

Development of the Cross-Sector GLS Study Program in 104203 Bandar Khalipah Public Elementary School

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Abstract

This study is aimed to describe the process of developing enrichment books in the learning phase of the school literacy movement. The feasibility of enrichment books on the school literacy movement for students in class VI with the theme of saving sentient beings, and describing the use of enrichment books in the school literacy movement of the learning phase. This study refers to the Borg & Gall development model. The results showed that: (1) the development of enrichment books is based on research and gathering preliminary information, planning, initial product development, validation of material content, design and language, product revisions, assessments with suggestions of class teachers and students, revisions, individual trials, revisions back, small group trials, next revisions, limited field trials, revisions more until the product is valid and suitable for used; (2) the results of the material expert validation included the feasibility of the contents with an average of 90.62% on the "very good" criteria, the feasibility of serving with an average of 95% on the "very good" criteria, and the aspect of graphic with an average of 100% on the "very good" criteria, the average of all aspects is 95.20% on the "very good" criteria, design expert validation with an average of 90.47% on the "very good" criteria, and linguist validation 82% on the "very good" criteria, and (3) the use of enrichment books fulfills the requirements and effectively used as reading material. The results of teacher assessment responses for the enrichment books developed have an average total percentage of 907, 32% with the criteria of "very good". The average percentage results of all limited field tests were 92,58% with the criteria of "very good".

Keywords

enrichment books;
school literacy
movements; learning



I. Introduction

In connection with the low literacy skills of students in Indonesia, since 2000 the ability to read comprehension, as part of the literacy skills possessed by elementary and junior high school students in Indonesia, has been measured several times and compared with the abilities of students in several other countries. The reading ability assessment conducted by the Program for International Student Assessment (PISA) shows the same thing, namely Indonesia is a country with a low level of reading ability. Based on the PISA assessment in 2015, it was found that Indonesia was only ranked 64th out of 69 participating countries (Pratiwi, 2019: 57). In 2018 the PISA assessment for the reading ability category, Indonesia was ranked 74th out of 79 participating countries. Indonesia's average score is 371 (Kemendikbud, 2019: 44).

This is in line with the findings of Husein & Ariani (2018) that the causes of low reading interest in Indonesians are: the educational curriculum and learning methods applied have not supported the development of student literacy competencies, television programs that do not educate and are addicted to technology, and there is a community habit that prefer speaking and listening to reading and writing. The process of developing teaching materials includes activities to find relevant library sources and research results as well as conducting literary studies (Tanwin, 2020).

Based on the empirical data above, efforts to improve students' literacy skills should be done as early as possible so that students' literacy competencies can be increased. Efforts to increase student literacy skills are also increasingly crucial to be carried out in line with the implementation of the 2013 Curriculum. In terms of content, this curriculum integrates Indonesian language subjects with other subjects. Thus, learning is carried out through literacy, integrated and differentiated approach. Through this approach, it is hoped that students will have better competency in attitudes, skills and knowledge. Through this approach, students are also expected to be more creative, innovative, and more productive. Therefore, in the context of the 2013 curriculum, literacy learning is not only oriented to improve cognitive abilities. More than that, literacy learning in the context of the 2013 curriculum is oriented towards developing student attitudes, skills and knowledge (Kurniawan, 2015: 34).

The Ministry of Education and Culture (2016a: 7) explains that GLS is a participatory business or activity, involving school members (students, teachers, school principals, education staff, school supervisors, school committees, parents / guardians of students, participants), academics, publishers, mass media, society (community leaders who can represent exemplary, business world, etc.), as well as stakeholders under the coordination of the Directorate General of Primary and Secondary Education, Ministry of Education and Culture.

GLS is a social movement with collaborative support from various elements. The efforts taken to realize the reading habit in students. This habit is carried out by reading 15 minutes of activity (the teacher reads a book and the school community reads silently, which is adjusted to the context or school target). When the reading habit is formed, it will then be directed to the development and learning stage (accompanied by a bill based on the 2013 curriculum).

Variety of activities can be in the form of a combination of developing receptive and productive skills. In its implementation, at a certain scheduled period, an assessment is carried out so that the impact of the existence of GLS can be known and continuously developed.

Based on the results of observations of activities at SDN. 104203 Bandar Khalipah, the implementation of GLS in the habituation stage has been carried out by getting used to reading 15 minutes of non-lesson books before learning time begins, some SDN students. 104203 were observed wanting to read a book during recess in the reading corner located in each class.

Based on the results of interviews with SDN principals. 104203 Bandar Khalipah, students of SD Negeri 104203 have been accustomed to regularly reading books before learning activities begin, besides that students are also given the opportunity to visit the library. During activities in the library, students are free to read books they like. To maintain the habituation stage, the school has also implemented the development stage, where the implementation of this stage is done by reading and writing in each class.

