
DEVELOPMENT OF FUN THINKERS BOOK MEDIA ON THEMATIC LEARNING THE BEAUTY OF TOGETHERNESS THEME FOR FOURTH GRADE ELEMENTARY SCHOOL STUDENTS

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Abstract

This study aims to develop a product in the form of a media fun thinkers book with the theme of the beauty of togetherness that is valid and practical for use in learning. The sample population used is the fourth grade students of SD Negeri Sidomulyo as many as 3 students for the one to one test and 6 students for the small group test. The type of research that the researcher uses is the development of the ADDIE model (Analysis, Design, Development, Implementation and Evaluation). The data collection technique used a validation questionnaire of linguists, media experts, material experts and practicality questionnaires for teachers and students. Based on the results of the analysis of the three experts, namely linguists, media experts and material experts, it shows that the fun thinkers book media in learning the theme of the beauty of togetherness meets the valid criteria with an average score of 88%. While the results of the analysis of the practicality of the teacher obtained a percentage of 86.15% and the analysis of the practicality of the students obtained 96.6% with a very practical category. So that the fun thinker book media meets the valid and practical criteria and can be used in the learning process.

Keywords – Development, Media, Fun Thinkers Book.

1. Introduction

Education has a very important role for the survival of a nation and state. Education is a basic need for human resources (HR), with human education it will be able to develop capabilities and improve the quality of life of a nation. Education is one of the fields that is highly prioritized in national development in realizing the ideals of the intellectual life of the nation. One of the efforts in educating the nation's life is by improving the education system and changing the mindset of students in the learning process. The goal is that Indonesian children can increase their knowledge in order to be able to compete with foreign countries. Where each learning activity is expected that students become the main actors while the teacher becomes a facilitator in teaching and learning activities. This poses a challenge for teachers to provide new experiences every day. The results of education that educates the life of the nation cannot be separated from the role of the teacher in the learning process.

Teachers are required to be able to create learning situations in the classroom that can increase students' knowledge and be able to develop their knowledge and help create good interaction relationships between teachers and students. Researchers found a problem that occurred during the learning process in the classroom, there are several factors that cause the low knowledge of students is the lack of learning support facilities. Such as the lack of use of supporting media/props learning so that students feel bored. In this case the teacher plays a very important role in the process of learning activities, therefore the teacher must be able to make learning interesting and can foster student interest in learning. One way to foster student interest in learning is to use learning media.

Learning media is a tool designed by a teacher and used to facilitate teachers in achieving learning objectives. According to Aqib (2015: 50) Learning media are everything that can be used to channel messages and stimulate the learning process in the learner (students). Based on the results of interviews with fourth grade teachers, the teacher has implemented innovative learning

media, but in terms of the learning materials used are still very minimal, as we already know that learning media are needed to be a support or tool for educators in delivering material and providing assignments to students. But in reality the learning media used does not attract the attention of students. The teacher explains that other learning support tools besides textbooks are very necessary to be used and developed, which is expected by the teacher at SD Negeri Sidomulyo, namely the existence of media that can increase students' interest in learning.

One way that can be done to fulfill and improve the quality of student learning outcomes in thematic learning is by using learning media that can make students active. One of the learning media that can attract students' interest, make students more active and familiarizing students to be creative is the Fun Thinkers Book learning media. This media is in line with what teachers at SD Negeri Sidomulyo expect to provide learning media that can increase student interest in learning. Therefore, it takes a real plan that is appropriate, and carefully structured so that the ability of students in thematic learning can develop according to the abilities of each student. To be able to achieve the maximum learning process, the teacher is expected to be able to create a learning process that can motivate and activate students in the learning process. One of the efforts to be made is to develop a learning media in the form of Fun Thinkers Book media which is intended to facilitate students' abilities so that students are active, motivated, and creatively expected by students to improve students' affective and cognitive outcomes in the thematic learning process carried out.

Based on the description above, the author is interested in creating and developing learning media, namely the Fun Thinkers Book media. Therefore, the authors are interested in conducting research with the title of the research, namely "Development of Fun Thinkers Book Media in Thematic Learning of the Sub-theme of Cultural Diversity of My Nation's Fourth Grade Elementary School Students".

introduction contains the purpose of article/research that is formulated and presented by an adequate introduction and avoids detail references and research result presentations. The research urgency, supporting facts, and data must be included. A preliminary research result should be explained as the basis of the research. Before mentioning the objective/s, a gap analysis must be elucidated. The gap analysis states the difference/s between the research and other previous studies. At this point, the novelty will be apparent. The research stance must be included, whether it corrects, debates, or support the previous research.

