



Development of Story Teaching Materials to Increase Children's Reading Interest in Social Education Sciences at Junior high school of Klaten Regency

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Abstract

This research aims to develop storytelling teaching materials to increase children's reading interest in social studies subjects at SMP Kab. Klaten. The method used in this research is Research and Development (R&D). The preliminary study stage is the stage that is carried out for the first time in R&D research, and the initial study consists of three stages, namely: literature study, field survey, and preparation of product drafts. The second stage is the product development stage. The researcher sends the product developed to the validator to be validated by experts according to their field. The results of this study are that storytelling teaching materials are feasible to use and very effective in increasing students' interest in reading, which can be proven by the feasibility of this product as evidenced by the results of validation carried out by several teachers, namely material expert teachers, two media experts, three linguists, and story experts. Validation results with successive percentage results, namely 95%, 85%, 80%, and 79%.

Keywords: development, teaching materials, storytelling, interest in reading

Introduction

The curriculum is a set of plans and arrangements regarding objectives, content, learning materials, and the methods used as guidelines for implementing learning activities to achieve specific educational goals (Law Number 20 of 2003). Curriculum 2013 is a form of refinement of the old curriculum and development of the times. The 2013 curriculum aims to prepare Indonesian people to have the ability to live to become individuals who are faithful, productive, creative, innovative, effective, and able to contribute to the life of society, nation, state, and world civilization[1].

So that in the implementation of learning in schools, teachers as educators are responsible for choosing and implementing teaching materials that can support the realization of the 2013 curriculum goals. Learning in the 2013 curriculum is thematic learning, and thematic learning is a unity of themes that contain teaching ideas and integrate them into several topics [2]. Thematic learning is learning that involves several subjects that are combined to provide experience to students[3].

Reading becomes necessary for every student, and progress in vocabulary and grammar occurs throughout the school. Metalinguistic awareness (metalinguistic

awareness) helps students improve their reading process because it starts with the introduction, addition, and mastery of vocabulary and grammar as students become good at reading[4].

Primary education makes reading one of its main functions, namely 1) providing primary education related to critical thinking skills, reading, writing, arithmetic, mastery of the basics for studying science and technology, and communication skills, and 2) primary education provides the foundations for follow the next level of education[5]. One of the supports for primary education so that it runs optimally is to instill the habit of reading from an early age[6].

Rosyana added that reading is also one of the keys to success in gaining knowledge and technology [6]. The habit of reading must also be manifested by increasing interest in reading. Increasing interest in reading will improve the quality of human resources[7]. Students' interest in reading must be formed early to develop good habits for the future.

Learning receptive language skills are reading and listening skills (listening). In learning reading and listening skills, the teacher must pay attention to the learner's understanding of reading and listening. Teachers must develop an effective learning process for students. That way, teachers must develop learning materials that are by curriculum objectives. Effective learning also means that this learning has an impact on student understanding. Teachers also have to create evaluations that are suitable for learning. That way, competence will be measured validly (valid).

Reading skills can include reading silently and reading aloud. An example of reading silently is reading to find the main idea or conclude the story's contents. An example of reading aloud is reading a poem or giving a speech. Reading aloud can be evaluated from loudness, pronunciation, intonation, and expression. Evaluation of reading comprehension or reading silently is students' ability to re-express the lesson's

contents. Students must be able to express the contents of the task in good and correct language[8].

One of the goals of reading activities is to find the main idea. Main thoughts are often synonymous with main ideas, basic ideas, main sentences, keywords, and main ideas. The term main sentence refers more to a correction, while thoughts, ideas, and ideas should mean that they are not always in the form of penalties and can be words or phrases. In learning to read the text, the teacher must prepare the text. The readability of the text that the teacher chooses for students can be measured first (Wikipedia, 2014; Wikipedia, 2015). Often, however, readability measurements are unnecessary for simple daily tests.

Teaching materials are needed to develop cognitive, affective, and psychomotor abilities. One of the teaching materials is about reading children's stories. By reading children's stories, students are expected to develop intellectual skills in learning the elements of stories. Besides that, it can also internalize the story's character values to students[9].

Educators must be able to overcome the problem of students' lack of interest in reading. They must be able to create an innovation in the learning process, which aims to create an independent learning process that must be active, innovative, creative, effective, productive, and fun[10]. As a professional teacher, you should have a passion for developing learning and providing motivation to learn to your students.

Professionalism is not just material knowledge but being able to master technology and child psychology and have skills in making teaching materials. Their hard skills and soft skills determine professional teachers. One of the efforts is to develop an electronic picture story teaching material product to increase students' interest in reading (Kholifah & Kristin, 2021)

Based on the survey, the reading interest level of students in Indonesia is still

shallow. According to Budiningsih, the level of interest in reading in Indonesia is very low, far behind other countries such as Singapore and Malaysia. In reality, Indonesians seek more information from social media than from books. For us, books are old tools because we are tempted by Android technology, which is easier to carry anywhere.

