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FUN THINKER BOOK TO IMPROVE READING ABILITY OF GRADE I ELEMENTARY SCHOOL STUDENTS

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Abstrak

Penelitian ini dilatarbelakangi oleh kurangnya kemampuan membaca siswa kelas satu di sekolah dasar akibat kurangnya media pembelajaran yang sesuai dengan karakteristik siswa. Penelitian ini bertujuan untuk mengembangkan media Fun Thinker Book untuk meningkatkan keterampilan membaca siswa kelas satu. Penelitian ini merupakan penelitian pengembangan dengan menggunakan model pengembangan ADDIE. Metode yang digunakan untuk pengumpulan data adalah wawancara, observasi, dan angket. Subjek yang terlibat dalam penelitian ini meliputi ahli materi, ahli desain pembelajaran, ahli media pembelajaran, dan siswa kelas satu sebagai subjek uji coba produk. Teknik analisis data yang digunakan adalah analisis deskriptif kuantitatif, analisis deskriptif kualitatif, dan analisis statistik inferensial. Hasil penelitian adalah pertama, Desain media Fun Thinker Book berupa buku bergambar berwarna dan bingkai pajangan dikembangkan untuk meningkatkan minat belajar siswa dan dikembangkan menggunakan model pengembangan ADDIE. Kedua, Kelayakan media dinilai melalui tinjauan ahli terhadap isi pembelajaran (96,88%), desain pembelajaran (93,75%), media pembelajaran (95%), uji coba individu (95,84%), dan uji coba kelompok kecil (94,1%). Ketiga, Efektivitas fun thinker book berdasarkan perhitungan uji-t menghasilkan nilai t sebesar 11,708 dan nilai t_{table} sebesar 1,714. Jika dibandingkan, nilai t lebih besar dari nilai t_{table} , sehingga H_0 ditolak dan H_1 diterima. Dengan demikian, penelitian ini menunjukkan bahwa media fun thinker book efektif digunakan pada siswa sekolah dasar kelas satu, dengan peningkatan kemampuan membaca yang signifikan sebesar 5%.

Kata kunci: Pengembangan; Fun Thinker Book; Keterampilan Membaca

Abstract

This research is motivated by the lack of reading skills among first-grade students in elementary schools, due to a lack of learning media that suit students' characteristics. This study aims to develop the Fun Thinker Book media to improve first-grade students' reading skills. This research is development research using the ADDIE development model. The methods used for data collection are interviews, observations, and questionnaires. The subjects involved in this study include material experts, learning design experts, learning media experts, and first-grade students as product trial subjects. The data analysis techniques used are quantitative descriptive analysis, qualitative descriptive analysis, and inferential statistical analysis. The results of the study indicate that the Fun Thinker Book media design, in the form of a colored picture book and display frame, was developed to increase students' interest in learning and to use the ADDIE development model. Second, the feasibility of the media was assessed through expert reviews of learning content (96.88%), learning design (93.75%), learning media (95%), individual trials (95.84%), and small group trials (94.1%). Third, the effectiveness of the Fun Thinker book, based on the t-test calculation, produces a t value of 11.708 and a t_{table} value of 1.714. When compared, the t_{value} is greater than the t_{table} value, so H_0 is rejected and H_1 is accepted. Thus, this study shows that the Fun Thinker book media is effective for first-grade elementary school students, resulting in a 5% increase in reading ability.

Keywords: Development; Fun Thinker Book; Reading Skills

INTRODUCTION

Indonesian language learning in elementary school is a place for students to develop their ability to use language according to its function, especially as a means of communication. Education in general as a process of life in developing each individual to be able to live and sustain life (Dewi 2020; Padmawati et al. 2019). Therefore, being educated is necessary because it will lay the foundation for realizing human resources that have the potential and advantages to improve the quality of a nation. Indonesian language learning is expected to enable students to improve their communication skills (Ulfa Memanti et al. 2022; Zakiyah et al. 2022). The objectives of Indonesian language learning are no different from those of other subjects, namely to acquire skills, knowledge, creativity, and attitudes (Airlanda 2021; Ali 2020). Language skills in the curriculum at School encompasses four aspects, namely listening skills, speaking skills, reading skills, and writing skills (Musnar Indra Daulay and Nurmalina 2021; Rahmawati et al. 2024). Reading skills are the primary asset that students must possess because with this ability, students can learn other subjects, communicate their ideas, and express themselves. Therefore, reading ability is a skill that must be mastered because it is very useful and serves as the foundation for acquiring another knowledge.

