Development of Creative Learning Media Durita Story to Improve Student's Storying Ability

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Abstract: This research is motivated by the problem that almost 75% of students need help to develop their ideas assembled into a story and not supported by creative learning media, so students become passive in the learning process. This causes the low ability of students to tell stories. The purpose of this study was to determine the creation of creative learning media in the form of Durita, to find out how valid Durita's media was, find out how much-increased storytelling ability in grade 5 SDIT Al-Zahiyah using Durita's media was, and to determine student responses to Durita. The method used is Research and Development (RnD) with a 4D development model (Define, Design, Development, and Dissemination). Based on the objectives described, the making of Durita goes through several stages, such as designing pictures and guidebooks, initial media design, and making media. Another result obtained is a validation test by media experts with a score of 86% in the valid category and a validation test by material experts with a score of 100% in a very valid category. This shows that Durita's media deserves to be tested on students. The oral pretest and posttest improvement test conducted by students using N Gain were calculated with a score of 0.70 with very high improvement criteria. Student response questionnaire with results as much as 92% with very good criteria and the impression from students that Durita's media is an exciting and fun medium. The results of this study indicate that Durita's media is a feasible media to use and can improve students' storytelling skills, making students happy.

INTRODUCTION

Language is an important aspect of the communication process; this is in line with Wondal's statement (Wondal, 2019), which states that language has two scopes, namely means of communication and feelings used as symbols of one's thoughts conveying certain intentions to others. Language is closely related to humans because language is a form of communication and a tool for understanding other people's thoughts.

According to (Dewi & Fitria, 2019), the ability to tell stories includes speaking skills that aim to provide information to other people, and the ability to tell stories has several aspects, namely the ability to listen, understand language, express yourself, and answer. This is in line with the opinions of Oktaviarini (2020), Anggraeni (2019), and Dheasari (2020), who say that storytelling is the ability to explain something to others and provide direct experience to students. The learning experience is a process that includes the process of seeing, listening, and understanding through certain media.

Education and learning media are related to each other; without media, the learning process is incomplete. This is in line with the opinions of Arsyad (2015), Hamid (2020), and Pakpahan (2020), who say that learning media is a means or tool used to convey messages and assist the learning process.

Wibowo (2016) says that creativity is a process for someone to produce new products that are useful for others. Wibowo added that creativity has two important aspects: product novelty and benefits.

In the opinion of Bahij (2017) and Haqi (2015), learning media is divided into three types: visual media, audio media, and audio-visual media. The selection of appropriate media for the learning material can make it easier to convey messages. This is in line with the opinion of Kustandi (2020) and Anugraheni (2018), who say that the selection of learning media has several criteria that must be considered, such as analyzing student needs, formulating goals to be achieved and material learning, developing media, conducting trials and revisions.

Creative learning media can help students expedite conveying ideas by providing examples of visual images that can help students' imagination

process to produce various ideas (Dewi & Fitria, 2019)

Trinova (2012) suggests several characteristics of fun learning, such as students not feeling pressured, being excited and happy, student involvement in learning activities, and students freedom to express their ideas.

Based on the results of observations at SDIT Al-Zahiyah class 5, it was found that the problem was that there were no learning media that supported learning activities; every day, students and teachers taught only using LKS books and blackboards. This learning makes students easily bored and not enthusiastic about participating in learning. This can reduce student involvement in learning and make it difficult for students to understand the material, so creative learning media are needed that can encourage students to help to learn.

Another problem in the class was that almost 75% of the students could not develop their ideas arranged into a story, and experienced a stalemate in story ideas, so creativity did not develop when telling stories. This causes the low ability of students to tell stories and develop ideas creatively and is not

supported by creative learning media, so students become passive in the learning process.

Based on the problems explained the researcher will develop a creative media, namely story dice (Durita) which can be used as an alternative solution to learning media in the class. The objectives to be achieved in this study are to find out how creative learning media is made in the form of Durita, to find out how valid Durita media is, to find out how much the storytelling ability of class 5 SDIT Al-Zahiyah has increased using Durita media, and to find out students' responses to Durita. The media that the researcher will develop is Durita media which is an extension of Dadu Cerita. Durita consists of 6 different images. The purpose of using this media is to make it easier for students to tell stories and can stimulate students to focus and think quickly in composing an effective sentence to become a story and can train students to be brave in expressing their opinions so that this media is expected to be able to improve storytelling skills student.

The following is a picture of the initial product Durita before the expert validation test was carried out:

Figure 1 Durita Design

Figure 2 First Plan of Durita

The purpose of this study was to find out how creative learning media was made in the form of Durita, to find out how valid Durita media was, to find out how much the storytelling ability of grade 5 SDIT Al-Zahiyah increased using Durita media, and find out students' responses to Durita..

