,118	30	,200[*]

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Based on table 4 the normality test results show that the significance value (p) pretest and posttest is 0.098 and 0.200 greater than 0.05 so it can be concluded that the pretest and posttest data are normally distributed and can be continued on the hypothesis test using the paired t-test. Next, the test of the hypothesis is using a paired t-test at a significance level of 0.05. the result is bigger than 0.05 so it can be concluded that the pre-test and post-test data are normally distributed and can be continued on the hypothesis test using a paired t-test. Next to test the hypothesis using a paired t-test at a significance level of 0.05. The paired t-test results can be seen in the table below.

Table 5. Paired T-Test Results

Pretest and Posttest	T	df	p	Sig. 0,05
Effectiveness of pocketbooks	-9,773	29	0,00	0,05

Based on paired t-test test obtained significance (p) of 0,000 is smaller than the significance of 0,05 ($0,000 < 0,05$) so it can be interpreted that the significance value is smaller than 0.05 and Ho is rejected (there is a significant difference between the results of the pre-test and post-test). So it can be concluded that the 5W+1H based Pocketbook can be effectively used in learning the theme of My 5 Heroes for fourth-grade elementary school students..

D. Conclusions

Based on the results of the research, it can be concluded as follows: This development research resulted in a 5W + 1H based pocket textbook product on kingdom history material is very feasible and effectively used as teaching material to improve student literacy reading in the learning process and support for implementing book products pocket as material in the implementation of the School Literacy Movement.

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