

Development of Material Teaching of Health in Physical Education Classes for Students in Elementary School

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Abstract

The results of field observations have not found any teaching materials that are devoted to health education materials in the lower grades of elementary school. This study aims to produce a product of teaching materials for health education materials to be implemented in physical education subjects, sports and health for low grade elementary school levels. The research method used is research development or Research & Development. The product development process has the following steps; (1) Needs analysis, (2) Preparation of initial product draft, (3) Validation by experts, (4) Revision of initial product draft, (5) Product trial, (6) Product revision, (7) Product feasibility test, (8) Final product revision, (9) Final product. The instrument in this study was using a questionnaire. The result of expert validation from the initial product draft was 79.7%. The results of the analysis of the product feasibility assessment in the first product trial was 87.6%. The product trial II received an assessment of 87.3%, and the feasibility test received a percentage rating of 86.7%. The results of the analysis in terms of product acceptability in the first product trial were 87.6%. The product trial II got a percentage value of 87.3%, and the feasibility test got a percentage value of 86.7%. The conclusion is that the product development of health education teaching materials is appropriate to be used in the implementation of physical education subjects, sports and health in health education materials for students in grades I, II, and III at the elementary school level.

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INTRODUCTION

Advances in technology, mindset, social, culture, and so on cannot be separated from the educational process. Through education, good values can be instilled in humans and provide useful knowledge for their lives now and in the future so that they are expected to grow and develop into quality human beings (Alpian et al., 2019).

A physical education teacher must master practical and theoretical knowledge about the subject matter to be delivered. The subject matter is obtained from various teaching materials such as from books, websites, e-books, modules, etc (Helmi, 2015).

Learning resources are basically media in the form of teaching materials and are used by students and teachers which function to facilitate a learning process in order to achieve learning objectives optimally. (Ashfahany et al., 2017). Teaching materials are domiciled as guide materials that will be used for the process of achieving learning outcomes or goals (Divan, 2018).

In relation to health education in lower grades at the elementary school level, physical education learning is included in the thematic terinteratif. So the materials in learning are interrelated with other materials. Themes that exist at that time will be integrated into the learning materials being taught (Anshory et al., 2017).

An explanation from the physical education teachers interviewed, the teacher's book used in health materials only contains material to be delivered, such as examples of Core Competencies and Basic Competencies used, learning objectives, steps for learning activities, assessment instruments and so on. All of that is to assist teachers in making Lesson Plans in order to carry out effective learning. The student book contains material from all the subjects taught for the class because it is included in the integrated thematic.

Especially for the health education material in the theme books for class I, II, III, there is still too little material in it. The teacher complained that there was too little material in the student books, especially in learning about health, even though the student book was the main guide for students to learn. In addition, the physical education teacher

also mentioned that there were too few supporting pictures illustrating the health materials used in each class.

Especially for the lower class which in fact there are still many students who have limitations in terms of reading and writing. The use of interesting and appropriate images will greatly help students to understand the material provided (Suciliyana & Rahman, 2020). The following are low grade Health Education materials in the theme book used.

Table 1. Health Education Materials in Class I Theme Books

| Class | KD | Materials |
|-------|-----|--|
| I | | know the five senses |
| | 3.8 | Know the parts of the body that can and cannot be touched. |
| | 4.8 | Keeping skin, hair and nails clean Keep clothes clean. |

(Hendrifiana et al., 2017)

Table 2. Health Education Materials in Class II Theme Books

| Class | KD | Materials |
|-------|-----|---|
| II | 3.8 | There is no material in this KD |
| | 4.8 | |
| | 3.9 | Keeping the home and school environment clean |
| | 4.9 | |

(Faisal, 2017)

Table 3. Health Education Materials in Class III Theme Books

| Class | KD | Materials |
|-------------|-----|-------------------------------|
| III (Three) | 3.8 | benefits of rest |
| | 4.8 | Holidays activity |
| | 3.9 | Healthy and nutritious food |
| | 4.9 | Healthy and nutritious snacks |

(Muhibba & Assagaf, 2018)

The health education material in the form of core competencies and basic competencies, it is explained that for the second grade there are 4 KD on Health Education, namely KD 3.8, 3.9, 4.8, and 4.9, but in the theme book used at this time there are only two KD namely KD 3.9 and KD 4.9. So in other words, the current theme book has not been

able to fulfill the material from all the Basic Competencies contained in Permendikbud No. 38 of 2018. In addition to the theme book, there are also some teachers who have additional books to support the main manual book.