2. Method

This research is included in the type of development (Research and Development), where in this research and development is a method in producing a product and testing the effectiveness of a product being developed. This research and development method is used because the research will develop a Fun Thinkers Book learning media product which will later be able to assist in the learning process on Theme 1 The Beauty of Togetherness. At the stage of media development Fun Thinkers Book was developed using an ADDIE model. In the steps of developing the Fun Thinkers Book media, it was developed by applying the ADDIE model. This model is applied with the aim of producing products and procedures that are systematically tested in the field, evaluated, and improved so that they meet the expected criteria regarding effectiveness, quality, and established standards (Nunuk Suryani, and et al, 2018: 128). By is the reason why researchers use the ADDIE model in developing learning media. In addition, the reason the researcher chose the ADDIE model is because it can make it easier when doing a product development, namely learning Media. The steps to determine the validity of the media are the following steps (Hidayat, 2017:56).

- a. Calculate the number of answer scores obtained from the questionnaire using a Likert scale and determine the interpretation of the Likert scale.

Table 1. Likert Skala Scale Rating Guidelines

Score	Criteria
4	Strongly agree
3	Agree
2	Do not agree
1	Strongly disagree

(Sugiyono, 2016:135)

- a. Give the percentage value

$$\text{Validity level} = \frac{\text{Number of score}}{\text{Total score}} \times 100\%$$

(Hidayat, 2017:56)

- b. Interpret data

Table 2. Data Interpretation Validity

Corelation coefficient	Interpretation Validity
81% - 100%	Very valid
61% - 80%	Valid
41% - 60%	Quite valid
21%-40%	Not valid
0% - 20%	Invalid

(Riduan dalam Hidayat, 2017:56)

The steps to determine the media practicality test are as follows:

- a. Calculate the number of answer scores obtained from the questionnaire and determine the description of the interpretation of the Likert scale.
- b. Give the percentage value

$$\text{Validity level} = \frac{\text{Number of score}}{\text{Total score}} \times 100\%$$

(Hidayat, 2017:56)

- c. Interpret data

Tabel 3. Practical data praktikalitas

Corelation coefficient	Interpretation Practicality
81% - 100%	Very practical

61% – 80%	Practical
41% - 60%	Quite practical
21%-40%	Less practical
0% - 20%	Impractical

(Riduan dalam Hidayat, 2017;56)

The level of validity and practicality will be agreed in this study with a minimum value of C or sufficient. If the results given by the validators, teachers and students get a sufficient average score, then the development of Media Fun Thinkers Book for fourth grade students at SD Negeri Sidomulyo is declared valid and practical to use.

3. Result and Discussion

The The product developed in this research is a thematic media teaching material in the form of a book with the help of a teaching aid on the theme of the Beauty of Togetherness. The development of the Fun Thinkers Book media was tested on August 12, 2021 at SD Negeri Sidomulyo. In product development there are several stages, namely: the analysis stage, the design stage, the development stage, and the evaluation stage. 4 These stages must be passed by researchers so that the Fun Thinkers Book media on the theme of the beauty of togetherness for fourth grade students can be valid and practical. The following are the stages that are passed in developing media:

a. Analysis Phase (Analysis)

1. Preliminary Analysis

The initial stages of developing the Fun Thinkers Book media on the theme of the Beauty of Togetherness were carried out by determining the needs during the learning process as the first step. The results of the initial analysis are the basic problems in thematic learning, namely there is no alternative media related to the theme of the beauty of togetherness, students still use makeshift media such as student text books.

2. Student Analysis

The student analysis phase was carried out with the aim of obtaining information about the characteristics of students. Characteristics of students who are the object of research are fourth grade students of SD Negeri Sidomulyo as users of media teaching materials developed by researchers. Characteristics of students who became the object of research consisted of high, medium, and low levels obtained from the classroom teacher.

b. Design Phase (Design)

The design stage aims to create a draft of learning media. There are several steps in this design stage, which are as follows:

1) Preparation of Benchmark Reference Test

The benchmark reference test is in the form of questions that are often encountered by students during the learning process. In this Fun Thinkers Book learning media, the book consists of various kinds of practice questions in the form of pictorial questions and essay questions.

2) Media Selection

This research development is learning media that is used as a media to support learning in class IV on the theme of the beauty of togetherness. On This media contains practice questions in the book with the help of teaching aids that make students more interested and have a high interest in learning.

