



ISSN:3026-0442

*Proceedings of the 1st International Conference on Education, Science
Technology And Health (ICONESTH 2023 Universitas Bina Bangsa
Getsempena, Dec 12-14, 2023, Banda Aceh, Indonesia)*

**Development of Fun Thinkers Book Media
On Theme 9 subtheme 1 Wealth of Energy Sources in
Energy Sources in Indonesia Class IV
kuta pasie primary school**

Fitriani¹, Musdiani², lala Septiona³, Riza Oktariana⁴, Liza Fidiawati⁵, Rossiana
Br Ginting⁶, Tengku Hartati⁷, Syarifah Salsabila⁸
^{1,2,3,4,5,6,7,8}Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia

corresponding email : fitriani@bbg.ac.id

ABSTRACT

This research and development is motivated by students in class IV during the teaching and learning process in class, students still seem less interested in learning as seen from their attention diverted such as chatting with friends, paying less attention to the teacher's explanation, students prefer to write, Teachers only use learning media such as whiteboards, student print books, without the presence of varied media. but the learning outcomes obtained are less than optimal and students also lack enthusiasm in learning. The purpose of this study was to produce fun thinkers book media and determine the level of validation of fun thinker book media on the material of the wealth of energy sources in Indonesia. The data collection techniques in this study were observation, validation, questionnaire, test (post-test and pre-test). The research instruments used in this study are validation sheets (media experts), validation sheets (material experts), validation sheets (linguists) questionnaires (teacher and student responses), test questions. The results of the development of fun thinkers book media on the subtheme of the wealth of energy sources in Indonesia that have been developed in this study have very feasible results to be used as teaching materials in the learning process. Based on the results of product validation by validators obtained media expert validation 96% material expert validation 96% language expert validation 93% with the criteria "very feasible" While the data from the teacher's response obtained a score of 94% student response questionnaire 94% with the criteria "very feasible" and test results 74% get the category "effective enough" to be used, student activities

during learning activities, and student responses in learning are positive. Student learning outcomes after participating in learning using Fun thinkers book media also increased.

Keywords: *Development, learning media, science, Fun thinkers book.*

INTRODUCTION

Education is the most important thing for every human being, because education can develop the potential that humans have in the implementation of learning to create a generation of people who are qualified and intellectual. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, personality self-control, intelligence, noble morals, and skills needed by themselves, society, nation and state (Ministry of National Education 2003 :1)

Natural Sciences studied in elementary school certainly have a purpose. There are several objectives for studying science in elementary school according to the National Education Standards Agency, including growing knowledge and understanding of science concepts, cultivating curiosity and process skills for investigating the environment, solving problems and making decisions (Tias, 2017: 51). Science in elementary schools must be taught in an interesting way to create students' curiosity in learning about nature, because nature is where humans live their lives.

In the learning process, teachers can directly influence and improve students' intelligence and skills with the goals they want to achieve. Media is an intermediary in learning. A teacher must use learning media so that students can easily understand the material, as well as so that the learning process can run well and be interesting.

(Sudjana and Rivai 2013:2) state that learning media can improve student learning outcomes. The use of interesting learning media can increase students' enthusiasm for learning so that they can achieve learning goals and gain learning achievement.

Based on the problems above, researchers took the initiative to develop a science learning media. The hope is that they can create innovative and interesting science learning, so that the media can make it easier for students to understand the learning material in a fun way. The media developed by researchers is the fun thinkers book media

Gordon (in Kurniawati, 2017 : 656) stated "Media fun thinkers book is a book that is packaged to make the learning process more enjoyable, where the results according to the table determining qualifications are very worthy qualifications.

Therefore, researchers want to develop a fun thinkers book media that can be tested on students. With this fun thinkers book media, it is hoped that students will understand the subject better and can increase students' insight and interest in learning. Apart from that, it is hoped that the learning process using fun thinkers book media can increase students' interest and attention in the learning process.

METHODS

The type of research used in this research is development research (Research and Development) is a research method used to produce certain products and test the effectiveness of these products (Sugiyono, 2013: 297) This research aims to create a product, either in the form of a new product that has not been created at all or a product that has existed before but was developed again by making certain innovations. In this study, the resulting product is to develop a Fun thinkers book learning media product which will be able to assist in the learning process on theme 9 subtheme 1 Wealth of energy sources in Indonesia.