METHOD

Research and Development (RnD) will be the method used in this research. This research was conducted at SDIT Al-Zahiyah, which is located at Jalan Pinang RT.02 RW.14, East Pamulang, South Tangerang, Banten. Class V

students with a population of 10 students will use a sample of 10 students. The sampling technique used is the saturated sample technique.

The development model used is 4D, namely Design, Define, Development, and Dissemination. The 4D development model is a development model proposed by Thiagarajan in 1974. This model is often used to develop products that will be applied in class, such as developing learning media products. There are four stages of developing Durita learning media to improve the storytelling skills of grade 5 students at SDIT Al-Zahiyah, namely the first define, namely conducting front-end analysis, student analysis, material analysis, and curriculum analysis. Both designs, namely selecting Durita media, selecting formats based on criteria, and the initial design of Durita. The three developments conducted trials which included expert validation tests on media experts and material experts, student improvement tests, and student responses. The fourth is dissemination, namely disseminating the results of this research in the form of journal articles.

The data analysis technique used three steps, namely the first expert validation test using a questionnaire with a Likert scale to provide criticism and suggestions for improvement. The score obtained by the validator will be processed using the percentage formula (Diana & Suri, 2018) as follows:

$$P = \frac{\text{the sum of the Collection Scores}}{\text{The sum of the criterion scores}} \times 100\%$$

Description:

P : Eligibility Percentage

Furthermore, the results obtained will be categorized according to the validation level criteria (Diana & Suri, 2018) as follows:

Table 1 Validation Level Criteria

Percentage Scores (%)	Validity Level
84,01 – 100,00	Very Valid
68,01 – 84,00	Valid
52,01 – 68,00	Quite Valid
36,01 – 52,00	Less Valid
00,00 – 36,01	Very Invalid

The media expert and material expert instrument grids were adapted from the National Education Standards Agency (BSNP) in Primadi (2016), which can be seen in the following table.

Table 2 Media Expert Instrument

Aspect	Indicator	Statement Number
Graphic Display	The design of the image is in accordance with the contents of the material for class 5 theme 8	1
	Correct font type and size	3
	Attractive colors and pictures	2
	The overall appeal of Durita media	4
	The suitability of the media with the criteria for selecting the development of learning media which includes analyzing student needs, formulating goals to be achieved and subject matter, developing media, and conducting trials and revisions	5
Layout	Appropriate placement of text and images	6,7
Media Efficiency	Ease of media in finding tools and materials for making Durita	8,9
	Durita can save the use of time and energy	10

Table 3 Material Expert Instrument

Aspect	Indicator	Statement Number
Content Eligibility	The material is by core competencies and basic competencies. The basic competence is to describe the story contained in the picture of Durita	1,2
	The material for class 5 theme 8 is in accordance with the	3

	learning objectives, namely, to improve storytelling skills	
	Suitability with students' cognitive development	4
	Suitability with aspects of storytelling skills, which include vocabulary, grammar, and self-expression	7,10
Material linkage	Compatibility of the image with the material for class 5 theme 8, Our Friend's Environment	5,6
	The material is clear and complete	8
	The assignment of students to tell stories orally is given according to the learning outcomes, namely to improve storytelling skills	9

The second step is to carry out an improvement test using the pretest and posttest to measure the increase in students' storytelling abilities. Pretest and posttest will be done orally. The assessment aspect is based on aspects of students' storytelling abilities which include vocabulary, grammar, and self-expression.

Assessment is calculated using the formula proposed by Retnawati (2017) as follows:

$$\text{P. Student} = \frac{\text{the sum of the Collection Scores}}{\text{The sum of the criterion scores}} \times 100$$

The assessments obtained from the pretest and posttest conducted by students will be further processed using the formula for increasing the normalized gain (N-Gain) adopted by (Nirmalasari, 2016), namely:

$$N\text{-}Gain = \frac{\text{Score } Posttest - \text{Score } Pretest}{\text{Score Maksimal} - \text{Score } Pretest}$$

Table 4 N Gain Grouping Criteria

Persentage Scores (%)	Validity Level
84,01 – 100,00	Very Valid
68,01 – 84,00	Valid
52,01 – 68,00	Quite Valid
36,01 – 52,00	Less Valid
00,00 – 36,01	Very Invalid

The third step is a student response questionnaire using a questionnaire with a Likert scale to provide student responses after using the Durita learning media. The scores obtained by students will be processed using the percentage formula adapted from Humaidi (2021) as follows:

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

Description:

P : Rating Percentage
N : Maximum Total Score
n : Number of Scores obtained

Table 5 Student Response Criteria

N-Gain	Criteria
0,70≤g≤1,00	Tall
0,30 ≤ g < 0,70	Currently
0,00< g < 0,30	Low
g = 0,00	No increase
-1,00 ≤ g < 0,00	Decline

The student response questionnaire grid used is as follows.