Literacy activities at the learning stage aim to maintain students' interest in reading and reading activities, as well as increase students' literacy skills through enrichment books and textbooks, and this has not been implemented at the school. After the researcher made observations the researcher found a lack of reading material that the teacher could use at this stage.

Based on the description above, researchers are interested in developing books as reading material in the GLS learning stage. This enrichment book with the theme of saving sentient beings can make students master the subject matter on this theme. Besides that, it can also be used as a reading material on GLS which can increase the knowledge of students

II. Research Method

This research was conducted at SD Negeri 104203 Bandar Khalipah, Percut Sei Tuan District, Deli Serdang Regency, North Sumatra Province. This type of research is development research, namely the development of enrichment books as reading material in supporting the GLS program at the learning stage. This development research refers to the development theory proposed by Borg and Gall (in Hashim, 2016: 42).

Educational Research and Development (R & D) is a process used to develop and validate educational product. The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings pertinent to the product to be developed, developing the products based on these findings, field testing in the setting where it will be used eventually, and revising it to correct the deficiencies found in the-testi.

Table 1. Assesment Indicator Components of Book Quality

No.	Assessment Indicator Components	Total of Question
A. Content Eligibility		
1.	Quality of Material	8
B. Presentment		
1.	Material Accuracy	4
2.	Benefits to add Insight	3
3.	Learning Support Materials	3
C. Graphics		
1.	Book Display Quality	2
Total		20

Table 2. Assessment Indicator Components of Book View

No.	Assessment Indicator Components	Total of Question
1.	Order of Serving	7
2.	Use of fonts; Font Type and Size	4
3.	Lay out	4
4.	Ilustration, Picture	4
5.	Cover	3
Total		22

Source: (Kemendikbud, 2016:39)

Table 3. Assessment Indicator Components of Book Legibility

No.	Assessment Indicator Components	Total of Question
1.	Legibility	5
2.	Vocabulary	4
3.	Grammar	5
4.	Diction	4
5.	Clarity of Information	4
Total		22

The development of the enrichment book is arranged in a programmatic manner with the following preparation and planning steps:

1. Analysis of problems and needs (gathering information: literature review, distributing questionnaires and identifying problems).
2. Planning for product development and selecting appropriate reading materials for the learning process so that learning becomes easier to understand and enjoyable.
3. Developing cross-field enrichment book products.
4. The use of instruments for product testing, namely assessment instruments for material, language and design experts.
5. Revision I of products that have been developed based on expert validator suggestions (as an improvement).
6. The use of instruments for product testing, namely an assessment instrument in the form of input from two classroom teachers in SD to see the teacher's response to the enrichment book developed.
7. The development of the enrichment book that the researcher has developed is reviewed and revised secondly (as an improvement).
8. Conducting individual trials consisting of 3 students. The data collection used a student response questionnaire.
9. The third revision of the results of individual trials (if there are revisions)
10. Conduct product trials in small groups of 6 students. Collecting data using valid questionnaires as student responses.
11. The fourth revision of the results of small group product trials (if there are revisions).
12. Conduct limited field product trials of one in class VI. Collecting data using a valid questionnaire as a student response.
13. After the product development trial is carried out, the entire data is analyzed, processed and conclusions are drawn from the results of the development research.
14. As the final product is the final revision result which has been improved and is declared suitable for use as an enrichment book.

III. Discussion

The research discussion aims to describe the research results that have been obtained to answer the questions contained in the problem formulation. The discussion includes the results of the development of enrichment book products as material for the GLS learning stage in grade VI SD Negeri 104203 Bandar Khalipah.

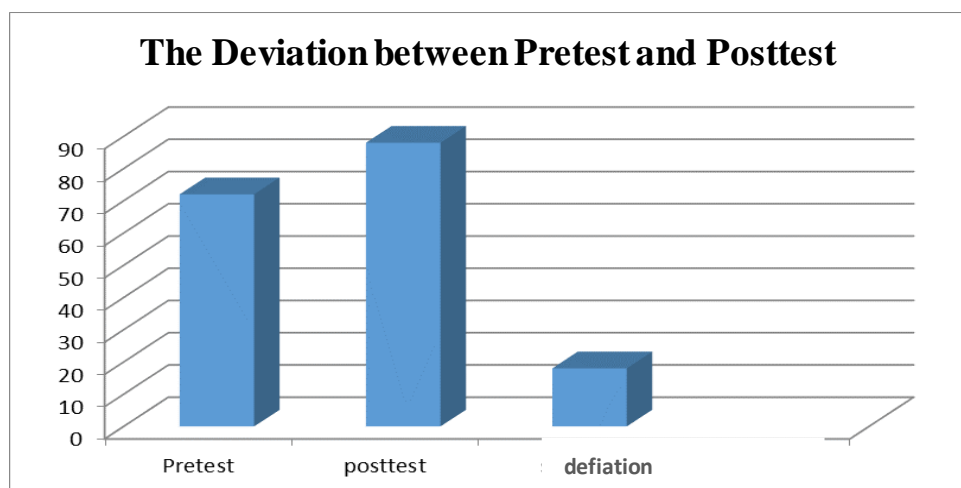


Figure 1. The Deviation between Pretest and Posttest

3.1 The Feasibility of Developing an Enrichment Book as a Learning Stage GLS Material

The product of developing enrichment books as material for the GLS in the learning stage takes into account the material, design and language aspects. The research and development that has been carried out is directed to produce a reading book product that is able to help students understand the subject matter well.

