Scrapbook as Based Digital Books on Literacy in Third Grade Elementary School Students

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A B S T R A K

Dalam memahami sebuah bacaan siswa belum mampu menangkap serta menuangkan gagasan ke dalam tulisan yang baik. Tujuan penelitian ini yaitu menganalisis buku digital berbasis scrapbook terhadap literasi baca tulis. Jenis penelitian ini yaitu penelitian eksperimen semu dengan menggunakan rancangan nonequivalent post-test only control group design. Populasi penelitian ini berjumlah 105 siswa kelas III SD. Sampel penelitian ini yaitu 58 siswa. Metode yang digunakan untuk mengumpulkan data yaitu tes. Instrument pengumpulan data menggunakan soal tes. Teknik analisis data yang digunakan yaitu analisis statistic deskriptif dan statistic inferensial. Hasil analisis yaitu nilai F hitung levenge test sebesar 1,227 dengan probabilitas adalah 0,273 karena probabilitas > 0,05 maka H1 ditola. Nilai t yaitu 6,340 dan nilai signifikan 0,000 < 0,05. Maka terdapat perbedaan yang signifikan antara rata-rata nilai post test pada kelas eksperimen dan kelas kontrol. Disimpulkan bahwa buku digital berbasis scrapbook dapat meningkatkan literasi baca tulis pada siswa.

A B S T R A C T

In understanding a reading, students have not been able to capture and pour ideas into good writing. The purpose of this study is to analyze scrapbook-based digital books on literacy. This type of research is a quasi-experimental research using a nonequivalent post-test only control group design. The population of this study amounted to 105 third grade elementary school students. The sample of this research is 58 students. The method used to collect data is a test. The data collection instrument used test questions. The data analysis technique used is descriptive statistical analysis and inferential statistics. The result of the analysis is that the calculated F value for the Levenge test is 1.227 with a probability of 0.273 because the probability is > 0.05, so H1 is rejected. The t-value is 6.340 and the significant value is 0.000 <0.05. So there is a significant difference between the average post test scores in the experimental class and the control class. It was concluded that scrapbook-based digital books could improve students' reading and writing literacy.

1. INTRODUCTION

The characteristics of 21st century learning activities are mastery of skills such as basic literacy. This basic literacy is the ability in a person's qualities which include the ability to read and write and understand ideas visually (Anggrasari, 2020; Nahdi & Jatisunda, 2020). Literacy can also be said as literacy skills so that this literacy must be mastered in an effort to develop themselves as superior human resources (Mutji & Suoth, 2021; Nurcholis & Istiningsih, 2021). Literacy is one of the fundamental and very strategic abilities. Literacy ability can not only interpret all types of existing literacy but can also be a foundation in understanding other understandings (Nudiati & Sudiapermana, 2020; Suandewi et al., 2019). Literacy reading and writing can underlie the mastery of other abilities. This makes literacy very important. Literacy can also create a society that is able to understand concepts and culture (Malik & Maemunah, 2020; Suandewi et al., 2019). This is what causes all members of Indonesian society to master this literacy in order to become citizens who can provide the country's progress.

In addition, the government also always strives to instill this ability through the national literacy movement so that it can be cultivated by all people (Kurnia & Astuti, 2017; Suyono et al., 2017). Reading and writing literacy activities are identical to reading and writing activities. This literacy also means the

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practice of social relations that are directly related to language, knowledge, and culture (Hadiansah & Sauri, 2021; Joyo, 2018; Putri et al., 2020). This literacy is said to be the ability to determine or identify and evaluate effectively to solve problems (Nopilda & Kristiawan, 2018; Wijayanti et al., 2020). This literacy can also create positive changes and support development. The meaning of reading and writing literacy is easier to understand as the information (Nopilda & Kristiawan, 2018; Quaicoe & Pata, 2020). Literacy reading and writing is the ability to communicate and proficiency in discourse. These skills are included in language skills as an ideal level that can be obtained through learning processes and activities (Strachan, 2015; Tse et al., 2013). In addition, this literacy is also obtained through the process of practicing to acquire this skill easily. Through the process of practicing one can have experience and understanding of skills, especially in literacy.

