Literature Review: Storybook Media Improves Reading Understanding of Montessori Theory for Class V Elementary School

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Abstract: *In Indonesian education, we found problems that occurred in fifth grade elementary school as follows: 1) generally the learning media was not in accordance with the characteristics of the students, 2) some students used learning media that were not suitable for learning Indonesian, 3) students were less interested in reading because of the media reading is not interesting for students. The problem will be affect the ability to understand the main idea. The method used in this article is a literature review. In 4 international and 6 national articles, the obstacles found that learning media were difficulties with interest in improving reading comprehension skills, while several positive things were found to increase student motivation in using book as a media. Stories in the learning process of students in elementary school at class V. Learning media using story books is a new habbit with various ways to carry out a good and interesting learning process and in accordance with curriculum objectives. Obstacles were found both psychologically and socially among fifth grade elementary school students.*

INTRODUCTION

Education is an effort to foster student practice and innovation with communication that produces opportunities for development. In Indonesia, they need better training, this is the basis for continuous change in education programs. Implementing changes to educational plans is one of the efforts made by the state to produce superior alumni of state and global strength so that they are in line with the capabilities and targets of general education as stated in (Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, n.d.) In training, students are required to be dynamic, imaginative and innovative in

answering the material. Activeness is physical and mental action, especially doing and thinking as an indistinguishable series. The education that is needed today is education that can combine individual education with education that can streamline the development of all elements of the young generation (mental, physical, social close to home, creative and in-depth). (Jusuf & Sobari, 2022) ,

Learning with this instructive model is directed at the development of the young generation as complete humans. The student's traits become prevalent from a mental point of view, but also in his personality. A child who is successful in his character will be able to face all the problems and difficulties in his daily life, he will also become someone who has a deep-rooted student spirit. In determining learning techniques, the most important thing is to know what capacities will change in children after undergoing character-related learning. Training is an effort to develop and nurture the human personality, both from an in-depth and actual perspective (Fitriyah & Wardani, 2022) The educational program that takes

place in elementary schools is an autonomous education program. In the new academic year 2022/2023 elementary schools will start implementing free education programs. The free education plan, now known as the model education program, was created as a more adaptable system of education plans and is centered on basic material and creates the character and abilities of students, which have the following qualities: Task-based learning for the improvement of having refined abilities and character according to the profile of Pancasila students (Kemdikbud, 2020) .

In learning Indonesian, we found problems that occurred in fifth grade elementary school as follows: 1) generally the learning media was not in accordance with the characteristics of the students, 2) some students used learning media that were not suitable for learning Indonesian, 3) students were less interested in reading because of the media reading is not interesting for students. This will affect the ability to understand. Apart from that, the media contains data that is less relevant to students' current situation, especially

media understanding (Inawati & Sanjaya, 2018) . The low level of student interest and reading ability in reading is related to media accessibility, situational factors and parental parenting patterns. Not all students receive quality and age-appropriate media. Apart from that, financial factors and parents' low awareness of providing books at home mean that students do not get the media they need. Apart from that, there are several things that cause students' low interest in understanding books, including the learning system that has been running so far has not been able to trigger students to be interested in reading because learning is boring and educators. focused (Anjani et al., 2019) .

Focusing learning on basic material will make learning more top to bottom for important skills such as proficiency and numeracy, and educators have the adaptability to complete separate takes according to student capacity and make adjustments to the environment and environmental content. (Jusuf & Sobari, 2022) . Autonomous education planning is not carried out continuously and on a large

scale, this is in accordance with the strategy of the Department of Education, Culture, Exploration and Innovation (Kemendikburistek) which provides opportunities for educational units to implement educational programs. (Berry et al., 2023)