The results of field observations, additional books that are in accordance with the current curriculum, namely the 2013 curriculum, are books published by Erlangga. There was only one school out of the six schools that was observed using supplementary books according to the curriculum, namely Tunas Harum Bangsa elementary school.

The physical education teacher who uses the book said that this book has advantages, namely that this book contains a barcode that can be scanned by cellphones and contains learning videos and provides more pictures than theme books. However, this book also has its drawbacks, namely there are still too many reading texts and the use of language that is less communicative so that it is still difficult for students to study in grades I, II, and III, and the book is not a thematic book.

Another additional book is the physical education book for the KTSP curriculum. Teachers use this book only if there is material that is still in accordance with the main material to be delivered. The 2013 curriculum and the KTSP curriculum, especially for health education materials, there are many differences. Therefore, the use of the physical education KTSP book is very inappropriate if it is used for health education materials for now. So in other words, these additional books are still unable to meet the specific needs of health education materials for grades I, II, and III at the elementary school level.

The level of literacy about health is very influential about health itself. If education about health is low then the level of health will be low too. To overcome the problem of lack of literacy about health, a strategy can be used to create a media that is easy to use and understand by those who still have difficulty in reading and arithmetic. (Van Der Heide et al., 2013).

Health education is very influential on the understanding of students regarding the problem of maintaining health (Pasongli, 2018). Therefore, it is necessary to develop teaching materials to overcome these problems. With this development, it is directed to get teaching materials that are more

effective, efficient, and productive (Saputra & Faizah, 2017).

Researchers are interested in developing teaching materials for health education curriculum 2013 so that students will more easily understand the subject matter presented and the objectives of the learning will be achieved optimally. Based on this idea, the researcher wants to raise this research with the title "Development of Health Education Teaching Materials in Physical Education, Sports and Health for Lower Grade Elementary School Students".

METHODS

The research design used in this study used a research and development design. This study uses research and development methods to develop products for health education teaching materials in lower grades at the elementary school level.

The data in this study uses a mix method where there is qualitative data and there is quantitative data in the research procedure. Qualitative data were obtained from literature review, observation and interviews, while quantitative data were obtained from expert assessment questionnaires.

This development research procedure is carried out through the following steps: 1) Needs analysis is carried out by means of literature review, observation, and interviews in order to find out the problems that exist in the field related to health education in elementary schools, especially in low grades, 2) Designing an initial product draft in the form of developing health education teaching materials for lower grades in elementary schools that are adapted to the results of the needs analysis, 3) Expert validation by three experts, namely learning experts, namely Sumadi, S.Pd. (Head of KKG physical education, Central Semarang District), health education expert, namely Buyung Kusumawardhana, S.Pd., M.Kes (PJKR UPGRIS Lecturer), and learning media experts, namely Rustantiningsih, S.Pd., M.Pd. (PAK team promotion of civil servants in Semarang City), 4) Revise the initial product draft after getting an expert assessment, 5) Product trials consisting of product trials I and product II trials were carried out in a low class in one school, namely

Karangkidul Elementary school, 6) Revision after getting results from product trials, 7) The product feasibility test was carried out in low-class schools in three schools, namely Gabahan Elementary school, Kembang Sari 01 Elementary school, and Bangunharjo Elementary school, 8) Final product revision based on the results of the due diligence, 9) After conducting a series of trials and receiving assessments and suggestions from experts and physical education teachers, the final results of health education teaching materials in physical education, sports and health for low grade students in elementary schools were obtained.

The product development model for educational teaching materials was tested three times, namely product I trial, product II trial, and product feasibility test. The trial was conducted to determine the effectiveness of the product assessed by experts and physical education teachers, namely about the feasibility of content, presentation feasibility, language feasibility, and graphic feasibility. In addition, it is also used to determine the response of students to the product being developed.

