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Table of Contents**Exploration: Creative Thinking Skills in Writing Essays Media-Based Image Series**

Nidya Ayu, Suharno, Kartika Chrysti Suryandari

1-7

**Gamification Based on Android to Improve Comprehension Civics for Deaf Student**

Aisyah Ayu Mustikasari, Munawir Yusuf, Triana Rejekiningsih

8-18

**Dance Learning Model Using Stories in Elementary Schools**

Yuliasma; Nerosti; Afifah Asriati, Desfiarni

19-26

**Tri Kaya Parisudha's Image-Oriented Story Media to Increase The Interest in Reading of Three Grade Elementary School Students**

I Ketut Suar Adnyana, Dewa Ayu Made Manu Okta Priantini, Ni Made Suarningsih

27-35

**Website-Based Learning Media on Reading and Numeracy Content for Third Grade Elementary Schools**

Yuli Fajar Arifin, Yusuf Sullisty Nugroho

36-42

**Audiovisual Learning Media Based on Local Wisdom Values of the Baduy Tribe Community to Grow Student Character**

Fazri Yulianto, Winarno, Mintasih Indriayu

43-53

**Pop-up Books In The Snowball-Throwing Learning Model Compared to Fifth-Grade Students**

Khairul Respaningsih, Minsih

54-59

**Teacher Strategies and Student Preferences in Overcoming Disruptive Behavior of Elementary School Students**

Nur Khotimah, Endang Fauziati, Choiriyah Widyasari, Minsih

60-67

**Gelati Ilmu: The Educational Game in Banten-Dialect Javanese Language for Learning Media of Fourth Grade Students**

Huswatun Hasanah, Masum, Tubagus Wildan Hilmi

68-78





Tri Kaya Parisudha's Image-Oriented Story Media to Increase The Interest in Reading of Three Grade Elementary School Students

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ABSTRAK

Kurangnya media literasi sehingga siswa kurang minat untuk membaca. Hal ini berdampak pada pemahaman siswa yang kurang. Tujuan penelitian ini adalah mengembangkan Buku Cerita Bergambar Berorientasi Tri Kaya Parisudha untuk meningkatkan minat baca siswa kelas III SD. Penelitian ini merupakan penelitian pengembangan (research and development). Subyek uji coba penelitian adalah siswa kelas III. Metode pengumpulan data menggunakan kuesioner. Instrumen pengumpulan data yang digunakan berupa lembar evaluasi (angket). Analisis data menggunakan analisis deskriptif kualitatif dan deskriptif kuantitatif. Hasil penilaian terhadap produk e-modul ini dilaksanakan berdasarkan enam aspek, yaitu: aspek isi bidang studi/ dengan persentase tingkat pencapaian 87.00% dengan predikat layak. Ditinjau dari aspek desain pembelajaran dengan persentase tingkat pencapaian 87.50% predikat layak. Aspek media pembelajaran dengan persentase tingkat pencapaian 90.60% predikat sangat baik/sangat layak. Aspek uji coba, uji coba kelompok kecil, dengan persentase tingkat pencapaian 93.70% predikat sangat layak. Aspek uji coba lapangan dengan persentase tingkat pencapaian 94.50% predikat sangat layak. Dengan demikian produk berupa buku cerita bergambar berorientasi Tri Kaya Parisudha ini memiliki tingkat validitas yang baik dan layak untuk digunakan dalam proses pembelajaran dan literasi.

ABSTRACT

Lack of media literacy so that students are less interested in reading. It has an impact on students' understanding that needs to be improved. This study aimed to develop a Tri Kaya Parisudha Oriented Picture Story Book to increase reading interest in third-grade elementary school students. This research is a research and development (research and development). The subjects of the research trials were class III students. Methods of data collection using a questionnaire. The data collection instrument used was an evaluation sheet (questionnaire). Data analysis used descriptive qualitative and quantitative descriptive analysis. The results of the evaluation of this e-module product are based on six aspects, namely: content aspect of the field of study / with a percentage of the achievement level of 87.00% with a proper predicate. Judging from the aspect of learning design with an achievement percentage of 87.50% (feasible). Aspects of learning media with a percentage of the achievement level of 90.60% predicate very good / very decent. Aspects of the trial, small group trials, with a percentage of achievement rate of 93.70%, the title is very feasible. Aspects of field trials with a percentage level of achievement of 94.50% predicate are feasible. Thus the product in the form of a picture storybook oriented towards Tri Kaya Parisudha has a good level of validity and is suitable for use in the learning and literacy process.