Meanwhile, the World Bank Report no. 1636 -IND (Education in Indonesia from Crisis to Recovery) stated that the reading level of grade VI elementary school students in Indonesia was only able to score 51.7, below the Philippines (52.6), Thailand (65.1) and Singapore (74.0) (Joko, 2019). Many things can influence elementary school student's interest in reading. One of which is due to the selection of teaching materials that are less precise or tend to be boring.

In line with research by Marhamah et al., the teaching materials did not help students understand concepts. It was seen that many students had difficulty answering the questions given[11]. Students' lack of interest and motivation to read teaching materials is shown by the attitude of students who are only busy flipping through books. Still, there is no visible motivation for students to read the readings in the book[11].

Interest in reading is a desire that arises when someone tries to read. People with a strong desire to read will manifest in their willingness to get reading material and then read it on their own accord or with outside encouragement. Interest in reading is an intense desire accompanied by one's reading efforts. Interest in reading grows from each person's personality, so increasing interest in reading requires the awareness of each individual. Several theories regarding interest in reading are explained as follows.

The first theory is interest in reading, which is intention. Intention to engage in reading activities. Generating intention is the primary key so that children like to read. The second theory is that interest in reading is a will. Reading something should be based on a will or desire—the desire that drives you to

do something without coercion. The third theory is that interest in reading is a preference. Interest is also related to likes. The feeling of liking reading will be a factor in increasing interest in reading. Tastes can be interpreted as not being bored with the activities that are being carried out[2]

For the millennial generation, this literacy culture is one of the weapons to reduce disinformation such as hoaxes and hate speech circulating in society. But currently, the interest in reading is still shallow, more specifically again in Social Studies (Social Studies) learning at school, which requires students to understand so much history, that students inevitably have to read that history to understand IPS material[12]

IPS combines several subjects, such as geography, economics, history, anthropology, politics, and so on. These subjects have the same characteristics, so they are combined into one field of study, namely Social Sciences. In line with this, there are several definitions of Social Sciences. Ischak et al. (2006) stated that Social Science studies examine social symptoms and problems in society by reviewing various aspects of life[13].

Quite a lot of research has been carried out by other researchers, such as research on storytelling teaching materials to increase reading interest (1) differences in student learning outcomes in classes that use the presentation of material in the form of comic media and classes that do not use the presentation of material in the form of comic media after treatment, (2) differences in improving student learning outcomes in classes that use the presentation of material in the form of comic media with classes that do not use the presentation of material in the form of comic media, and (3) the effect of presenting material in the form of comic media on reading interest of third-grade students in social studies subject cooperation in SDN Kertaungaran. This study used a quasi-experimental method with a non-equivalent control group design[14].

Furthermore, to find out the level of interest in reading in class III students and the relationship between reading interest and student achievement in social studies class III SD Karanggayam both partially and as a whole (Marlina, 2021). Based on the explanation above, this study aimed to develop storytelling teaching materials to increase children's reading interest in social studies subjects at SMP Kab. Klaten.

Method

This research type is designed using Research and Development (R&D). Research and Development is a method that is used to obtain a specific product result, as well as test the effectiveness of the product. According to Research and Development [15], Research and Development is a process or steps used to develop or perfect a new or existing product, which can be accounted for. R&D is a strategy or research method that is powerful enough to improve practice [16].

There are several research steps, according to Sukmadinata et al., which consist of three stages. 1) preliminary study stage, which includes literature study, field study, and preparation of product drafts. 2) the development stage consists of expert validation tests, then limited trials and broad trials are carried out. 3) testing phase, consisting of pre-test, treatment, and post-test [16].

The preliminary study stage is the stage that is carried out for the first time in R&D research, and the initial study consists of three stages, namely: literature study, field survey, and preparation of product drafts. The literature study was carried out by researchers, starting with analyzing theory through relevant journals, appropriate books, articles, and other relevant sources. The field survey was carried out as an initial information-gathering stage by carrying out field observations of the conditions and needs of students. The field survey was carried out at SMP Kab. Klaten.

The development design used is the 4D model or Four D Models according to

Thiagarajan in Zaenal Arifin (2012), consisting of 4 stages, namely: 1) Define (Define) is carried out to see the basic needs needed with four analyzes, namely the initial analysis is carried out to find the primary problem students through interviews with the homeroom teacher of class IV, student analysis is carried out to analyze characteristics including background, learning styles, and learning outcomes, task analysis is carried out to identify tasks that students will work on with appropriate material, then concept analysis is to determine content material. 2) Design consists of 4 stages, namely constructing criterion reference tests to determine student abilities, media selection adapted to learning materials and student characteristics, format selection made to be easily accessible and easy to understand, initial design (initial design) develops indicators, determines learning objectives, develops materials, and creates questions. 3) Development makes an opening display, namely a cover containing the title of the teaching material. The main menu display has a developer profile button along with the supervising lecturer and a menu button consisting of instructions for use and a learning menu, and the menu contains learning objectives and learning material presented with picture stories. This development was carried out in two tests: the expert test and the tryout.