The final result of the analysis of this questionnaire test is expressed by:

$$NP = \frac{n}{N} \times 100\%$$

Information:

- NP : Searched Value
- n : Acquired Value
- N : Maximum Value

Questionnaire eligibility criteria can be seen in the table :

Table 4. Percentage Classification

| Percentage | Category | Mean |
|------------|-----------------|--------------------|
| 0 – 20 | Not Good | Thrown away |
| 20.1 – 40 | Not Good Enough | Fixed |
| 40.1 – 70 | Good Enough | Used (conditional) |
| 70.1 – 90 | Good | Used |
| 90.1 – 100 | Very Good | Used |

(Ali, 2013)

RESULT AND DISCUSSION

The products produced in this study are health education teaching materials which are

implemented in sports and health physical education subjects for lower grades at the elementary school level.

The data obtained from filling out questionnaires by learning experts, health education experts and learning media experts are guidelines for stating the feasibility of developing teaching materials products to be used in trials. The following is the result of filling out a questionnaire from the experts.

Table 5. Data on Questionnaire Filling from Experts on Initial Product Drafts

| No | Expert | Average | Percentage |
|---------|--------------------------|---------|------------|
| 1 | learning experts | 4.14 | 82.7 |
| 2 | health education experts | 3.86 | 77.3 |
| 3 | learning media experts | 3.95 | 79.1 |
| Average | | 3.98 | 79.7 |

The table above is the average score of the assessment obtained from the experts. The average score obtained is 3.98 (three point nine eight) and has an average percentage of 79.7%. Based on the criteria previously determined, the average assessment of the experts meets the "good" criteria. So it can be concluded that the product development model of health education teaching materials for grades I, II, and III in elementary schools can be tested in product trial I.

After being validated by experts and revised, the product was tested on a limited number of students in class I, II, and III Karangkidul Elementary School at Semarang City. This trial was carried out to determine the effectiveness and acceptability of the product to students. The number of research samples was 23 students who were divided into three classes, namely class I, II, and III. Subjects were taken randomly from 51 total students in grades I, II, and III.

The trial of product I on the product development model of health education teaching materials was carried out by means of researchers carrying out teaching and learning activities (KBM) in each class using the developed product. The following are the results of filling out questionnaires by experts on the results of product I trials:

Table 6. Data for Filling Out Questionnaires of Experts on the Results of Product Trial I

| No | Expert | Average | Percentage |
|---------|--------------------------|---------|------------|
| 1 | learning experts | 4.55 | 90.9 |
| 2 | health education experts | 4.27 | 85. |
| 3 | learning media experts | 4.32 | 86.4 |
| Average | | 4.98 | 87.6 |

The table above is the average score of the assessment obtained from the experts. The average score obtained is 4.32 (four point three two) and has an average percentage of 87.6%. Based on the criteria previously determined, the average assessment of the experts meets the "good" criteria.

The results of filling out questionnaires from students are as follows:

Table 7. Data for Filling Out Student Questionnaires on Product Trial I

| No | Students | Average | Percentage |
|---------|-----------|---------|------------|
| 1 | class I | 9.4 | 93.8 |
| 2 | class II | 8.6 | 86.3 |
| 3 | class III | 8.3 | 82.9 |
| Average | | 8.7 | 87.7 |

Looking at the table of results of filling out questionnaires conducted by students, the results of filling out the questionnaires are as follows: 1) Class I, which is 93.8%, is in the "very good" category, 2) Class II, which is 86.3%, is in the "good" category, 3) Class III, which is 82.9%, is in the "good" category. So that the average percentage is 87.7% and is included in the "good" category. From the results of these data, it can be stated that in the trial of product I the development of health education teaching materials was well received by students of class I, II, and III and deserved to be tested for product II.

The product after being tested for Product I and received and after being revised, then the product is tested in the product trial II. The Product II trial was carried out with a total of 51 students or all students divided into three classes, namely class I, II, and III at Karangkidul elementary school.