Based on the impact of perceptions on class V reading ability at SD Muhammadiyah 11 Surabaya and SD Muhammadiyah 3 Surabaya, data was obtained that there were class V elementary school students who apparently had low comprehension skills, especially in basic thinking material. Judging from the assessment of learning outcomes, there are 75% of students who actually experience problems in understanding the embodiment of a main idea. The low learning outcomes are caused by a classroom climate that is less dynamic and creative so that students generally feel tired when studying. Looking at the perception results above, it can be assumed that educators at SD Muhammadiyah 11 Surabaya and SD Muhammadiyah 3 Surabaya, especially grade 5 elementary school teachers, should use strategies or media that can

support progress well. (Datu et al., 2023) . In accordance with the logical steps at the training stage, careful attention can be carried out, namely students read carefully the example material or read carefully related to illustration material, paying attention to pictures, recordings or other media. (Juniawan et al., 2020) .

Montessori theory is a pioneering figure who discovered the Montessori strategy. For these situations, Montessori strategies rely on the child's improvement hypothesis. The Montessori strategy is a technique applied to the younger generation in lower and higher grades. In this situation, Montessori stated that education must continue according to the turn of events that occur in the child. Montessori differentiates the general formative period into three parts, namely:

a. *Absorbed mind* (0-6 years). In this mental retention period, children can assimilate data quickly and create ideas that can be captured through natural encounters, using language and emerging gradually and continuing to create by being bored, strengthened, perfected and created consistently.

b. age range of 6-12 years (second term), Montessori is known as adolescence.

c. Age period 12-18 years (third period). The third period, coinciding with immaturity, brings about enormous real change and promotes extraordinary development. When they are young, everyone will try to understand their social and financial roles by trying to see their position in the eyes of the public.

About the idea of a sensitive (complicated) period. Children are hereditarily modified for a certain period of time so that children need and can dominate certain tasks. For example, there are moments of reluctance to dominate the language, during this period the child works with the work to master this capacity perfectly. When the child is prevented from taking part in these meetings at certain times that nature has predicted he will do this, then he becomes very sensitive. which attracts them with the

aim of making these things disappear thereby disrupting the course of events.

1. The sensitivity period will be detailed

Between the ages of 1-2 years, children focus on subtle things for several minutes at a time. For example, they pay close attention to underground bugs or bugs that escape the attention of adults. They are interested in hitting objects with variety and beautiful light, then focusing on smaller objects behind them, they try to satisfy their encounter as much as possible.

When children aged 4-6 years have good responsiveness, they learn how to use it. Assuming it is implemented in elementary school, the basic age of children is 6 years and the maximum age is 7 years. Because at this age students must be given action encouragement that can help children's attention according to events. Regarding this matter, Maria Montessori, who is a figure in formative brain research, has her own way of overcoming problems in understanding perception, known as the Montessori technique, which is a

characteristic of learning. In this strategy, students complete exercises using tools or materials to assist learning exercises. With the aim that through the completed exercises, you can further develop students' comprehension skills.

2. Period of sensitivity to language

The period of sensitivity is extraordinary responsiveness, especially the child's learning speed in dominating the confusing language learning process, children learn the principles of various types of sentences. According to Montessori, if children are shown they will master both because the child's ability to understand language is very perfect, it can be reasoned that the child is equipped with extraordinary abilities. a kind of collection of languages or "components". This introductory section presents the background of the problem, objectives, and explanations regarding previous and relevant literature reviews/research (genesis and gap analysis) and *leads* to the formulation of the problem.

METHOD
The method used in writing this article is a *literature review study*, which

is a study carried out to analyze literature selected from several sources so that it becomes a conclusion and becomes a new idea. The journals used in this study are journals that discuss topics regarding: storybook media to improve reading comprehension skills in grade V elementary school. Writing 20 articles, consisting of 4 international and 16 national articles using *Google Scholar* and *ScienceDirect* with quantitative and qualitative research designs, in the period August – September 2023.