At the stage of media development Fun thinkers book developed using the ADDIE model consists of five steps as stated by Sugiyono (2015: 200) which includes analysis (analysis), design (design), development (development), implementation (implementation), and evaluation (evaluation). The reason for choosing the ADDIE model in developing a media product can make it easier to carry out a development that produces products in the form of learning media.

The fun thinkers book media development procedure consists of the following 5 steps

Stage 1 : Analysis

The needs analysis was carried out by observing the students of Kuta Pasie State Elementary School. Through these observations, the researcher found out that at Kuta Pasie State Elementary School does not yet use media in its learning carried out in the classroom, sometimes the teacher only relies on the learning book, as a forum for discussing the material to be taught. Children are still less interested in learning, there are some students who still do not understand the material being taught, and are less active in learning.

Based on the results of observations, researchers are interested in developing fun thinkers book media based on the findings of the analysis so that later students can be more active in learning which can make students enthusiastic and can understand learning material well during the learning process. Media fun thinkers book is a set of books that are packaged to create learning activities to be more fun with the help of wooden frames.

Stage 2 : Design

Making a fun thinkers book media design that will be made using the canva application. Canva is a design tool that provides many interesting templates in

the learning process, starting to create logos, media designs, banner banners and so on.

The steps for making in the learning media preparation stage include.

- a. Created the front cover of the fun thinkers book with a design created using the canva application.
- b. Creating instructions for using the Fun Thinkers Book media
- c. Determine the basic competencies, indicators and learning objectives in accordance with theme 9 subtheme 1 material on the wealth of energy sources in Indonesia.
- d. Determining the table of contents
- e. Making Energy and Energy Sources materials
- f. Make quiz boxes in the form of questions and answers where each page consists of 9 boxes, the left side of the question page and the right side of the answer page. Each box is filled with learning materials.
- g. Fun Thinkers Book media is ready to be printed with A4 size.
- h. Made a frame from plywood into a box frame, then painted it brown.
- i. Made a frame from plywood into a box frame, then painted it brown.
- j. Make tiles with 2 sides, number on the front and color on the back made of plywood.

Stage 3 : Development

After the researcher has finished designing the fun thinkers book media using the Canva application, the next stage is media testing, namely with media experts, material experts and linguists by assessing and providing suggestions for fun thinkers book media by filling out a questionnaire sheet assessing the feasibility of fun thinkers book media as well as suggestions and comments so that the media developed is very suitable for use.

This research basically only focuses on media development, namely fun thinkers book learning media in science learning, with theme 9 subtheme 1, science learning with material on the wealth of energy sources in Indonesia. Therefore, at this stage the researcher makes stages of post-test and pre-test questions for students to test the level of understanding whether it increases after using the learning media that has been developed or not at all. So this research is to develop learning media and test the feasibility of media in teaching and learning activities.

Stage 4 : Implementation

activities at the implementation stage to apply the fun thinkers book media on the material of the wealth of energy sources in Indonesia. The implementation stage aims to guide students to achieve learning objectives, This application also aims to determine the effect of using the fun thinkers book media that has been developed. This implementation stage is carried out after obtaining validity status from expert validators, namely media experts, material experts, linguists and seeing teacher and student responses to the developed media.

Stage 5 : Evaluation

This evaluation stage is the final stage of developing learning media with the ADDIE model. At this stage researchers make final stage revisions to the learning media developed. The evaluation stage is a process to see whether the media that has been developed has succeeded in achieving learning objectives or not.

The validity of the fun thinkers book media is tested by lecturers who are experts in their fields.

RESULTS AND DISCUSSION

This research was conducted at Kuta Pasie State Elementary School on September 2, 2023 until the completion of the researchers applied the fun thinkers book media to science learning material on the wealth of energy sources in Indonesia class IV Kuta Pasie State Elementary School with 25 students.