The product trial II on the product development model of health education teaching materials was carried out with the aim of knowing

the extent of the effectiveness and acceptability of the product. The following are the results of filling out a questionnaire by physical education teachers on the results of product II trials:

Table 8. Results of the Product II Trial Assessment by the physical education teacher at Karangkidul elementary school

| No | Indicator | Value | Percentage |
|-------------|----------------------|-------|------------|
| 1 | Content eligibility | 40 | 88.9 |
| 2 | Serving Eligibility | 26 | 86.7 |
| 3 | Language Eligibility | 8 | 80.0 |
| 4 | Graphic Eligibility | 22 | 88.0 |
| Total Value | | 96 | 87.3 |
| average | | 4.36 | 87.3 |

Data The average assessment of physical education teachers at Karangkidul elementary school gets a percentage of 87.3%. Based on the previously determined criteria, the average assessment of learning media experts meets the "good" criteria so that the development of health education learning models for grades I, II, and III in elementary schools is feasible to use.

The results of filling out questionnaires from students are as follows:

Table 9. Data for Filling Out Student Questionnaires on Product Trial II

| No | Students | Average | Percentage |
|---------|-----------|---------|------------|
| 1 | class I | 8.9 | 88.8 |
| 2 | class II | 8.6 | 85.6 |
| 3 | class III | 8.6 | 86.3 |
| Average | | 8.7 | 8.7 |

Looking at the table of results of filling out questionnaires conducted by students, the results of filling out the questionnaires are as follows: 1) class I, which is 88.8%, is in the "good" category, 2) class II, which is 85.6%, is in the "good" category, 3) class III, which is 86.3%, is in the "good" category. So that the average percentage is 86.9% and is included in the "good" category. From the results of these data, it can be stated that in the product trial the development of health education teaching materials can be well received by students in grades I, II, and III and deserves a product feasibility test.

The product of the development of the health education teaching material model after being

tested for product II and received an assessment by the physical education teacher at Karangkidul elementary schools and after a revision, then the product was tested on a product feasibility test conducted in three elementary schools, namely Gabahan elementary schools, Kembangsari 01 elementary schools, and Bangunharjo elementary schools.

The product feasibility test subject data was tested on students with I, II, and III in each school as follows:

Table 10. Student Sample Data on Product Feasibility Test

| No | School | Class | Total students |
|-------|-----------------------------------|-------|----------------|
| 1 | Bangunharjo elementary schools | I | 26 |
| | | II | 28 |
| | | III | 28 |
| 2 | Gabahan elementary schools | I | 20 |
| | | II | 14 |
| | | III | 17 |
| 3 | Kembangsari 01 elementary schools | I | 25 |
| | | II | 26 |
| | | III | 28 |
| Total | | | 212 |

This trial aims to identify the feasibility of the product in teaching and learning activities for health education materials in physical education subjects after the third product revision is carried out. The data obtained from this feasibility test is used as a reference in revising the final product of developing a model of health education teaching materials in physical education, sports and health for lower grade elementary school students. The data obtained from this trial are the results of filling out questionnaires for physical education teachers and students who are the research subjects of this feasibility test. The following are the results of filling out a questionnaire by physical education teachers on the results of the product feasibility test:

Table 11. Average Results of Feasibility Test Assessment by physical education Teachers

| No | Teachers | Average | Percentage |
|----|---|---------|------------|
| 1 | Teacher of Physical Education at Gabahan Elementary | 4.23 | 84.5 |

| School | | | |
|---------|---|------|------|
| 2 | Teacher of Physical Education at Kembangsari 01 Elementary School | 4.36 | 87.3 |
| 3 | Teacher of Physical Education at Bangunsari Elementary School | 4.41 | 88.2 |
| Average | | 4.33 | 86.7 |

The table above is the average assessment score obtained from physical education teachers. The average score obtained is 4.33 (four point three three) and has an average percentage of 86.7%. Based on the criteria previously determined, the average assessment of the experts meets the "good" criteria. So that the product development model of health education teaching materials for grades I, II, and III in elementary schools is appropriate to be used in learning health education materials in sports and health physical education subjects in lower grades at the elementary school level.