RESULT & DISCUSSION

Result

Tabel 1 Analysis Of International And National Journals August – September 2023

1	References	Heliyon (Goyal et al., 2022)
	Research Title	A Meta-Analysis Approach To Measure The Impact Of Project-Based Learning Outcomes With Program Attainment On Student Learning Using Fuzzy Inference Systems
	Research Purposes	Analyze students' creative and crisis thinking, collaborative decision making and communication skills with realistic boundaries and standards through theory and practical implementation
	Method	Quantitative
	Research Result	For one year it is quite promising, helping educators evaluate the performance of candidates individually or in groups based on several assessment criteria, helping to acquire the knowledge, values, attitudes, in-depth learning and skills necessary for continued educational development.
2	References	Environmental Technology & Innovation (Moure Abelenda et al., 2023)
	Research Title	Adapted Business Model Canvas Template And Primary Market Research For Project-Based Learning On Management of Slurry
	Research Purposes	Project-based learning (PBL) answers real and global challenges and enables students' academic and professional formation
	Method	Educational actions using the Business Canvas Model (BMC)
	Research Result	Identified in PBL and didactic proposals are elaborated to imitate students' interactions with the community ecosystem.
3	References	International Journal of Distributed and Parallel Systems (Smaldino et al., 2012)
	Research Title	Instructional Media and Technology for Learning
	Research Purposes	To help educators incorporate technology and media into their repertoire to use them as teaching tools and to guide students in using them as learning tools.
	Method	Quantitative and Qualitative
	Research	This edition is necessary

	Result	because of the extraordinary pace of innovation in all aspects of technology, particularly as it relates to computer and mobile technology, as well as the Internet. This text has been updated to reflect trends in accelerating technological advances and changes in the use of technological resources in education. We have combined the previous two chapters, audio and video, to reflect today's relevant multimedia concepts. The twelfth edition also examines the interactions between the roles of teachers, technology coordinators, and school media specialists, all complementary and interdependent teams in schools		Research Result	School literacy movement towards the reading comprehension ability of North Kuta Elementary School Class II students ; (3) there is a simultaneous influence of the implementation of the school literacy movement on the reading interest and reading comprehension ability of class V students at SD Gugus II North Kuta.
4	References	Pendasi: Indonesian Journal of Basic Education (Anjani et al., 2019)	5	References	Postgraduate Program: Early Childhood Education, Jakarta State University (Ariyati, 2013)
	Research Title	The Influence of the Implementation of the School Literacy Movement on Reading Interest and Reading Comprehension Ability of Class V Students at SD Gugus II North Kuta		Research Title	Improving Beginning Reading Ability Through the Use of Game-Based Image Media
	Research Purposes	To determine the influence of the implementation of the school literacy movement on reading interest and reading comprehension abilities of elementary school students in class V, cluster II, North Kuta		Research Purposes	To improve reading ability from the start of visual media.
				Method	Increasing class actions with non-test methods
				Research Result	The results of the overall data percentage analysis were 97.61 percent which is above the achievement indicators. Based on the increasing percentage, the hypothesis can be accepted
	Method	Single factor independent groups designs	6	References	Belaindika (Aulia et al., 2020)
				Research Title	The Important Role of Evaluation of Indonesian Language Learning in Elementary Schools
				Research Purposes	Prepare good evaluations for educators and students before the evaluation is carried out so that the desired results are met or exceed the KKM (Minimum Completeness Criteria).