However, the current problem is that reading literacy skills, especially in understanding reading, are still relatively low when compared to other countries (Malik & Maemunah, 2020; Nurcholis & Istiningsih, 2021). The findings of previous research also reveal that there are still many students who have a lack of understanding of a reading (Fathiara et al., 2019; Handayani & Koeswati, 2020). In addition, based on the survey results, it was also found that Indonesia was ranked 62 which had a low literacy level (Mariamah et al., 2022; Yunita et al., 2017). This problem is also found in some schools. The results of observations at SD, Buleleng District, also found several problems. In understanding a reading, students have not been able to capture and pour ideas into good writing so they really need a stimulus in the form of a stimulus. In addition, the use of teaching materials is also said to be low so that student creativity also has an effect. The teacher is fixated on the verbal approach of the lecture method without using the media so that it has an impact on monotonous and boring learning. This is reinforced by research which reveals that inappropriate media and lack of media can make learning less innovative and affect student understanding (Gogahu & Prasetyo, 2020; Pramita et al., 2019). The lack of media also certainly makes students feel bored because they only listen to explanations and lack of learning resources (Ambaryani & Airlanda, 2017; Y. Wulandari et al., 2020). From these problems, it was revealed that learning to write in schools was also still relatively low, which could be seen from the results of student essays that were still far from satisfactory. The obstacle such as, the choice of words used is also not appropriate and the use of improper punctuation and inappropriate connecting sentences also reveals that students' low literacy.

The solution to the problem is the use of media or teaching materials that emphasize active student involvement. Tools that can be a source of messages for students can overcome problems such as using based digital scrapbook. The use of digital scrapbook needs to pay attention to the characteristics of students and goals so that it is more practical. Scrapbook-based digital books are in accordance with the characteristics of 21st century students who must be sensitive to technological developments (Azizah et al., 2020; Muslim et al., 2021; Tambunan & Sundari, 2020). The use of these teaching materials as a communication tool can also motivate students to acquire knowledge and answer students' curiosity which is the right step in increasing student understanding (Budiaman et al., 2021; Fitrianiayuningsih et al., 2020). A digital scrapbook is an electronic book that integrates images and text obtained from relevant sources designed with the help of software (Alfiah et al., 2018; Wusqo et al., 2021). This digital book can be a solution for everyone in improving literacy but in its development it is also necessary to pay attention to aspects of learning and students. Reading activities will be more fun if there are interesting things that can increase students' enthusiasm and understanding (Azizah et al., 2020; Uygarer & Uzunboylu, 2017). In addition, this book also integrates cognitive strategies so that it can influence students' understanding.

Previous research findings state that digital books are effectively used (Ozturk & Hill, 2020; Sargeant, 2015; Stover et al., 2016). Other findings also reveal that digital books are the best solution for students studying online (Bus et al., 2020; Riyanto et al., 2020). Other studies have also found that the use of media increases understanding (Tambunan et al., 2020; Wu & Chen, 2018). It was concluded that digital scrapbooks were the best solution to overcome learning problems, especially in literacy. There has been no study from previous researchers regarding the effect of scrapbook-based digital books on literacy in third grade elementary school students. The advantage of this Kapuk-based digital book is that it inserts an image and audio narration that stimulates students to learn. The purpose of this study is to analyze scrapbook-based digital books on literacy. It is hoped that scrapbook-based digital books will help improve students' literacy skills.

2. METHOD

This type of research is a quasi-experimental research using a nonequivalent post-test only control group design. This research was conducted at SD Negeri 1 Kampung Baru, SD Negeri 2 Kampung Baru, SD Negeri 4 Kampung Baru, SD Negeri 5 Kampung Baru and SD Negeri 7 Kampung Baru. The population of this study amounted to 105 third grade elementary school students. The sample of this

research is 58 students. SD Negeri 1 Kampung Baru is an experimental group with a total of 30 students, and SD Negeri 4 Kampung Baru is a control class with a total of 28 students. The method used to collect data is a test. The test method is used to determine students' understanding after being given treatment. The data collection instrument uses test questions, the grid is presented in Table 1.

Table 1. Grid of Literacy Ability Test Instruments Read and Write

No.	Aspect of Reading Literacy	Number of Questions
1.	Ability to retrieve information from text.	10
2.	The ability to develop interpretations by integrating various knowledge and connecting the details of the story with the main idea.	4
3.	Ability to reflect and evaluate the content of reading.	4
4.	Ability to form a broad understanding of the text.	2
	Total	**20**

The instrument was tested for item validity and reliability. Test the validity of the instrument using 4 experts. Content validity was analyzed by CVR and item validity with product moment correlation. Instrument reliability test through Cronbach Alpha. The result of the analysis is 0.920 until the instrument is reliable. The data analysis technique used is descriptive statistical analysis and inferential statistics. Descriptive analysis is used to process data on student learning outcomes after being treated. Inferential statistical analysis was used to test the hypothesis..

