



IMPROVING THE READING SKILLS OF ELEMENTARY SCHOOL STUDENTS WITH BIG BOOK LEARNING MEDIA IN CIKUYA BREBES VILLAGE

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ARTICLE INFO

Article History:

Received Dec, 29, 2020

Accepted Dec, 30, 2020

Available Dec, 31 2020

Keywords:

Big Book,
Learning Media,
Reading Skills

ABSTRACT

Kegiatan pengabdian masyarakat ini dilakukan oleh tim pengabdian Mahasiswa Kuliah Kerja Nyata Universitas Negeri Semarang (KKN UNNES). Pengabdian ini berlokasi di Desa Cikuya, Kecamatan Banjarharjo, Kabupaten Brebes yang sekaligus menjadi tempat atau domisili mahasiswa yang sedang melaksanakan Kuliah Kerja Nyata Bersama Melawan Covid-19 atau KKN BMC UNNES 2020. Membaca yang bukan sekadar melihat huruf dan tulisan, melainkan membaca dengan media pembelajaran buku bergambar untuk memudahkan siswa memahami bacaan yang dinamakan dengan media pembelajaran Big book. Manfaat dari pembelajar menggunakan media Big book ini bisa langsung dapat dirasakan siswa, terutama pada siswa pemula kelas satu yang belum mahir melafalkan kosa kata. Metode yang dilakukan dalam pembelajaran ini menggunakan metode ceramah dan tanya jawab, serta diskusi dan praktik langsung. Evaluasi dari kegiatan yang dilakukan dalam pengabdian kepada masyarakat ini adalah dari aspek pengetahuan dan keterampilan.

This community service activity was carried out by the student service team of The Real Work Lecture of Semarang State University (KKN UNNES). This service is located in Cikuya Village, Banjarharjo District, Brebes Regency which is also a place or domicile of students who are conducting a Real Work Together Lecture Against Covid-19 or KKN BMC UNNES 2020. Reading that is not just looking at letters and writing, but reading with illustrated book learning media to make it easier for students to understand the reading called big book learning media. The benefits of learning using big book media can be directly felt by students, especially in first graders who are not yet proficient in reciting vocabulary. This method of learning uses lectures and question and answer methods, as well as direct discussions and practices. Evaluation of the activities carried out in this community service is from the aspect of knowledge and skills.

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INTRODUCTION

Cikuya is a village in Banjarharjo subdistrict, Brebes district, Central Java, Indonesia, this village is divided into 4 Main Education and 8 Small Pedukuhan namely Dukuh Kopi, Dukuh Cariyang, Dukuh Nanggerang, Dukuh Cikuya Hilir, Karangsuwung, Parenca, Cariu, Tegalpacing, Nyodor, Bureyeung, Cikuya Kubang and Ciheleut. Cikuya village is geographically located 200 meters above sea level, located 35 km from the district capital and 4 km from Banjarharjo subdistrict. As a village located at the western end of Brebes Regency along with other villages directly adjacent to the area of two districts at once, namely Kuningan Regency and Cirebon Regency. Therefore, Cikuya Village has the characteristics of Sundanese culture or at least daily communication with Sundanese language.

Cikuya Village is a village that is expanded or undergoing an expansion program from Malahayu Village and is a former area of Malahayu Village with the basis of expansion aimed at effective development, in terms of the region and the population is the fifth largest of the 25 villages in Banjarharjo subdistrict. Cikuya Village area is divided into 4 main institutions and 8 small institutions whose territory varies both in area and population. This study was led by 5 sub-village heads and 7 Rw Chairmen, plus 28 RT Chairmen. The most populous shaman is Dukuh Cikuya led by 2 sub-village heads, Dukuh Kopi by 1 village head, Nanggerang shaman and Cariyang shaman by each of the 1 sub-village heads.

Like a village, cikuya village government has a village government office located in Dukuh Kopi. Led by a village head named A.Sekod, Cikuya Village is working continuously to make development in all fields. The economic condition of cikuya village community is actually less fortunate when viewed from the majority of people working as farmers. Agricultural land owned by 100% dry land that relies on rainfall every year. Actually, the location of Malahayu Reservoir that is able to irrigate the agricultural area of 3 sub-districts is only 2 km away from this village, but the villagers of Cikuya have not been able to enjoy the benefits of irrigation from this reservoir. In the slightest, no irrigation channels sourced from this reservoir can irrigate the agricultural area of Cikuya village. We, as new villagers are satisfied just passed through bitter and very enviable. Therefore, new people can grow crops only when the rainy season arrives. Harvest only once a year if successful.

This condition causes almost 60% of cikuya villagers are urban people who travel to various cities to find work as rough porters or freelance day laborers. This condition is what happens in Cikuya Village. The concerns of the government and various elements of the

community with the condition of the village have not been able to move the wheels of the economy significantly. It takes accelerated development so that the community immediately exits this issue.

With the situation that we know together that at the beginning of 2020, Indonesia or even in some parts of the world is grieving greatly with the outbreak that is attacking its people. Is the coronavirus or covid-19 that became the most uproar scourge in various levels of the world affected by this outbreak. The covid-19 pandemic is not only detrimental to the economy in various affected countries, but the world of education is also affected. Because some systems recommended by the government, especially in Indonesia that implement a home learning system is really very less effective for students of various levels.