1. INTRODUCTION

Education is a necessity for every human being. Therefore, every human being has the right to get education to improve his insight and quality of life (Darmaji et al., 2019; Taghavinia et al., 2021; Zender & Greiner, 2020). To get a decent and quality education, the government has made changes to the curriculum. This change is made to adapt the curriculum to technological developments so that the output produced is adaptive to the times. One of the programs carried out is by developing a program literacy at all levels of formal schools (Desi, 2020; Hadiansah & Sauri, 2021; Kurnia & Astuti, 2017). Literacy is the ability to read and understand text, graphs, tables, and diagrams in various contexts (Mubarok & Anggraini, 2020; Setiawan et al., 2017). Literacy skills can also be in the form of the ability to filter and process information so that it can be useful for humans (Hadiyanti et al., 2021; Schroter & Kochva, 2019).

Learning in elementary schools at the high grade level contains abstract subject matter, but students are still found to have difficulty understanding the learning material (Muhtar & Dallyono, 2020; Sumantri & Whardani, 2017). The literacy movement that is usually carried out, especially in elementary

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schools, is to provide opportunities for students to read books for five minutes before learning begins (Gogahu & Prasetyo, 2020; Rifqiawati et al., 2020). These activities are carried out to increase students' interest in reading. Reading is one of the skills that needs to be trained and improved. The learning process will not be possible without reading. By increasing interest in reading, it is hoped that students will get used to reading and reading is a necessity for students (Amri & Rochmah, 2021; Cahyani et al., 2021). Reading activities can train brain work, improve intelligence and language skills. Children who are diligent in reading tend to be better at understanding various problems, both related to subjects at school and with their daily lives (Malik & Maemunah, 2020; Nopilda & Kristiawan, 2018).

Previous research findings also state that there are still many students who do not have an interest in reading (Amri & Rochmah, 2021; Nopilda & Kristiawan, 2018). Based on the results of observations that have been carried out previously in several elementary schools in Denpasar City, it shows that literacy activities have not been realized optimally. There are still some schools that have not yet carried out the literacy movement. This is because the interest in reading is still low, especially in grade III elementary school. Reading skills need to be mastered by students. With reading practice, students understand the message obtained from books or other reading resources well. Membaca is a process carried out to obtain a message, which is to be conveyed by the author through the medium of words / written language (Rusmono & Alghazali, 2019; Widiyanto et al., 2021). Based on these problems, one solution that can be done to increase students' interest in reading is to create innovative learning media in the form of picture storybooks.

Learning media is everything that can be used to channel messages (learning materials), so that it can stimulate students' attention, interests, thoughts, and feelings in learning activities to achieve learning goals (Hadiyanti et al., 2021; Rahayuningsih, 2020; Zulherman et al., 2021). Learning media plays an important role in the learning process, because learning media is a tool or message channel that can represent teachers conveying information more thoroughly, clearly, and interestingly and making it easier for students to understand the learning material (Fitria & Juwita, 2018; Haruna et al., 2021). Learning media is everything that can be used to convey a message in a planned manner. The media used should be communicative so that readers can understand the message well (Sumarsono & Sianturi, 2019; Sunismi & Fathani, 2016). Learning media is a means or tool that functions as an intermediary to convey learning messages, so that it can stimulate students' thoughts, feelings, attention, and willingness to encourage the learning process in students.

Learning media is generally used with the aim of making the learning process more effective and efficient in accordance with the desired learning objectives (Purwati & Nugroho, 2018; Rahmat et al., 2019). In order for learning media to be more interesting, supporting applications must be added so that the learning process becomes more interesting, innovative, and interactive. Learning media is important to use, because the use of learning media will arouse student interest and motivation, reduce verbalism, as a channeler of information, give encouragement to students, and increase knowledge retention in learning (Hapsari & Pamungkas, 2019; Utami et al., 2021). Learning success can be influenced by the use of selected learning media. So in general, the benefit of learning media is to facilitate interaction between teachers and students so that learning activities are more effective and efficient (Kartika et al., 2019; Yanti et al., 2019).