Reading is one of the four basic language skills and is part of written communication. Reading is the ability to use one's mind and actions to perform visual activities, pronounce a series of letters into words and sentences, master reading techniques, and understand the content of the reading correctly (Andanik and Fitrianawati 2019; Aziezah 2022). The reading skills acquired at the beginning of reading significantly influence the development of reading skills because subsequent skills build upon earlier ones. However, in practice, many first-grade elementary school students still struggle to read fluently and understand the meaning of the texts they read. These difficulties arise from several factors, including the use of less engaging teaching methods, the lack of learning media that match the characteristics of young learners, and students' low interest in reading activities. As a result, early reading instruction in lower grades often focuses only on sounding out letters and words, without giving enough attention to understanding meaning and context. Reading skills require special attention from teachers, and starting to read from the first grade of elementary school lays the foundation for future learning. Initial reading skills cannot be acquired naturally by students but must be developed through a learning process (Rosliana and Sutikno 2024; Saputro et al. 2021). Regular reading helps children improve their literacy and numeracy skills and build critical and analytical thinking habits that are highly beneficial in daily life (Bua 2022; Pratama 2022),

Early reading skills are very important and influential in relation to other skills. Of course, this requires attention from teachers. Teachers can use learning media to teach or strengthen early reading skills in students. Learning media is a tool or device, either hardware or software, that supports the ease and success of the student learning process (Nisa and Saputro 2021; Sari and Liansari 2023). Learning media as something that can convey messages through various channels that stimulate students' thoughts, feelings, and willingness, with the aim of achieving effective and successful learning (Sativa and Eliza 2023; Yanti et al. 2025). The use of learning media in the teaching and learning process can stimulate students' interest, spark new desires, motivate students, and even have a psychological impact on learning (Pradilasari et al. 2019; Wulandari and Ningsih 2023). Thus, learning media is a tool in the learning process that can take the form of hardware or software that can increase students' interest in learning, motivate students, and have a psychological impact on learning. The use of the Fun Thinker Book learning medium provides an effective alternative to address students' low interest and limited reading ability, while also creating a more engaging and meaningful learning experience.

The Fun Thinker Book is an interactive instructional medium that seamlessly integrates the concepts of learning and play. It comprises several core components, including a book, colored blocks, and a matching frame. On the left page of the book, questions are presented, while the corresponding answers to six questions are displayed on the right (Gandamana and Nst 2020; Mulya et al. 2024). This design enables students to actively engage with the learning material through matching and simple problem-solving activities, thereby fostering hands-on learning experiences. The implementation of the Fun Thinker Book allows first-grade students to learn with greater focus, think critically, and enjoy the learning process (Kibtiah et al. 2021;

Sukma and Amalia 2021). By combining playful elements with instructional activities, this medium aligns with the developmental characteristics of early-grade learners who naturally enjoy exploration and learning through play.

Empirical evidence from previous studies has demonstrated the effectiveness of the Fun Thinker Book in enhancing students' learning outcomes and motivation. The medium encourages active participation throughout the learning process and reinforces conceptual understanding through interactive engagement (Mulya et al. 2024; Sukma and Amalia 2021).. Similarly, research on the development of thematic Fun Thinker Book media for fourth-grade students revealed its effectiveness in improving both learning achievement and interest due to its innovative and enjoyable design (Agustiari et al. 2021; Lestari et al. 2022). Other studies have also highlighted the pivotal role of interactive learning media in fostering students' motivation and in visualizing abstract concepts, making them more accessible and comprehensible for elementary learners (Mantika et al. 2022; Mulya et al. 2024). Hence, the Fun Thinker Book serves not only as a relevant medium for early reading instruction but also as a promising pedagogical innovation that supports the creation of active, creative, and meaningful learning experiences for young learners.

Nevertheless, there remains a lack of research focusing on the specific use of the Fun Thinker Book to improve early reading skills among first-grade students. Most previous studies have emphasized its application in thematic or general learning contexts rather than in foundational literacy development. The present study introduces a novelty by adapting and developing the Fun Thinker Book as a specialized instructional medium aimed at strengthening early reading abilities. Therefore, this research aims to describe the design of the Fun Thinker Book media to improve the reading skills of first-grade students, describe the feasibility results of the Fun Thinker Book to improve the reading skills of first-grade students according to expert assessments, individual trials, and small group trials, and determine the effectiveness of the Fun Thinker Book in improving the reading skills of first-grade students. Based on this explanation, the Fun Thinker Book media was developed to improve the reading skills of first-grade students. The Fun Thinker Book media is used to increase students' interest in reading so that it becomes more varied and innovative.