	Method	Improved class actions with test methods			main idea of a paragraph, after using the "jamu sigap" model students easily determined the main idea
	Research Result	The implementation of learning in the classroom has consequences for a teacher to increase his or her role and competence, because a competent teacher will be better able to manage the class and carry out evaluations for students both individually and in the class. Evaluation is an effort to obtain information about students' overall learning gains, including knowledge, concepts, attitudes, values and process skills. This can be used by teachers as feedback and decisions that are very necessary in determining teaching and learning strategies	8	References	Scholaria (Fitriyah & Wardani, 2022)
				Research Title	Independent Curriculum Paradigm for Elementary School Teachers
				Research Purposes	To conceptually describe the independent curriculum which will be implemented in 2025.
				Method	Qualitative descriptive
				Research Result	As a result, this curriculum can be applied in various regions. Teacher preparation for this independent curriculum is by attending workshops about this curriculum held by educational and private institutions.
7	References	Satya Widya (Datu et al., 2023)	9	References	Didactics (Harianto, 2020)
	Research Title	Efforts to Train Reading Skills for Class V Students of SD Muhammadiyah 11 Through: Jamu Sigap		Research Title	Reading Skills in Language Learning
	Research Purposes	To train the reading skills of fifth grade elementary school students through herbal medicine		Research Purposes	Learning to read at school emphasizes the goal of understanding, absorbing impressions and express messages or ideas
	Method	Descriptive qualitative method		Method	Literature Review
	Research Result	Based on the results of observations, students can determine the main idea of a paragraph after the application of "jamu sigap" is carried out. The results of interviews with teachers were that before using the "jamu sigap" learning model students had difficulty determining the		Research Result	Reading ability can be improved by practicing a lot and Look for the form or reading technique that is considered most appropriate. There are several things that need to be avoided when reading in order to get maximum speed, namely: (1) vocalization (reading in a loud voice); (2) lip movements (reading accompanied by lip

		movements, even though there is no sound); (3) head movements; (4) pointing with a finger or pencil at the part being read; (4) regression (reading things that have been read or repeating things that have been read); (5) read word by word.
10	References	Bindo Sastra (Inawati & Sanjaya, 2018)
	Research Title	Speed Reading Ability and Comprehension of Class V Students of OKU State Elementary School
	Research Purposes	To describe the ability of fifth grade students at SD Negeri OKU to read quickly and understand.
	Method	Analysis description
	Research Result	The results showed that students' speed reading and comprehension abilities varied between medium and low categories. This can be seen from the average score of students in speed reading and comprehension, namely SDN 1 OKU, which is 45.68 . SDN 3 OKU amounted to 50.26 . SDN 4 OKU reached 54.17 . SDN 5 OKU reached 40.45 . SDN 11 OKU reached 50.33 . SDN 12 OKU reached 47.59 . SDN 18 OKU reached 51.54 . SDN 24 OKU reached 43.94

Discussion

have done this both internationally with categories Q1 to Q4 and nationally in Sinta 1 to Sinta 6

with the keywords learning media or storybook media. If we look at and read several international articles abroad about storybook media to improve reading comprehension skills, it is not much different from the problems that exist in Indonesia, with articles that we read domestically or nationally which are very basic, we find that there are obstacles from those faced in general. Learning media is not appropriate to the characteristics of students, some students use learning media that is not suitable for learning Indonesian, students are less interested in reading because reading media is not interesting for students. In international and national articles, several problems were found, such as teachers' perceptions of learning in learning media as well as support from schools and the government, curriculum design so that educational goals can be achieved with new learning media.

Another impact that is also obtained from searching articles is that there are still various obstacles so that some learning cannot be optimal. This condition is exacerbated by the frequent occurrence that the media

used in learning in class V elementary schools is not optimal. This situation has a big impact on students' learning in Indonesian language subjects. On the other hand, learning by providing excellence internationally or nationally, such as increasing learning motivation, independence in completing an educational process, improving reading comprehension skills. From the results of the literature review, the test results showed that learning was only effective for Indonesian language subjects. The positive side of this condition is that students become more interested in reading comprehension to find the main idea.

CONCLUSION

Learning media using storybooks is a new habit with various ways to carry out a good and interesting learning process and in accordance with curriculum objectives. Obstacles were found both psychologically and socially among fifth grade elementary school students.

However, of course there are still many positive sides to learning using storybooks, such as high motivation, responsibility for oneself, independence in understanding and completing tasks given by the teacher. Therefore, the conclusion must be aligned with the problem formulation and research objectives. In the closing, conclusions can also be added from research findings and further applications which are prospects for future studies.

ACKNOWLEDGEMENT

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