Picture storybooks can help students understand the message being conveyed. Picture storybooks are books that display pictures and text, To understand the message present in the storybook students observe the picture first (Knauer et al., 2020; Paramita et al., 2022). After observing, the next student reads the text. Between and the image and text are complementary. Picture storybooks can also help students in reading and increase their vocabulary (Deiniatur, 2017; Yulistia, 2021). The development of storybooks is expected to be one of the learning media that can increase the interest and learning outcomes of students. This is an important goal so that students have a culture of building a so that students' insights increase. Picture storybooks have an important role in the world of education, especially at the elementary school level. Because picture storybooks are something that is familiar in children's lives. A picture story book is a book that conveys a message in two ways, namely writing that is clarified with illustrations, be it folklore, hikayat or animal stories (fables) (Ilhamdi et al., 2020; Tarigan, 2019). This application contains teaching tools needed by students and teachers to facilitate the implementation of learning (Hidayatullah et al., 2022). The images contained in the book serve as a support as well as conveying the content of the story. Learning media will give a more interesting impression when combined with the local wisdom of each region. Bali is famous for its many local wisdoms, one of which is the Tri Kaya Parisudha (Selamet, 2017; Somawati & Made, 2019; Suryani et al., 2019; Widiasih et al., 2019). Tri Kaya Parisudha are three types of actions that form the foundation of the ethical teachings of Hinduism. The Tri Kaya Parisudha consists of manacika, wacika, kayika (Priantini, 2020; Veronika, 2019). Manacika Parisudha is good thinking. Wacika says good and Kayika Parisudha is doing good (Ayu et al., 2020; Dewi et al., 2014). The teachings of the Tri Kaya Parisudha have been taught in elementary schools in grade III. Understanding the teachings of the Tri

Kaya Parisudha will be easier for students to understand if the teachings are in the form of picture storybooks. With it, students are more interested in reading. Picture storybooks can stimulate students to think, argue by using polite language and behaving well. By using pictorial media, learning is more meaningful to students. The purpose of this study was to develop a Tri Kaya Parisudha Oriented Picture Story Book to Increase Reading Interest in Class III Elementary School Students.

2. METHOD

This research uses a type of research and development (Research and Development). The subjects of this study are media experts, material experts, learning experts, learners and teachers. The population in this study was grade III students in the V Jelantik cluster, North Denpasar. After the population is given a keusioner related to the implementation of literacy activities, a research sample is selected to be given treatment. Samples were selected with random sampling techniques. After the random sampling technique was carried out, the selected results were obtained, namely SD Dwijendra Denpasar as a sample school. The research used uses quantitative and qualitative data types.

The initial data collection tool used was in the form of observation questionnaires and interviews. The data collection instrument in this study is an illustrated storybook assessment questionnaire which includes media expert validators, material experts, and learning experts. As well as questionnaires of teachers and students to test the use of picture storybooks. This development research uses qualitative descriptive data analysis techniques by changing the assessment in qualitative form, then the quantitative data is calculated the average score. Data is collected by providing teaching materials that have been compiled for use during learning. The development model used is the ADDIE model, consisting of the stages of analysis, design, development, implementation and evaluation (Setiadi & Yuwita, 2020). This research develops teaching materials that are used to be able to assist in literacy activities to increase students' interest in reading. The ADDIE development model showed in Figure 1.