Table 6 Student Response Questionnaire Instrument Grid

Aspect	Indicator	Statement Number
Study ability	Durita helps students in telling stories.	1 dan 2
	Durita according to the needs of students.	3
Ease of understanding	Durita helps students understand the material.	4
Presentation of learning media	Durita has an interesting image.	5
	Durita uses pictures that are easy for students to understand.	6
Learning fun	Durita can raise the spirit of students.	7
	Durita makes students more active and involves students directly in the learning process.	8
	Durita makes students free to develop ideas.	9
	Durita makes students happy and not pressured into learning.	10

RESULT & DISCUSSION

Result

The following is an explanation of the four stages of developing Durita learning media to improve the storytelling ability of grade 5 students at SDIT Al-Zahiyah; first definition is done by front-end analysis, namely observing the school and finding a problem, namely almost 75% of students cannot develop their ideas which are arranged into a story and experiencing deadlock ideas. This is supported by the absence of creative learning media to assist students in learning activities, student analysis namely observing student characteristics found that at that age, students tend to be active when learning is done by learning while playing, and students begin to use logic to solve simple problems, material analysis, namely the selection of themes 8 sub-themes 1 and Indonesian language subjects to be used in this study, and

curriculum analysis, namely making lesson plans and giving assignments in the form of making stories.

The second design, which is selecting Durita media, and choosing a format based on criteria at this stage, is making Durita's image designs and guidebooks with the help of the Canva application and Durita's initial designs.

The third development conducted development trials, including validation tests, improvement tests, and student responses.

Expert validation test for media experts and material experts, this validation test is carried out using a questionnaire. The following is the material expert's assessment:

$$P = \frac{\text{Jumlah skor pengumpulan}}{\text{Jumlah skor kriteria}} \text{x100\%}$$

$$P = \frac{50}{50} \text{x100\%}$$

$$P = 100\%$$

Based on the calculation results obtained a percentage value of 100% with a very valid level. Material experts conclude that the material used and the media developed are valid to be tested without any revisions.

The following is the assessment of media experts:

$$P = \frac{\text{the sum of the Collection Scores}}{\text{The sum of the criterion scores}} \text{x100\%}$$

$$P = \frac{43}{50} \text{x100\%}$$

$$P = 86\%$$

Based on the calculation, results obtained a percentage value of 86% with a very valid level. Media experts concluded that the developed media was valid for testing with several media revision notes, such as the size of the dice being too large, providing lots of pictures on each dice so that they could be replaced for each game, and the more pictures, the more varied. It is hoped that students will have deeper abilities in telling stories.

Student improvement test, after the validation test is carried out, revision and improvement tests are then carried out. Here is Durita after revision:

Figure 3 The Final of Durita

The improvement test was carried out on students with a pretest and posttest. The pretest is done by dividing students into three groups and asking students to make stories according to the theme of our friend's environment, and the posttest is done by dividing students into three groups; each student will roll the dice and then ask students to make stories according to the theme and pictures obtained from Durita so that it becomes a complete story from each group. The steps to run this game are as follows:

a. Students are divided into groups of 3-5 people.

b. Each student will roll the dice to get the picture from which they will make their story.

c. If there are students who get the same picture, then they are allowed to roll the dice again.

d. Each group will start telling a story according to the picture they get from rolling the dice.

e. Each group member will connect the story of the previous member to become a story.

f. The group whose story is good and appropriate will be given a reward in the form of grades and snacks.

The assignment is adjusted to the feasibility aspects of the content and material relevance. The assignment of students in telling stories is adjusted to the basic competencies that have been made, namely, describing the stories contained in Durita. Assignments in oral form train students to dare to express ideas and themselves. Students begin to use simple logic in making stories from an image on Durita and connect story sentences from their friends to make complete stories and learn to discuss with their friends to arrange each vocabulary and grammar that will be expressed.

Oral assignments make learning activities more active. This is because each student is required to make up

stories, and learning by using games will make students more enthusiastic to participate in learning.

The pretest and posttest ratings are calculated using the N Gain formula to measure the increase in storytelling skills. The following is the N Gain assessment for students.