The expert test is the product feasibility assessment stage carried out by field experts. Expert validation tests are carried out: material expert validation tests, linguist validation tests, and media expert validation tests. Limited trials were conducted on natural subjects, namely students at SMP Kab. Klaten. Search for the subject's response data, reactions, or comments in practice. 4) Disseminate the final stage of the product development stage, namely after testing the subject and making product improvements.

The second stage is the product development stage. The researcher sends the product developed to the validator to be validated by experts according to their field.

The expert validation stage (Expert Judgment) was carried out by material experts, linguists, and media experts. In this case, the researchers used three expert lecturers: learning material, language, and media expert lecturers.

Validation by experts is carried out to assess the product by filling in the validation sheet used to determine how appropriate the material and language are, as well as the suitability of the media display presented in the product. Material validation tests are carried out to perfect and find out the advantages and even disadvantages of the product, according to material experts.

Results and Discussion

Based on the needs analysis, it can be concluded that the teaching materials for reading tell stories to increase children's interest in reading in social studies subjects needs to be developed because the development of storytelling teaching materials in this study meets at least three criteria, namely validity, practicality, and effectiveness. Truth is obtained if the story's content is to the learning objectives. Fact includes two main things, namely: (1) based on solid theoretical rationale, and (2) there is comic consistency internally. To determine the validity of storytelling teaching materials, researchers asked for consideration from experts and practitioners. The practicality of the story is fulfilled if the product developed can be maximally applied in schools.

The results of a preliminary study were conducted through observation and interviews with several social studies junior high school teachers in Kab. Klaten. Teaching materials for storytelling in increasing children's reading interest in learning used by teachers are less varied, namely only using textbooks so that it makes students less enthusiastic and easily bored when asked to read. The impact of learning that does not utilize techniques or media results in students not understanding the material.

Before being tested on students, teaching materials were tested for validity by a team of experts (experts). Discussion of the validity level of teaching material tells stories with the following scores:

Table 1. *Expert Validity Test Results*

No	validat or	Actual score	Ideal score	Percen tage	Ket
1	Materi al	25	38	90%	Tall
2	Media	23	35	85%	Tall
3	Langu age	20	34	80%	Tall
4	Story	19	32	79%	Tall

The material expert scored 25 out of 38, with a percentage of 90% in the high category, and then the media scored 23 out of 35 in the high class. At the same time, the linguist got a score of 20 out of 34 and a percentage of 80% in the high category, then the story expert got a score of 19 and 32 with a rate of 79%, with the high class. Based on the validation test results, the product can be tested after revision according to expert input.

Students are given a pre-test to see the results before testing the product. Then, students are given a picture story product. After finishing with the product, students are given a post-test to see student results after using the product.

The limited field trial was done through 1 practice of the electronic picture story teaching material product with 2 test questions. The questions will be tested for the level of validity and reliability. Before testing the electronic picture story teaching materials, a pre-test was conducted on students to see the results before trying the story teaching material products. The highest item test results get a count of 0.878, between 0.51 and 0.70 in the excellent category, and the lowest receives a count of 0.17, which is between 0.00-0.23 in the shallow class. There are still many students who cannot answer questions correctly. The number of questions is ten, with four valid

and six invalid questions. The results of the validity of the pre-test questions can be seen in the following table:

Table 2. *Pre-Test Validity Test*

No	Index range	Category	Product Trials	Percent
1	0.51-0.70	Tall	5	80%
2	0.20-0.30	Low	3	60%
3	0.00-0.23	Very low	2	20%
Amount			10	100

After testing the electronic picture story teaching materials, students were given the same questions to work on and try their validity again. Based on the results of the truth of the post-test questions, the good and very high categories were 80%, the low classes were 60%, and the shallow types were 20%. The highest item test results get a count of 0.878, which is between 0.51-0.70 with the high category, and the lowest is getting a count of 0.35, which is between 0.20-0.30 with the standard type, while the count of 0.23 is between 0.00-0.23 with the deficient category. Based on the distribution table of the validation questions in the second field trial (post-test), the results obtained were four valid and four invalid questions out of 10 queries.

According to Wardani, the reliability (steady) test is the ability of a measuring instrument to provide constant or steady measurement results. Items have a high level of reliability if the resulting reliability index is close to 1.00, while it is low if the resulting reliability index is relative to 0.00. The reliability index range is divided into five categories: very reliable with an index of 0.80 – 1.00 and reliable with an index of <0.20[17].

The advantages of storytelling teaching material products are that they can be done anywhere, anytime, are easy to use, can increase students' interest in reading, and many illustrations can attract students' attention. This teaching material with

multimedia content (text, images, and videos) can motivate students to learn social studies subjects because, by telling stories, the teacher can develop children's interest in reading, attracting students' attention to learning[18].

Conclusion

Based on the results of the development research that has been carried out, it can be concluded that storytelling teaching materials are feasible to use and very effective in increasing students' reading interest, which can be proven by the feasibility of this product as evidenced by the results of validation carried out by several teachers namely material expert teachers, both media experts, the three linguists and storytellers. Validation results with successive percentage results, namely 95%, 85%, 80%, and 79%.

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