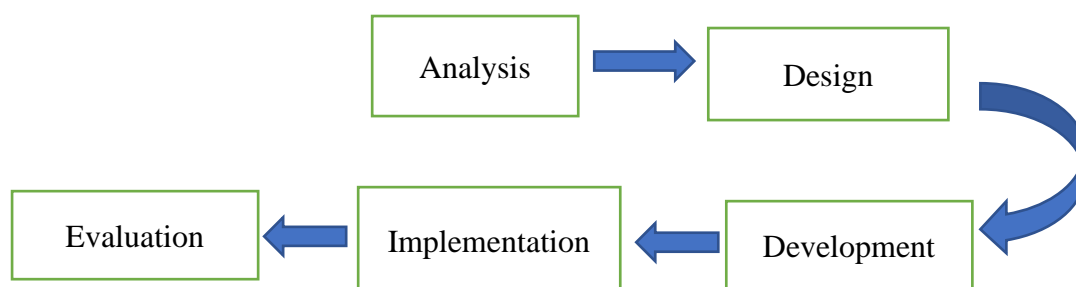


Figure 1. ADDIE Development Model

The data analysis techniques used are qualitative descriptive analysis techniques and quantitative descriptive data analysis. Qualitative descriptive analysis techniques are used to process data from reviews of content experts in the field of study or subject, learning product design experts, learning media experts and student trial results. The results of this analysis are then used to revise the developed product. Meanwhile, quantitative descriptive analysis is used to process data obtained through questionnaires in the form of scores. The results of the data analysis were seen from the results of a high percentage of low needs desired by the subjects who were targeted in this study. Before distributing the questionnaire or questionnaire, an instrument validation test stage is carried out which is assessed by learning experts as instrument validators.

3. RESULT AND DISCUSSION

Result

The development of a picture storybook oriented Tri Kaya Parisudha aims to increase students' interest in reading in elementary schools, especially in grade III elementary schools. Learning will be more enjoyable if a teacher is able to use media that is interesting, varied, innovative, contextual, and that can be adapted to the needs and conditions in the school in his school. The use of picture storybooks is expected to increase students' interest in reading. This illustrated storybook containselements that can make the media more attractive such as colors, visual effects, narratives, characters, effects for writing and images. The product of this research is in the form of a picture storybook oriented Tri Kaya Parisudha which has been carried out through several stages. This Tri Kaya Parisudha-oriented picture storybook was developed using a 4D model, along with an explanation of the stages of media development.

The first stage is defining. Defining is carried out by stages, namely (a) conducting a needs analysis, (b) determining learning objectives, and (c) determining the content of learning and the order of storybook stories. At the initial stage, a needs analysis is carried out by conducting interviews and observations. The interview and observation were conducted with the homeroom teacher of SD Dwijendra Denpasar. The results of the interviews that have been conducted are known that students' interest in reading is very low. Students are more interested in chatting with their friends than reading books. Teachers have never used the medium of picture storybooks in the learning process and literacy activities have not been carried out optimally. Teachers are only guided by student books. The teaching method used by the teacher is the lecture method by explaining the material in front of the class then students listen to the material presented by the teacher so that learning tends to seem boring and students are not interested in reading the book is not interesting.

After determining the next needs analysis is to determine the learning objectives. There is this stage of development of a Tri Kaya Parisudha oriented picture storybook tailored to the goals to be achieved. Next is to determine the content of the book and the order of the picture storybook, how to determine the content of the reading and the order of the picture storybook, namely by adjusting to the teacher's and student's book. The second stage is the design stage or design of a Tri Kaya Parisudha-oriented illustrated storybook, the technique of working on making this storybook, using drawing sketches until the last stage. This type of pada tahap design is to compile an initial design of the product. At this stage, the design of an illustrated storybook oriented towards Tri Kaya Parisudha was carried out. Furthermore, product validation is carried out. Product validation aims to test the feasibility of an illustrated storybook. Validation is done by material experts and media experts.

At dissemination stage, product is disseminated so that it can be used on a wider scale. The distribution carried out by researchers is only on a small scale, which is limited to expert lecturers, principals, homeroom teachers in class III, and 8 peseta students in grade III SD Dwijendra. Learning in the form of picture storybooks oriented to the Tri Kaya Parisudha will make students more interested in developing so that students' interest in reading increases. The results of the trial of the Tri Kaya Parisudha-oriented picture storybook product were from the test of material experts, media experts and also students in small groups. The assessment results from material experts, media experts, and small groups are presented in Table 1.