The COVID-19 pandemic has prevented teaching and learning activities in schools from running properly. In order to reduce the risk of the spread of COVID-19 formal educational institutions require their students to learn from home. This of course affects the optimization of student learning outcomes that can be achieved, including reading skills. Students who have difficulty reading will be constrained in following and understanding the various learnings described in the book, so it can be said that reading skills are an important aspect that every student should have. Therefore, these skills really need to get special attention from each teacher. When learning is done at home, teachers cannot directly monitor the progress of their students. Related to the problem, this student service activity in the form of learning assistance from home.

Some things that can help in reading learning, namely (1) using images as a tool, (2) giving questions, (3) showing the title and asking students to guess it and (4) reading sentences are not too long so that it is easy for students to understand and not confuse students. (Pity K.E. Suyanto. Yuniati, 2014). To support this, the use of Big Book media is considered very suitable in the application and learning process of reading students who are in fact elementary school novice students in cikuya village, Banjarharjo sub-district, Brebes district, as evidenced by some of the interest of students who follow the reading lessons carried out.

PROBLEM

The COVID-19 pandemic has prevented teaching and learning activities in schools from running properly. In order to reduce the risk of the spread of COVID-19 formal educational institutions require their students to learn from home. This condition also occurs in teaching and learning activities at elementary school in Cikuya Brebes Village. This of course affects the optimization of student learning outcomes that can be achieved, including reading skills. Students who have difficulty

reading will be constrained in following and understanding the various learnings described in the book, so it can be said that reading skills are an important aspect that every student must have. Therefore, these skills really need to get special attention from each teacher. When learning is done at home, teachers cannot directly monitor the progress of their students. Related to the problem, this student service activity in the form of learning assistance from home.

METHOD

In this process of devotion, students' learning problems in the aspect of reading skills become the main target. Based on the results of interviews with parents and observations, it was concluded that the students considered reading to be a tedious activity. Therefore, students innovate to carry out learning mentoring activities that focus on improving students' reading skills through big book media. Methods carried out include lectures and Q&A.

The first stage is the preparation stage. Students prepare a place and learning media in the form of a big book created based on the theme 1 Myself Big book is created with a pop-up book on one of the pages to increase the enthusiasm of reading students. The big book used contains simple stories and easy to understand by students.

The second stage is the implementation stage, at this stage the students are encouraged to always wear masks. Learning begins with praying activities, then students give motivation and appreciation so that students follow the spirit of learning. Students show and explain about learning using big book media. After that, students read the contents of the story first, while the students listened carefully. For the next step, several student representatives were asked to come forward and reread the story. To find out the level of students' understanding of reading, students ask questions about the content of the story in the big book.

The third stage is the evaluation stage which is the last stage of the implementation of this devotion. This stage is carried out by: a) assessing students' ability in reading skills, b) assessing the level of students' understanding of the content of the story, c) assessing the level of attendance of participants during home learning mentoring activities.

RESULTS AND DISCUSSIONS

The tutoring activity was carried out by one of the students of Semarang State University in Cikuya village, Banjarharjo district, Brebes regency, followed by 10 students. Tutoring activities last 3x a week during KKN but to read using Big book media lasts for 2 days, namely on July 26, 2020, learning to read without big book media and July 27, 2020 using big book media.

The tutoring participants consisted of first grade and second grade elementary school. During the guidance of learning and learning to read, at school and at home before students quickly feel saturated because all they face is a monotonous writing, then students have an idea by reading using the big book media to attract the attention and spirit of students in learning to read. On the use of big book media students give students the opportunity to ask questions, argue, and enable tutoring in reading each page.

The frequency of attendance of tutoring participants each meeting increases because there are always new things and ice breaking per meeting. During the tutoring, students are very active in participating in activities. They pay close attention to the story, then each child is asked a question to read the big book aloud.



Figure 1. Introduction to Upin and Ipin Figures.



Figure 2. Introduction to big book media comes with pop ups



Figure 3. Read the contents of the big book from student representatives

Based on student monitoring, it turns out that children who learn to read using big book media further

improve their ability and spirit in reading. This can be seen when students ask about the content of readings contained in the big book children immediately enthusiastically read it aloud. Students' ability to practice reading using big book media can understand the material and content of the story quickly.

The results of student practice in utilizing the big book media as a tool to help the guidance of reading learning is quite good. The success of tutoring activities using big book media on reading learning is supported by several factors including 1) Motivation, 2) Parents of students, 3) Reading materials. Students' motivation to read has a big influence on students' reading skills. Students who have motivation or encouragement to read then the results of their reading skills are also very good. This can be seen from the attention of students who have a high motivation to read proven by the student will pay attention to students who are providing tutoring. Another factor that affects students' reading skills is related to reading materials or the contents of the big book. Reading materials are very influential on reading skills, reading materials that are difficult to understand the content makes students reluctant to read them. Instead, reading materials that contain simple and easy-to-understand stories by students will attract attention and interest to read them. Accordingly, the story contained in the big book is a short and simple story and easy to understand by early grader who at the early reader stage, to be more interesting with the addition of cartoon themes that are usually widely liked among children.

CONCLUSION

Big book is a short and simple story that is easy for early grader to understand which in the early reader stage to be more interesting with the addition of cartoon themes that are usually widely liked among children. Community service activities to improve the reading skills of elementary school students are carried out by lecture and question and answer methods through 3 stages in the implementation of learning guidance using the big book. The first stage is the preparation stage; the Big book is created with a pop-up book on one of the pages to increase the enthusiasm of reading students. The big book used contains simple stories and easy to understand by students. The second stage is the implementation stage, explaining about learning using big book media. Next, students read the contents of the story first, while the students listened carefully. Afterwards, several student representatives were asked to come forward and reread the story. The last stage is the evaluation stage which is the level of understanding of students after going through the learning process using the big book.

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