3. RESULT AND DISCUSSION

Result

The data used are students' literacy skills obtained from the experimental group and the control group. The results of descriptive statistical analysis showed that in the experimental class the minimum post-test score was 63 and the maximum was 78. The minimum post-test score for the control class was 61 and the maximum was 72. The results of the data description of literacy skills for the experimental group were 22 people in a high percentage of 75 %, as many as 8 people are in the moderate percentage, namely 25%. The results of the analysis of literacy skills for the experimental group are presented in Figure 1.
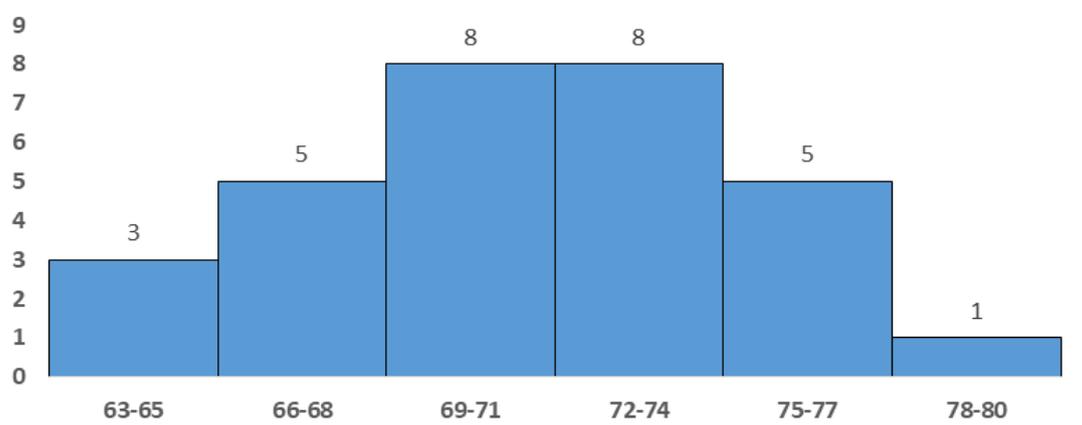

Figure 1. Histogram of Experimental Class Literacy Literacy Skills

Based on Figure 1, it was found that the literacy skills for the treated class or experimental class were in class 63-65 as many as 3 people, in class 66-68 as many as 5 people, in class 69-71 as many as 8 people, in class 72-74 as many as 8 people, in class 75-77 as many as 5 people, the last 5 people in class 78-80 as many as 1 person. The results of the data on literacy skills in the control group are 8 people in the high percentage of 20%, as many as 12 people are in the medium percentage, namely 60%, as many as 8 people are in the low percentage of 20%. The results of the analysis of literacy skills for the control group are presented in Figure 2.
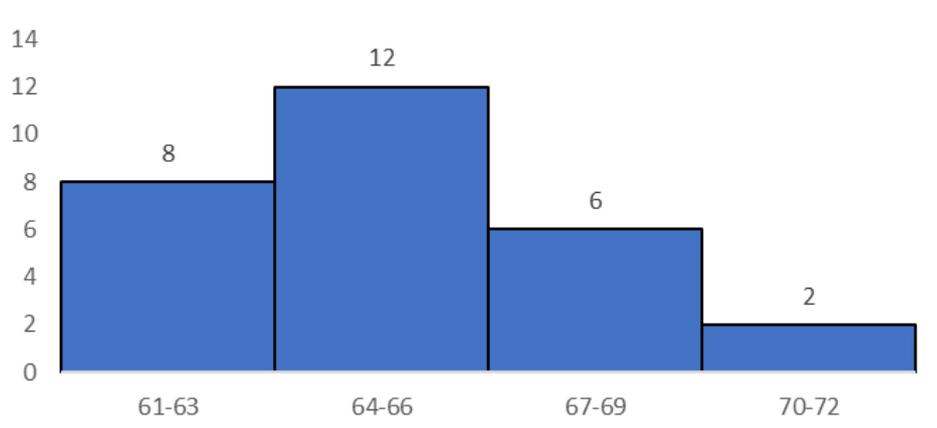
Figure 2. Histogram of Literacy Skills for Control Class

Normality test results using the Kolmogorov-Smirnov technique. The results of the normality test showed that the significance value was greater than alpha 0.05, so it could be concluded that the data were normally distributed. The results of the homogeneity test are that the statistical significance value is large from alpha 0.05, which is 0.273 so that the experimental and control groups are homogeneous. The results of the hypothesis test are that the average post-test score in the experimental class is 70.73 while the average post-test value in the control class is 65.21, meaning that the average post-test score in the experimental class is higher than the average post test scores in the control class. The results of the t-test are presented in Table 2.