3) Format Selection

The learning media format developed is related to the theme 1 material, the beauty of togetherness. The thematic learning media with the theme of the beauty of togetherness was developed with the aim that students can learn in a fun, active, creative way and can think at a high level.

c. Development Phase (Development)

This development stage consists of developing the Fun Thinkers book with the help of the Ragangan tool. The Fun Thinkers book contains the development of practice questions on the theme of the beauty of togetherness in the fourth

grade of elementary school. The development stage consists of developing teaching materials, validation, and revision of teaching materials. This development aims to produce valid and practical learning media products that have been validated and revised by validators and practicality test results by 9 fourth grade students of SD Negeri Sidomulyo.

d. Implementation Phase

Furthermore, at the implementation stage, the developed media has been said to be valid by the three validator experts. This Media Fun Thinkers Book was tested on fourth grade Sidomulyo Elementary School students for the 2020/2021 academic year, which consisted of 3 students in the one to one test and 6 students in the small group test.

e. Evaluation Stage (evaluation)

The last stage in this development is the Evaluation stage. At this evaluation stage, the assessment of the product developed is seen from the aspects of validity and practicality. The validity aspect can be seen from the validation questionnaire by the three validator experts, namely: linguists, material experts, and media experts. While the practical aspect is seen from the response questionnaires given to class teachers and students.

Table 4. Expert Team Response

No	Validator	Score obtained	Percentage	Category
1.	Design	49	89,09%	Very Valid
2.	Language	48	80%	Valid
3.	Content/material	57	95%	Very Valid
Total		154	88%	Very Valid

Based on the table above, 80% of the percentages fall into the 81%-100% category with very valid information. Based on the table above, the material analysis obtained a percentage of 95% which falls into the category with very valid information. Based on the table above, the media or design analysis obtained a percentage of 89.09% who fall into the category with very valid

information. Therefore, the Fun Thinkers Book media has been declared very valid by the three validators.

Table 5. Recapitulation of the Practical Test of Teachers and Students

No	Evaluation	Total score	Score obtained	Percentage	Description
1.	Nira Cahyani, S,Pd	65	56	86,15%	Very practical
2.	3 grade IV students of SD Negeri Sidomulyo	30	29	96,67%	Very practical
3.	6 grade IV students of SD Negeri Sidomulyo	60	58	96,67%	Very practical
Average		155	143	92,25%	Very practical

Based on the table above, the analysis of the teacher's practicality test obtained a percentage of 86% which entered into very practical information. Furthermore, the results of the analysis on the one to one test obtained a percentage of 96% which fell into the category with very practical information. And finally, the results of the small group test analysis obtained a percentage of 96.67% which fell into the category with very practical information. Therefore, the Fun Thinkers Book media has been declared very practical by the three assessments.

results and discussion should be presented in the same part, clearly and briefly. The discussion part should contain the benefit of the research result, not the repeat result part. The results and discussion part can be written in the same part to avoid the extensive quotation. Tables or graphs must present different results. The results of data analysis must be reliable in answering research problems. References to the discussion should not repeat the references in the introduction. Comparisons to the findings of previous studies must be included.

4. Conclusion

Based on the results of research and development (R&D) with the title "Media Fun Thinkers Book in learning the theme of the beauty of togetherness for fourth grade elementary school students" produces teaching material

products in the form of Fun Thinkers Book media that are valid and practical to use. This research has gone through the validation stage by experts consisting of linguists, material experts and media experts as well as one to one trials, small group tests, and practicality tests for students and teachers, so the researchers can draw the following conclusions:

- a. The validity of the Fun Thinkers Book media is based on analysis by experts consisting of linguists in the valid category, material expert validation in the very valid category, and media expert validation in the very valid category. So it can be concluded that the Fun Thinkers Book media is very valid to use.
- b. The practicality of the Fun Thinkers Book media is based on an analysis conducted on teachers and fourth grade students of SD Negeri Sidomulyo. In the one-to-one and small group trials, the results were in a very practical category. This states that teachers and students respond very well to the Fun Thinkers Book media which was developed so that it is stated that it is very practical to use.

5. Patents

This research is a development research, thus providing suggestions for the use of the resulting product. The product resulting from this research is expected to be a reference for fourth grade teachers in learning activities. So that teachers can not only give questions but also train students' ability to express their opinions, make students more active, and creative.

As an educator, in learning activities, it is expected to be able to create and develop other teaching materials that can motivate students in learning. Therefore, the use of Fun Thinkers Book media can affect the level of achievement of learning objectives. For writers and readers of The results of this

development research can be used as motivation to develop other Fun Thinkers Book media.

All appendix sections must be cited in the main text. In the appendixes, Figures, Tables, etc. should be labeled starting with 'A', e.g., Figure A1, Figure A2, etc.

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