The initial stage carried out by researchers by conducting an analysis stage in the process of searching for information that occurs in the field, at this stage the researcher makes observations and observations by collecting material on the wealth of energy sources in Indonesia. researchers made observations and observations by collecting information in class IV Kuta Pasie elementary school related to problems in the classroom, 1. in the learning process the teacher still uses the theme book 2. in the learning process found a lack of learning media. then an interesting learning media development is needed, namely learning media. fun thinkers book that can be used as one of the learning media on the material of the wealth of energy sources in Indonesia.

1. Learning Media Validation Results

The results of the validation of science learning media on energy resource wealth in Indonesia using the fun thinkers book media were obtained through validation from validation experts, namely there was media expert validation, material expert validation and language expert validation. This validation aims to find out the opinion of media experts regarding the suitability of the product and as a basis for improving and improving the quality of learning media. This validation is carried out by providing media and validation sheets to media experts. The results of the 3 validators are:

a). Media Expert.

Media experts obtained a total score of 96 from 20 statements. The total of the maximum score can be calculated based on the largest Likert scale score multiplied by the number of statement items, so that the maximum score is obtained as follows. $5 \times 20 = 100$. After that is obtained, it can be entered directly into the formula as below.

$$P = \frac{96}{100} \times 100 \% = 96 \%$$

After being converted to the eligibility criteria table, the results show the criteria “Very Eligible”

b). Materials Expert

The material expert obtained a total score of 53 from 10 statements. The maximum total score can be calculated based on the largest Likert scale score multiplied by the number of statement items. So that the maximum score is $5 \times 11 = 55$. After that is obtained, it can be entered directly into the formula as below.

$$P = \frac{53}{55} = 100 \% = 96\%$$

After being converted to the eligibility criteria table, the results show the criteria “Very Eligible”

c). Linguist

The total score obtained was 28 from 6 questions. The total maximum score can be calculated based on the largest Likert scale score multiplied by the number of statement items so that a maximum score of $5 \times 6 = 30$ is obtained. Once this is obtained, it can be directly entered into the formula as below

$$P = \frac{28}{30} = 100 \% = 93 \%$$

After being converted to the eligibility criteria table, the results show the criteria “Very Eligible”

d). Teacher Response Questionnaire

The total score obtained was 75 from 16 questions. The total maximum score can be calculated based on the largest Likert scale score multiplied by the number of questions, so that a maximum score of $5 \times 16 = 80$ is obtained. Once this is obtained, it can be directly entered into the formula as below:

$$P = \frac{75}{80} = 100 \% = 94 \%$$

After being converted to the eligibility criteria table, the results show the criteria “Very Eligible”

e). Student Response Questionnaire

Total score: 189

Highest points: 1

Number of statements: 8

Number of respondents: 25

$$\text{Percentage} = \frac{189}{1 \times 8 \times 25} \times 100 \% = \frac{189}{200} \times 100\% = 94\%$$

The total score obtained from the student response questionnaire was 25 respondents from class IV students at State Elementary School Kuta Pasie "Very Decent"

Manuscript should be typed using Microsoft Word. The font used throughout the paper is Times New Roman. The paper size is B5 (JIS) (i.e. 10.12" x 14.33"), one-column format with a 1.8" margin at the top, a 1.18" margin at the bottom, a 1.3" margins on the left and 1.06" margins on the right. Lines are no spacing and justified. Page numbers are centered in the text and positioned at the bottom.

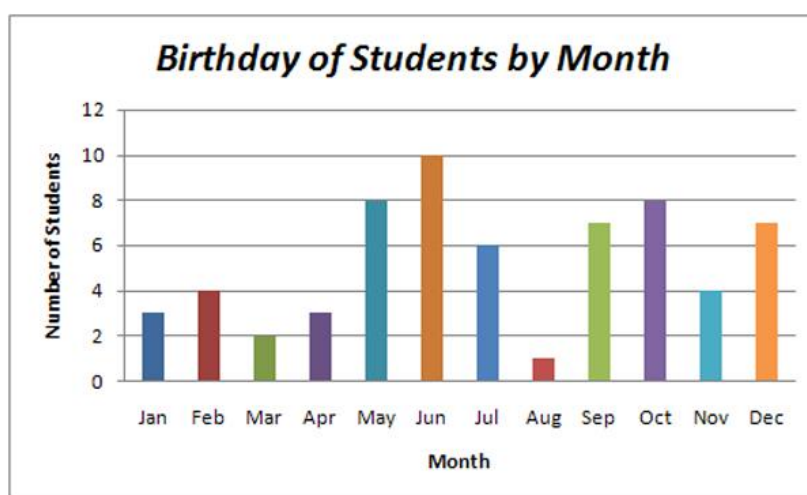


Figure 1. Title of figure.