The results of this study are expected to provide theoretical implications by contributing to the enrichment of research on instructional media innovation in the development of early literacy, as well as practical implications as an alternative for teachers to implement engaging, interactive, and student-centered reading instruction, while also serving as a reference for educators and curriculum developers in integrating play-based learning strategies to enhance students' motivation and reading comprehension.

METHOD

The type of research used in this study is development using the ADDIE model. The ADDIE development model is a programmed, systematic learning design model that aims to solve problems related to learning resources that are tailored to the needs and characteristics of students. The ADDIE development model is a more rational and comprehensive research and development model that can be applied from various forms of product development, such as models, learning strategies, learning methods, media, and teaching materials based on product development steps. The ADDIE model consists of five stages, namely: analyze, design, development, implementation, evaluation to according. Product testing was conducted through expert testing and student trials. The subjects of the expert testing were learning content experts, learning design experts, and learning media experts. Next, media trials were conducted with students through individual trials involving three first-grade students from SD Negeri 20 Dangin Puri and small group trials involving nine first-grade students from SD Negeri 20 Dangin Puri.

Data collection was conducted using non-test methods. In this study on the development of the Fun Thinker Book media, which was conducted to improve the reading skills of first-grade students, data collection through non-test methods was carried out using a questionnaire to collect data on the results of learning content testing, learning design testing, media testing, and the responses of first-grade students in individual and small group trials. Additionally, a post-test was administered to assess the effectiveness of the Fun Thinker Book

media development in enhancing the reading skills of first-grade students in the Indonesian language subject. The data analysis techniques used were qualitative descriptive, quantitative descriptive, descriptive statistical analysis, and inferential statistical analysis through a one-sample t-test. The instrument grids used in this study are presented in Table 1, Table 2, Table 3, and Table 4.

Table 1. Learning Content Expert Instrument Grid

No	Aspect	Indicator
1	Curriculum	1) Suitability of material with learning outcomes 2) Suitability of material with learning objectives
2	Material	3) Accuracy of the material 4) Importance of the material 5) Fairness of the material 6) The courage of the material 7) Suitability of the material to the situation of grade I students 8) Easy to understand material 9) Material supported by appropriate media 10) Material is useful for students in their real lives
3	Grammar	11) Use of appropriate and consistent language 12) Suitability of language to target users

(Kadek Suartama, 2016 with researcher modifications)

Table 2. Media Learning Expert Instrument Grid

No	Aspect	Indicator
1	Technical	1) Ease of using media 2) Media can increase student motivation
2	Display	3) Quality of printed media materials 4) Suitability of design to student characteristics
3	Text	5) Accurate use of typeface 6) Accurate use of font size
4	Picture	7) Image clarity 8) Image suitability
5	Layout	9) Number frame layout 10) Layout of questions and answers on the media

Table 3. Instructional Design Expert Instrument Grid

No	Aspect	Indicator
1	Accuracy	1) Suitability of fun thinker book media with student characteristics
2	Clarity	2) The font used is easy for students to read. 3) The clarity of the appearance of the fun thinker book media.
3	Material	4) Attracting students' attention to learning
	Delivery Strategy	5) Providing students with opportunities for independent learning
4	Evaluation	6) Providing questions to test students' abilities 7) The questions given are in accordance with learning outcomes

Table 4. Grid of Small Group and Individual Test Instruments

No	Aspect	Indicator
1	Appearance	1) Media appeal 2) Text readability 3) Clarity of media usage instructions
2	Material	4) Material is easy to understand 5) Systematic accuracy of material presentation
3	Operation	6) Ease of use of media
4	Evaluation	7) Questions according to the material

No	Aspect	Indicator
8)	Easy to understand language	

This study uses 4 techniques: data analysis, including qualitative descriptive analysis techniques, quantitative descriptive analysis techniques, descriptive statistical techniques, and inferential statistical techniques. Scores and feedback are the data collected in this study. The quantitative descriptive analysis method in this study is used to test the scores. The scores obtained from the questionnaire using a Likert scale are then converted into percentages to make it easier to understand the responses given by respondents in the questionnaire. The qualitative descriptive analysis method is used to analyze responses, suggestions, criticisms, comments, and suggestions for improving learning media. The descriptive statistical analysis method in this study is used to find the average value of the questionnaire scores. The inferential statistical analysis method is used to determine the level of effectiveness of the product developed, namely by conducting a post-test conducted on target group students. The results of the post-test. The results were then analyzed using the t-test to determine the difference in pre-test and post-test results.