Table 1. Instrument Trial Results

Test Subjects	Validity Results (%)	Information
Material Content Expert	87.00	Good/Decent
Learning Design Expert Test	87.50	Good/Decent
Learning Media Test	90.60	Excellent/very decent
Small Group Trials	93.70	Excellent/very decent
Field Trials	94.50	

Based on the stages of the development model that has been carried out, when viewed from the category based on the percentage value, this product is of high quality and suitable for use in the implementation of learning. But the expert tests provide some notes that can be used as a reference to make a little revision so that the resulting product is better and more effective if used. The revisions carried out start from suggestions given by subject content experts, learning design experts, learning media experts, and small group trials, to field trials. So that a product is produced that is very suitable for use to support the effectiveness of the implementation of learning and literacy. This product in the form of a picture storybook makes it easy for students to learn. This is because this media is more interesting, easy to understand and in accordance with the characteristics of students so that interest in reading will increase.

Discussion

The picture storybook created is one of the most interesting learning media used for low-grade students. Learning media is any form of media used to assist teachers in carrying out the learning process in the classroom which contains a set of materials that are systematically arranged, both written and unwritten, making it easier for educators to deliver material and making it easier for students to understand the material presented (Fitriani et al., 2021; Novita & Novianty, 2020; Oktavia et al., 2020). Media is a tool that has the function of conveying messages (Fisnani, YeniFisnani et al., 2020; Musafa, 2018; Muslihatun et al., 2019). The media is a means of connecting and communicating well between the two parties and is used by all circles of society. Learning media is a tool that functions and can be used to convey learning messages. The purpose of learning media as a learning aid to facilitate the learning process in the classroom, increase the efficiency of the learning process, and help students' concentration in the learning process (Marpanaji

et al., 2018; Pertiwi & Dibia, 2018). (ICT) which has an interactive nature because it provides ease of navigation, the display of images, audio, video, and animation that provides variety, as well as feedback through certain formative tests or quizzes (Mustadi et al., 2022; Oktariyanti et al., 2021).

The development of this picture storybook certainly has a tremendous impact because picture storybooks have several advantages. These advantages can be both informational and entertaining, illustrated stories can help the interests of readers so that they can be used by all ages. Illustrated stories are also easy for readers to carry anywhere, illustrated stories do not recognize expiration because they can still be read long-term (Aditya Dharma, 2019; Amini & Suyadi, 2020; Paramita et al., 2022). The development of picture storybooks for grade III elementary school students has a positive and influential impact on students' interest in reading. With the use of picture storybooks, students have more media that can be used as a source of learning so that students are more enthusiastic about reading. This picture storybook can also increase student motivation during learning activities (Paramita et al., 2022; Rahiem & Widiastuti, 2020; Tarigan, 2019). This is because picture storybooks are created as attractive as possible which not only contain writings but also contain images. So that students will not be bored and saturated so that the implementation of learning can be carried out as effectively as possible (Hasan Lubis & Darwis Dasopang, 2020; Hidayati & Astuti, 2020).

There are several studies that support this research. Other research shows that learning media in the form of Augmented Reality-based picture storybooks are declared feasible and practical (Candra Sari et al., 2022; Elmunsyah et al., 2019). Thus, this learning medium can be used to accommodate generation Z students in mathematics learning (Nugraheni, 2017; Pertiwi & Dibia, 2018; Wungguli & Yahya, 2020). The implication of this research is that students are more interested and motivated in participating in learning and literacy activities so that it affects students' interest in learning. In general, this research makes a great contribution in the implementation of learning and literacy in schools. This is shown from the interest and motivation of students during learning activities. Based on testing, the picture storybook that was developed is suitable for use so that it is ready to be used during learning so that this research has a positive impact on the implementation of learning and can increase students' interest in learning. Although basically the development of this picture storybook is commonly developed, but in research developed tends to be in accordance with the characteristics of students, especially in schools that used as a research site so that the results obtained are more optimal.

4. CONCLUSION

This development research resulted in a product in the form of a picture storybook oriented towards Tri Kaya Parisudha. The quality of the picture storybook developed is excellent/very decent. Based on the results of the feasibility test, it can be concluded that the book developed is included in the excellent criteria. Thus, this learning product in the form of a picture storybook oriented to Tri Kaya Parisudha has a good level of validity and is worthy of use in the learning and literacy process.

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