Table 2. t-test results

	Class	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experiment Class (O1)	30	70.73	3.600	0.657
	Control Class (O2)	28	65.21	2.973	0.562

The results of the Independent samples test can be seen that the F value of the calculated Levenge test is 1.227 with a probability of 0.273 because the probability is > 0.05 then H1 is rejected, meaning that the average post-test value data in the experimental and control classes have the same variance (identical). Thus, the analysis of the different t-test must use the assumed equal variances. The t-value is 6.340 and the significant value is 0.000 <0.05. It was concluded that there was a significant difference between the average post-test scores in the experimental class and the control class.

Discussion

Based on the results of data analysis, it was found that there were differences in reading and writing literacy skills due to several factors including, scrapbook-based digital books can improve student literacy. Scrapbook-based digital books are in accordance with the material and are also adapted to the curriculum and student characteristics so that it is easier for students to understand the material. This digital book can also be a guide for students in carrying out learning activities so that they have an impact on the realization of learning goals (Fathoni & Marpanaji, 2018; V. Wulandari et al., 2019). The application of this digital book also creates interactive and challenging activities and helps students participate actively so that it has an impact on student development (Adnan et al., 2019; Korat et al., 2021). Previous research revealed that challenging learning activities can make it easier for students to understand the material so that it has an impact on literacy skills (Hadiansah & Sauri, 2021; Nurcholis & Istiningsih, 2021). Students who have this literacy will have skills in reading and writing which are used to understand information and analyze it so that they can develop students' potential and understanding (Cahyani et al., 2021; Suandewi et al., 2019). Understanding in reading is very important in this era because through understanding concepts, students will find it easier to provide solutions or overcome problems. This reading and writing literacy can increase a more meaningful understanding for students so that students can understand the context of life (Hadiansah & Sauri, 2021; Nurcholis & Istiningsih, 2021). Improving reading literacy can be seen from the students' ability to use written and understand reading text (Mutji & Suoth, 2021; Nurcholis & Istiningsih, 2021). The use of this scrapbook-based digital book can watch students learn so that they can improve their reading literacy skills.

Second, scrapbook-based digital books can increase students' enthusiasm for learning. Character-based digital books also have attractive designs and keep up with the times, thereby increasing students' learning motivation (Bus et al., 2020; Montero Küpper & Luna Alonso, 2019). The use of scrapbook-based digital books is able to motivate students. This is because digital books can make students gain knowledge and answer students' curiosity about the material by using technology to make it easier for students (Asrial et al., 2020; Astalini et al., 2021; Supriyadi et al., 2020). Learning tools are also one of the factors that can strengthen learning motivation. With increased motivation, it certainly has an impact on understanding and achieving goals (Rahmatsyah & Dwiningsih, 2021; Ummah et al., 2020). This motivation is a reflection of students' enjoyment and interest in participating in learning activities. Students who have motivation certainly have better abilities when compared to students who have less motivation (Nuryasana & Desiningrum, 2020; Pratama et al., 2019). This is of course because students will be more active in learning and have an impact on meaningful experiences (Sari et al., 2021; Sutrisno & Siswanto, 2016). Learning experiences will provide better learning outcomes. Learning activities also emphasize problems so that students can recognize a problem and find the right solution (Haris, 2022; Widodo & Kartikasari, 2017).

The findings of previous research also reveal that digital books are appropriate teaching materials (Muslim et al., 2021; Nana, 2020). Other findings reveal that digital books can improve understanding and learning outcomes (Perdana et al., 2021; Suarsana, 2021). The use of this digital-based book will certainly stimulate the spirit and mind of students to continue learning (Budiaman et al., 2021; Ozturk & Hill, 2020). It was concluded that scrapbook-based digital books were very appropriate to use. This scrapbook-based digital book is a solution that can improve students' literacy skills. Students are very compatible with the use of this media so that they can introduce material through digital books with many colors and images so as to increase student interest in reading and writing. Reading will be fun if there are interesting things in the reading so that students are better able to understand the meaning of the content of the reading. Students enjoy learning because this digital book involves students in real problems (Diarta et al., 2021; Montero Küpper & Luna Alonso, 2019). The implication of this research is that the use of scrapbook-based digital books has a positive impact because it can increase students' motivation and literacy. The use of this digital book can be a good solution for teachers to improve students' literacy.

4. CONCLUSION

The results of data analysis showed that there was a significant difference between the average post-test scores in the experimental class and the control class. The use of scrapbook-based digital books has a positive effect. It was concluded that scrapbook-based digital books could improve students' reading and writing literacy..

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