Table 7 Pretest and Posttest Result Data

Calculation of N Gain Score					
Name	Pre test	Post Test	Post-Pre	Maks-Pre	N Gain Score	Criteria
Almira	50	100	50	50	1	High
Cinta	42	83	42	58	0,714285714	High
Gayatri	42	83	42	58	0,714285714	High
Intania	50	100	50	50	1	High
Kesya	67	92	25	33	0,75	High
Rafi	50	83	33	50	0,666666667	Medium
Fatih	67	75	8	33	0,25	Low
Regio	67	83	17	33	0,5	Medium
Rezky	33	75	42	67	0,625	Medium
Satria	67	83	17	33	0,5	Medium
Total	533	858	325	467	7	Medium
Average	53	86	33	47	0,70	High

$$\text{N-Gain} = \frac{\text{Score } Posttest - \text{Score } Pretest}{\text{Score Maksimal} - \text{Score } Pretest}$$

$$\text{N-Gain} = \frac{33}{47}$$

$$\text{N-Gain} = 0{,}70$$

The results obtained from the N Gain count of 10 students amounted to 0.70 with the criteria for increasing height. This shows that the assignments are appropriate, and Durita helps students by giving ideas and making stories.

The next step is a student response questionnaire. After the improvement test, students were asked to fill out a student response questionnaire and write down their impressions while learning to use Durita. This questionnaire, with a Likert scale, has five categories of answers: very inappropriate, not suitable, appropriate, moderately appropriate, and very appropriate. The response will be in the form of a score processed into quantitative data, which will determine how the student responds. The following is a count of student response questionnaires:

Table 8 Student Response Result Data

Indicator	N	Skor Maks	Average Percentage	Criteria
Durita helps students in telling stories.	94	100	94%	very good
Durita according to the needs of students.	47	50	94%	very good
Durita helps students understand the material.	47	50	94%	very good
Durita has an interesting image.	47	50	94%	very good
Durita uses pictures that are easy for students to understand.	46	50	92%	very good
Durita can raise the spirit of students.	48	50	96%	very good
Durita makes students more active	39	50	78%	very good

and involves students directly in the learning process. Durita makes students free to develop ideas.	45	50	90%	very good
Durita makes students happy and not pressured into learning.	47	50	94%	very good
Total	460	500	92%	very good

$$P = \frac{n}{N} x100\%$$

$$P = \frac{460}{500} \text{ x } 100$$

$$P = 92\%$$

The results obtained from the student response questionnaire were 92% with very good criteria, so Durita could make students happy and improve their storytelling skills. Based on the response questionnaire from 10 grade 5 students, as many as nine students expressed an impression of fun and excitement in learning to use Durita. Based on the development and application of Durita media in class, several advantages of Durita media were found, namely:

a. This media contains interesting pictures and can be arranged into a story.

b. This media has a unique form that can increase students' curiosity.

c. This media can help students in telling stories.

The weaknesses of Durita media are as follows:

a. The materials used cannot be used for the long term.

b. A limited number of pictures.

The fourth is dissemination, namely the dissemination of Durita products by creating and sending Sinta and Google Scholar-indexed journals because Durita has been proven to improve students' creative storytelling abilities.

Discussion

The product produced is the creative learning media Dadu story (Durita) to improve the storytelling skills of grade 5 students. The manufacturing stages include drawing and manual design, making initial designs, and manufacturing products. The results of the Durita creative learning media development model show that Durita media is a suitable medium to use and can improve students' storytelling skills, and can make students happy. This is based on the results of the validation test by media experts, with a score of 86% in the

valid category. This value indicates that the media follows the instrument aspects described by the National Education Standards Agency (BSNP) (Primadi, 2016) regarding graphical display, layout, and media efficiency. This value proves that Durita's media can be tested on students with some expert revision notes. Then, it is continued with a validation test by material experts with a score of 100% in the very valid category. This value indicates that the material follows the aspects of the instrument described by the National Education Standards Agency (BSNP) (Primadi, 2016) regarding the feasibility of the content and its relationship to the material. This value proves that the material to be used is appropriate and feasible to be tested on students. Then revision of the media is carried out according to the advice of media experts and supervisors. Followed by an oral pretest and posttest improvement test carried out by students with a count using N Gain to obtain a value of 0.70 with very high improvement criteria. Students can demonstrate their storytelling skills and creativity following the opinions of Oktaviarini (2020), Anggraeni (2019),

and Dheasari (2020), which have been described previously. The student response questionnaire with a result of 92% with very good criteria and the impression from students that the Durita media is fun and fun media. Students show their activeness following the characteristics of fun learning, such as students not feeling pressured, being excited and happy, being involved in learning activities, and students freedom in expressing their ideas (Trinova, 2012).

CONCLUSION

The research concludes that creative learning media Durita is feasible to use and has been tested to improve storytelling skills and make students happy in learning activities. This is based on the validation test results by media experts with a score of 86% and material experts with as much as 100%. The N Gain increase test obtained a value of 0.70 with very high improvement criteria. The student response questionnaire with a result of 92% with very good criteria and the impression from students that the Durita media is fun and fun media.

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