Before the product is developed, first conduct a preliminary study then design the product and validate it by material experts, design experts, and linguists then analyze and make improvements. The next stage is to conduct individual trials, small groups, and limited field trials so as to produce a product that suits the needs and characteristics of students of SD Negeri 104203 Bandar Khalipah. The results obtained from the validation of enrichment book products

1. The results of the validation from the material expert include 3 aspects of the assessment in the "very good" category. content feasibility with a percentage of 90.62%, presentation feasibility with a percentage of 95%, and graphic aspects with an average of 100%.
2. The results of the validation from the design expert were declared "very good". The results of the design assessment in terms of the order of the presentation obtained a percentage of 85.71%, the use of fonts obtained a percentage of 100%, the layout aspect received a percentage of 100%, the illustration aspect received a percentage of 75%, the face cover received a percentage of 91.67%. The overall aspect with the category is very good.
3. The results of the linguist validation are stated to be "very good". The results of language assessment on the readability aspect obtained a percentage of 80%, the use of vocabulary aspects obtained a percentage of 75%, the grammar aspect received a percentage of 80%, the diction aspects obtained a percentage of 81.25%, and the clarity of information aspects obtained a percentage of 93.75%. All aspects in the "very good" category.
4. The results of product validation by the classroom teacher obtained a percentage of 97.32% in the "very good" category.
5. The results of product assessment on individual trials were in the "very good" category with a percentage of 86.67%, the small group test got a percentage of 90.56% in the "very good" category and the limited field trials got a percentage of 92.58% with the category "very good".

Based on this discussion, it can be concluded that the enrichment book as material for the GLS in the learning stage is very feasible because it has been validated by material experts, design experts, and linguists and is in the "very good" category. This can also be seen from the test results and student responses which are also in the "very good" category. This enrichment book can be used by students and teachers.

3.2 The Effectiveness of Using the Enrichment Book as a Learning Stage GLS Material

The pretest was carried out on 33 students in the form of a written test before using the enrichment book that was developed. The value spread is 55-85. 3 students get a score of 55, 1 student get a score of 57, 3 students get a score of 60, 1 student get a score of 62, 1 student get a score of 63, 2 students get a score of 65, 1 student get a score of 67, 5 students get a score of 68, 1 student get a value of 70, 1 student gets a score of 72, 1 student gets a score of 73, 1 student gets a score of 74, 3 students get a score of 75, 2 students get a score of 77, 3 students get a score of 78, 1 student gets a score of 80, 2

students get 82, 1 student scored 85. It can be concluded that based on KKM that 16 students understand the subject matter of the theme of saving sentient beings.

After carrying out the pretest, then the posttest activities were carried out on 33 students, namely in the form of a written test. The spread of values is 65-95. 1 student gets a score of 65, 1 student gets a score of 68, 1 student gets a score of 70, 1 student gets a value of 72, 2 students get a score of 75, 1 student gets a score of 76, 1 student gets a score of 77, 2 students get a score of 78, 2 students get 79, 2 students get 80, 1 student get 82, 2 students get 83, 1 student get 85, 2 students get 86, 1 student get 87, 1 student get 88, 2 students get 89, 2 students got a score of 90, 2 students got a score of 92, 3 students got a score of 94, and 2 students got a score of 95. It was concluded that based on KKM that 31 students understood the subject matter of the theme of saving sentient beings.

IV. Conclusion

Based on the formulation, objectives, results, and understanding in research and development of the GLS program across fields of study at SDN. 104203 Bandar Khalipah which was stated earlier can be concluded as follows.

1. Development of the GLS program across fields of study based on the distribution of a questionnaire to analyze the needs of teachers and students which shows that both teachers and students need enrichment books to be able to support learning in class.
2. The product developed in the form of an enrichment book on the theme of saving living beings has met the requirements and is suitable for use in learning based on the assessment of material experts, design experts, linguists, teacher and student responses to individual trials, small group trials, and field trials limited which is included in the very good category so that it can be accepted and suitable for use as a supporting material for textbooks in schools. The use of enrichment books developed is stated to be effective, this is indicated by the learning outcomes of students who are taught using enrichment books that have been developed are higher than the learning outcomes of students who are taught not using enrichment books that are developed.

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