RESULT AND DISCUSSION

Result

This *Fun Thinker Book* media was created to improve the reading skills of first grade students using Indonesian language subjects. The development of this *Fun Thinker Book* media product was held to improve the reading skills of first grade students using systematic stages in the ADDIE development model, namely: 1) analysis, 2) design, 3) development, 4) implementation, and 5) evaluation. At the analysis stage, several analyzes were carried out, namely learning needs analysis, learning facilities analysis, and curriculum analysis. The data collection method used was non-test through interviews, information was obtained that in the IPAS material on cultural diversity, learning media that were in accordance with the characteristics of fourth grade students had not been used and were only centered on teachers. Furthermore, the results of the analysis of learning facilities through observation activities at Dangin Puri 20 Elementary School which included supporting facilities in the learning process, it was found that the learning facilities at Dangin Puri 20 Elementary School were very adequate to support the *Fun Thinker Book* media held to improve the reading skills of grade I students. Finally, the curriculum analysis shows that Elementary School 20 Dangin Puri at the elementary school level uses the Independent Curriculum as a guideline in the learning process to determine student learning outcomes.

At the design stage, several stages of activities are carried out, namely 1) designing flowcharts, storyboards, and ADDIE development model flowcharts 2) conducting design trials, 3) determining and selecting hardware and software 4) compiling content materials, and 5) compiling assessment instruments. Flowcharts and storyboards are the design of the product display being developed, while the ADDIE model flowchart is the design of the steps according to the ADDIE development model. In addition, design testing was carried out with design experts with a score of 93.75% which was categorized as very good. In addition, at this stage, the program or software used for the development of this *Fun Thinker Book* media was held to improve the reading skills of grade I students, namely Canva. At this stage, the collection of elements in the *Fun Thinker Book* was carried out, such as images. Finally, at this stage, the preparation of research instruments was carried out, such as a validity test questionnaire by experts, a trial questionnaire to students, and a posttest test instrument in the effectiveness test.

At the development stage, the process of developing the *Fun Thinker Book* media was held to improve the reading skills of grade I students based on the flow diagram and storyboard that had been designed. This product was made using software and materials that had been determined at the design stage so that it was ready to be used for effectiveness testing. Furthermore, the *Fun Thinker Book* media was tested for validity by learning content experts, learning design experts, and learning media experts. The expert test used a questionnaire to collect data. The results of the expert validity test are presented in Table 5.

Table 5. Results of the Fun Thinker Book Media Validity Test

No	Test Subject	Result	Qualification	Description
1	Learning Content Expert	96.88%	Verry Good	Very useful with revisions
2	Instructional Design Expert	93.75%	Verry Good	Very useful with revisions
3	Learning Media Expert	95%	Verry Good	Very useful with revisions

At the development stage, the trial of the Fun Thinker Book media product was conducted to improve the reading ability of first grade students which had been declared feasible by experts on first grade students at State Elementary School 20 Dangin Puri through individual trials on three fourth grade students, as well as small group trials on nine first grade students. The results of the trial of the Fun Thinker Book media product were conducted to improve the reading ability of first grade students are presented in Table 6.

Table 6. Results of Individual Trials and Small Group Tests of Fun Thinker Book Media

No	Test Subject	Result	Qualification	Description
1	Individual Trial	95.84%	Verry Good	Very useful with revisions
2	Small Group Trials	94.1%	Verry Good	Very useful with revisions

Based on the feasibility test of the Fun Thinker Book media, it was held to improve the reading ability of first grade students according to learning content experts, it obtained a score of 96.88% with very good qualifications, learning design experts obtained a score of 93.75% with very good qualifications, learning media experts obtained a score of 95% with very good qualifications, individual trials obtained a score of 95.84% with very good qualifications, and small group trials obtained a score of 94.1% with very good qualifications. Thus, the Fun Thinker Book media was held to improve the reading ability of first grade students and can be said to be feasible. Based on the effectiveness test using 24 students, the t-count value is 11.708 for t-table $dk = 31$ and a significance level of $5\% = 1.714$. This means that $t\text{-count} > t\text{-table}$ so that H_0 is rejected and H_1 is accepted, which means that the average post-test results of students are greater than the pre-test value. Thus, it can be concluded that the Fun Thinker Book media product is effective in improving the reading skills of grade I Elementary School students.

At the evaluation stage which aims to provide an assessment of the Fun Thinker Book media, it is held to improve the reading ability of grade I students through the implementation of formative and summative evaluations. Formative evaluation to determine product improvements based on expert assessments so that the product is considered feasible, summative evaluation to determine the effectiveness of the product by providing post-test questions, namely tests given after using the Fun Thinker Book media. The final media of the Fun Thinker Book media to improve the reading ability of grade I students is presented in Figure 1.