CONCLUSION

1. The fun thinkers book media design in science learning was designed using the canva application, starting from determining appropriate and attractive writing, images, colors. This fun thinkers book media is also equipped with a wooden frame The process of developing fun thinkers book learning media on the wealth of energy resources in Indonesia can attract students' attention so that it can create enthusiasm for learning in class IV of Kuta Pasie state elementary school. By using the ADDIE model, which has 5 stages, namely: Analysis, design, development, implementation, and evaluation.
2. The results of the feasibility test for the fun thinkers book learning media which has been developed are based on media expert validation results of 96%, material expert validation results of 96%, language expert validation

results of 93%, the teacher response questionnaire obtained a score of 94% and students obtained 94% indicating the criteria "very feasible" towards the media being developed

ACKNOWLEDGEMENT

1. Mrs. Dr. Lili Kasmini, M.Si as Chancellor of Bina Bangsa Getsempena University.
2. Mrs. Dr. Rita Novita, M.Pd as Deputy Chancellor I of the Faculty of Teacher Training and Education, Getsempena Bina Bangsa University.
3. Mr. Helminsyah, M.Pd as head of the Elementary School Teacher Education Study Program at Bina Bangsa Getsempena University.
4. Mr. Dr. Drs. Musdiani, M. Pd as supervisor I who has guided the author and took the time to guide the author in completing this thesis.
5. Mrs. Fitriani, M.Pd as supervisor II lecturer who has guided the author and took the time to guide the author in completing this thesis.
6. To the lecturers of the Primary School Teacher Education Study Program at Bina Bangsa Getsempena University who have guided and provided assistance so that the author can complete this thesis.
7. All parties that the researcher cannot mention one by one who have provided sincere assistance, understanding, prayers and suggestions.

REFERENCES

- Mustaghfiroh, S. (2020). The concept of "freedom to learn" from John Dewey's progressivism perspective. *Journal of Teacher and Learning Studies*, 3(1), 141-147.
- Noor,T. (2018). Formulation of national education objectives article 3 of the national education system law No. 20 of 2003. *Wahana for scientific educational work*, 3(01)
- Arsyah, A. (2021). Learning media development a fun Thinkers Book on Subtheme 1 National Events during the Colonial Period for Class V SDN 66 Payakumbuh (*Doctoral dissertation, Riau Islamic University*)
- Yuanta,F. (2020). Development of social science learning video media for elementary school students. *Trapsila: Journal of Basic Education*, 1(02), 91-100.
- Saodah, S., Pratiwi, A. R., Pratiwi, S. A., & Halimah, S. (2020). Use of Media in Elementary Civics Learning. *PANDAWA*, 2(3), 386-395.
- Umar, U. (2017). Educational media: Its role and function in learning. *Tarbawiyah: Educational Scientific Journal*, 11(01), 131-144
- Aprilia, W., Apreasta, L., & Prasetyo, D. E. (2021). Developing a Textbook Based on a Problem Based Learning Model on Subtheme 1 Wealth of

Energy Resources in Indonesia in class IV Elementary School. INNOVATIVE: Journal Of Social Science Research, 1(2), 48-54.

Widia Astuti, Development of Simple Media on Energy Materials and Their Changes, (New Week: UIN Sultan Syarif Kasim Riau, 2021) p 40

Khair, N. A. N. M. (2020). THE INFLUENCE OF THE USE OF FUN THINKERS BOOK LEARNING MEDIA ON LEARNING OUTCOMES OF CLASS IV STUDENTS ON THE THEME OF THE BEAUTIFUL DIVERSITY IN MY COUNTRY IN MIN 5 BANJAR MASIN CITY

National, D. P. (2006). Source of Science; Department of National Education, Competency Standards and Basic Competencies of Natural Science SD/MI.