The results of filling out questionnaires from students are as follows:

Table 12. Data on Student Questionnaire Filling in the Product Feasibility Test

| No | Students | Average | Percentage |
|---------|----------------------------------|---------|------------|
| 1 | Gabahan Elementary School | 9.0 | 90.3 |
| 2 | Kembangsari 01 Elementary School | 8.8 | 88.2 |
| 3 | Bangunharjo Elementary School | 8.7 | 86.6 |
| Average | | 8.8 | 88.3 |

The table above is the average score of the results of filling out the questionnaires obtained from students. The average score obtained is 8.8 and has an average percentage of 88.3%. Based on the previously determined barometer, the average results of filling out the questionnaires by students in the feasibility test met the "good" criteria. So that it can be stated that the product development model of health education teaching materials can be well received in grades I, II, and III elementary schools.

The results of this assessment produce health education teaching materials for grade I, II, and III elementary school students that are effectively used in the teaching and learning process and can be well received by users.

A teacher or educator must use meaningful teaching materials, which means that the materials in the teaching materials must have concepts that are relevant to the latest information (Zulvira et al., 2021). In this teaching material product, the appropriateness of the content of the material is accurate in the use of terms, illustrations or case examples, as well as accurate in concepts and definitions. In addition, the material contained is in accordance with the existing basic competencies (KD).

The results of the assessment of the product development model for health education teaching materials are seen from the aspect of the feasibility of presenting the material, it is found that the product is suitable for use and has "good" criteria. This is because the product of this teaching material in terms of presenting concepts, definitions, case examples, pictures and illustrations is adapted to the characteristics of students. Pictures and animations can increase the creativity of students and can make it easier for students to understand the material presented (Suciliyana & Rahman, 2020).

The use of appropriate images will help students understand the material provided and can attract students' curiosity in learning new things (Mansourzadeh, 2014). This teaching material product presents explanations that contain lots of pictures and avoids text that is too long. Presentation of material with terms in the form of text that is too long and will cause students to get tired quickly in learning (Ummu Jauharin Farda et al., 2016).

This health education teaching material product is also equipped with a barcode system which when scanned will display a learning video according to the material that appears on the page where the barcode is located. Using digital video media is very useful for increasing knowledge about the material presented, namely health education (Anggraini et al., 2019).

This teaching material product presents explanations that contain lots of pictures and

avoids text that is too long. The use of proper grammar has a role in supporting the success of students in learning all fields of study (Rustantiningsih et al., 2012). The assessment of the product development model for health education teaching materials in terms of the feasibility of using grammar can be concluded that the product is feasible to use and has "good" criteria. This is because the product of this teaching material in terms of grammatical presentation is adjusted to the characteristics of students.

Teachers must understand the reading and writing abilities of their students, so that the media used in learning will be appropriate (Ceyhan & Yıldız, 2020). At school age children, especially in low grades, children's reading ability tends to be low (van den Broek et al., 2011). In this health education teaching material, the language used is communicative language and the choice of vocabulary is adjusted to the readability level of students who are in low grade.

Students in the lower grades of elementary school are students with the type of beginner reader. In this case, teaching materials that have simple pictorial vocabulary are very necessary (Kusminah, 2012). Analysis of the data on the feasibility of using the grammar of the product development model for health education teaching materials, it was found that the product was feasible to use and got results with "good" criteria.

The graphic feasibility of teaching materials is about the design, cover, color combination of teaching materials, etc. This aspect serves to increase the attractiveness of students to use teaching materials as a source of learning, so teaching materials must be designed in such a way according to the target characteristics of the teaching materials (Irsyada, 2016). The results of the assessment of the product development model of health education teaching materials seen in terms of the feasibility of graphics, it was concluded that the product was feasible to use and received "good" criteria. This is because the design, color selection, font selection, size and paper selection in this teaching material product are adjusted to the characteristics of students.

CONCLUSION

This study resulted in the product of teaching materials for health education materials in the subjects of physical education, sports and health for grade I, II, and III elementary school students that were effectively used in the teaching and learning process and were well received by students.

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