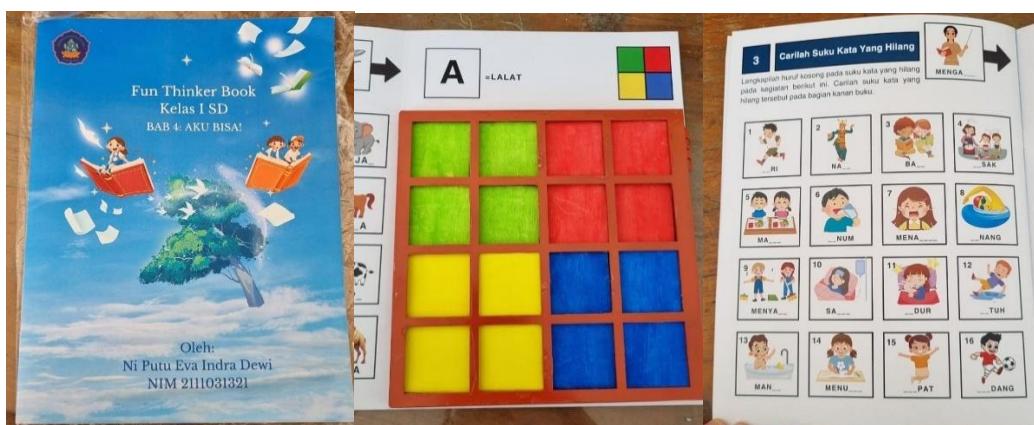


Figure 1. Display of Fun Thinker Book Media Image

Discussion

The results of the analysis revealed that the students' average post-test scores were significantly higher than their pre-test scores. This finding confirms that the Fun Thinker Book is an effective instructional medium for teaching Indonesian language to first-grade students at SD Negeri 20 Dangin Puri. Furthermore, it demonstrates a positive impact of the media on students' learning outcomes, particularly in enhancing their performance in Indonesian language learning. The calculation of the effectiveness test also shows the acceptance of the research hypothesis H_1 , so that the Fun Thinker Book media is declared effective when used in student reading in class. This finding is consistent with previous research on the effectiveness of using interactive e-books in learning, which demonstrated that students who learned using the Fun Thinker Book medium achieved higher post-test scores than before the treatment (Agustina and Yuni Purwanti 2022; Fiqih et al. 2024).

The improvement in students' reading ability resulted from the use of the Fun Thinker Book, which successfully created a more enjoyable, active, and meaningful learning process (Fauziah and Ninawati 2023; Sukma and Amalia 2021). Through activities such as matching answers, critical thinking, and learning through play, students became cognitively, affectively, and psychomotorically engaged. This medium effectively strengthened students' understanding of basic reading concepts and helped them recognize letters, words, and simple sentences in an engaging way. This finding is consistent with previous studies showing that appropriately designed learning media can significantly enhance students' academic achievement and overall learning outcomes (Mulya et al. 2024; Ningrum et al. 2024). Similar results were found in research demonstrating that the use of the Fun Thinker Book significantly increased students' post-test scores and learning motivation (Agustina and Yuni Purwanti 2022; Fiqih et al. 2024). Moreover, other studies indicated that the Fun Thinker Book not only improved reading comprehension but also developed students' critical thinking and collaboration skills through educational play activities (Kibtiah et al. 2021).

Thus, the Fun Thinker Book serves not only as a teaching aid but also as an innovative and interactive learning medium that supports early literacy development, fosters motivation, and creates an active and meaningful learning atmosphere for elementary school students. The findings of this study also carry important implications. The effective use of the Fun Thinker Book as a learning medium requires the integration of supporting components that enhance and clarify the learning process. Complementary tools such as LCD projectors can be utilized to display learning materials and facilitate students' interaction with the activities presented in the Fun Thinker Book. From a broader educational perspective, this medium can be further developed for other subjects and learning materials beyond Indonesian language instruction. However, it is essential that such development remains aligned with students' developmental characteristics, instructional design principles, and curriculum content to ensure its continued relevance and effectiveness.

CONCLUSION

The development of Fun Thinker Book media to improve the reading skills of first grade students using the ADDIE model has proven to be effective and feasible to use to improve the reading skills of first grade students in Indonesian language material. This media is designed by considering the needs of first grade students. Based on the validity test, student trials, and effectiveness tests, the results showed a significant increase in students' reading skills after using this media. This study also emphasizes the importance of interesting learning media in learning to create learning experiences that support students' learning independence. Thus, it can be concluded that the Fun Thinker Book media is used effectively in students' reading skills in Indonesian language subjects in class I of SD Negeri 20 Dangin Puri.

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